

To ECAQA Accreditation Council

March 22, 2024

**REPORT OUTCOME
EXPERT COMMISSION ON THE RESULTS
EVALUATION OF THE BACHELOR'S DEGREE PROGRAM
«GENERAL MEDICINE»
OF THE NAZARBAYEV UNIVERSITY SCHOOL OF MEDICINE
FOR COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION
OF THE EDUCATIONAL PROGRAMME OF
BASIC MEDICAL EDUCATION (BACHELOR'S DEGREE)**

**external expert evaluation period (site-visit):
February 27-29, 2024**

Astana, Republic of Kazakhstan - 2024

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LIST OF NOTATIONS AND ABBREVIATIONS

Abbreviations	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care
EEC	External Expert Commission
WFME	World Federation for Medical Education
NUSOM	Nazarbayev University School of Medicine
SER	Self Evaluation Report
NU	Nazarbayev University
MOU	Memorandum of Understanding
UMC	University Medical Center
IFOM	International Foundations of Medicine

LO	Learning Outcomes
AQEC	Academic Quality Enhancement Committee
TLC	Teaching and Learning Committee
LSP	Longitudinal Scholarly Project
AC	Academic Council
AMPC	Astana Medical-Pharmaceutical Cluster
FS	Faculty Senate
CAO	Chief Administrative Officer
AMPC	Astana medical and pharmaceutical cluster
NA, n/a	Not applicable
MCQ	Multiple choice questions
MSF	Multi-Source Feedback
UPMC	University of Pittsburgh Medical Center
UPSOM	University of Pittsburgh School of Medicine
GME	Graduate medical education
CBL	Case-based learnings
PBL	Problem-based learning
TBL	Team-based learning
GPA	Grade point average
CGPA	Cumulative Grade Point Average
MD	Doctor of Medicine
OSCE	Objective structured clinical examination
ORAU	Oak Ridge Associated Universities
MES	Ministry of Education and Science

1. Composition of the External Expert Commission (EEC)

In accordance with ECAQA Order No. 01 of January 4, 2024, the External Expert Commission (hereinafter referred to as EEC) was formed to conduct in the period 27-29.2. 2024 an external evaluation within the framework of accreditation of the educational programme " **GENERAL MEDICINE** " in the following composition:

№	EEC position	Surname and first name	Degree, academic title, position, workplace
1	Chair	IVANA OBORNÁ	Retired Professor of Ob&Gyn, Former Vice-Rector for International Relations, Palacký University Olomouc, Czech Republic
2	International expert	MARIE NOVÁKOVÁ	Professor, Department of Physiology, Faculty of Medicine, Masaryk University Brno, Czech Republic
3	Expert	MUSTAFINA KAMILA KAMALOVNA	Professor, Department of Microbiology, Virology, S.D. Asfendiyarov Kazakh National Medical University
4	Expert - employer	SHAMSUTDINOVA ALFIYA GUMAROVNA	Head of the Innovation and Education Center "National Hospital of Medical Center of the Presidential Administration of the Republic of Kazakhstan"
5	Expert - student	AYANA ERBOLATOVNA KAPANOVA	Student of General Medicine Faculty of the Karaganda Medical University

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

The report of the EEC includes a description of the results and conclusion on the external evaluation of the educational programme "General Medicine" for compliance with the Standards for Accreditation of Basic Medical Education Educational Programme (Bachelor's Degree) and Conclusions (hereinafter - Standards for Accreditation), recommendations of the EEC on further improvement of the quality of the educational Programme and recommendations on accreditation for the ECAQA Accreditation Council.

Managing Authority	Government of the Republic of Kazakhstan
Full name of the first manager (rector)	Ilesanmi Adesida (Acting President, Provost)
Date of establishment	Date of establishment of the University – 2010 Date of establishment of the School of Medicine - 2015
Location contact details	53 Kabanbay Batyr Avenue, Astana, Kazakhstan 010000 5/1 Kerei-Zhanibek Khandar Street, Astana, Kazakhstan 010000
State licence for educational activity at the bachelor's degree I	Nazarbayev University is an autonomous organisation of education and does not require a state licence for educational activities for any of its degrees
Information about branches (if applicable)	n/a
Year of commencement of studies	2015
Duration of study	4 years
Total number of graduates since the beginning of study	Graduates of the “Doctor of Medicine” Program (MD) – 114
Number of students at the beginning of the current year	91, out of them 21 in the first study year
Name of HYEIs, legal form of ownership, BIN	Autonomous organisation of education “Nazarbayev University”, School of Medicine BIN 090740002542
Full-time faculty/ Part-time staff involved in the implementation of the educational programme	54 full-time faculty 138 clinical preceptors employed by particular hospitals for clinical teaching as well
Website Instagram Facebook with active pages	nusom.nu.edu.kz nusom_official (https://www.instagram.com/nusom_official/) https://www.facebook.com/nusom.nu.edu.kz

2. General part of the final report

2.1 Information about the educational programme

Nazarbayev University School of Medicine (NUSOM) is one of the seven schools of the autonomous organisation of education “Nazarbayev University”. NUSOM was formally established in 2012, in partnership with the University of Pittsburgh School of Medicine (UPSOM), to serve as the academic hub of the Republic of Kazakhstan’s first integrated academic health system. The MD program is different from the undergraduate medical programs taught in Kazakhstan medical

universities. Program consists of four years of full-time study and leads to a medical degree and provides the competencies to practise medicine.

2.2 Information about previous accreditation

This is the first accreditation of the MD programme.

2.3 Brief description of the Self-evaluation Report of the educational programme

Before the visit, the EEC received a Self-Evaluation Report (SER), and as appendices several supporting documents for all standards in English. The EEC would like to express its gratitude for receiving a very detailed SER including identification of strengths and weaknesses in each area.

The SER of the educational programme "General Medicine" is presented on 139 pages of the main text and annexes on 41 pages. Annexes are also located at the link https://docs.google.com/document/d/1FZf6K4KQb51Ei3_ua2CDk8n5cq_Ep1ay/edit?usp=sharing&oid=116208882179908920174&rtpof=true&sd=true.

SER was carried out on the basis of the order No. 24-04/31 on October 6, 2022 when NUSOM established an internal commission on self-assessment where each standard was dedicated to a team with a chair and team members, both academics and students (Table p. 5-6 SER). SER addressed thoroughly all standards and their individual components.

The EEC requested additional documents during the preparation phase, before the visit, to be provided by NUSOM. Some of them were obtained during the preparatory phase of the site visit. There were also requests for additional documents and evidence during the site-visit. The documents were required on the fly of the site visit.

During the visit, the EEC had the chance to meet and interview the administration team (Dean and Vice-Deans, representatives of several committees: Medical Education committee, Faculty Promotion committee, Faculty Renewal committee, Research committee, Biosafety committee, Course&Assessment committee, Block committee, Teaching&Learning committee, Ethics committee, NU Academic Quality Enhancement committee, Program Head, chairs of departments, staff representative, both academic and hospital, representatives of research units, a representative of student governance and MD students, a representative of MD students Surgery club, social partners and representatives of administrative units. All participants were very cooperative and willing to participate in the discussion in an open and frank way.

The EEC would like to express sincere thanks for the cooperation of all participants and their participation in fruitful discussions during the visit and especially the Head of the administrative services for ensuring the smooth operation and provision of all additional information that was requested during the visit.

3. Description of external expert evaluation steps and conclusion

The EEC site-visit was organised in accordance with the Guidelines for External Evaluation of Educational Organizations and Educational Programmes of the ECAQA.

The sequence of the 3-day site-visit is detailed in the Site-visit Program (hereinafter referred to as the Program), which can be found in Annex 3 to this Report.

Following methods and their results were used by EEC members to obtain objective information:

- interviews with management and administrative staff - 10 total persons;
- interviews with students - 15 total persons, including one international students from the USA;
- exploring the website <https://nusom.nu.edu.kz>;
- interviews with 11 staff and 28 faculty;
- questionnaire survey of faculty and students - 22 and 27, respectively;
- observation of student learning: attendance of three practical classes of Basic Physical Examination in the Simulation centre (Dr. Sazonov, Dr. Terzic, each group consists of four

students plus one resident), lectures (Immunology in Health and Disease, lecturer D. Poddighe, 25 students);

- review of resources in the context of meeting the standards for accreditation: two bases of practice/clinical engagement were visited: National Scientific Center for Mothers and Children where training of four students of MDY4 was seen, and City Mental Health Center where seminar for seven students of MDY3 of educational programme was conducted with the participation of 2+0+2 full-time faculty/ part-time faculty/ clinical preceptors for the Mothers and Children hospital, and 1+0+0 full-time faculty/ part-time faculty/ clinical preceptor for the City Mental Health Center;
- study of educational and methodological documents of three units both before and during the visit (the list of studied documents is in Annex 2).

Meetings were held with all people specified in the site-visit program and in Table 1.

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

№	Position	Number
1	Instructor	5
2	Assistant Professor	9
3	Associate Professor	6
4	Full Professor	2
5	MDY1	3
6	MDY2	4
7	MDY3	3
8	MDY4	4
9	Clinical Preceptors	6
10	Graduates of MD	7

On the last day of the site-visit a meeting of the EEC members on the results of external evaluation was held. Final presentation of the key findings of the external evaluation of the educational programme, documents, interviews, and questionnaires was held. EEC members started designing the final report of EEC. The results of the external evaluation were summarised.

Experts individually filled the evaluation form "Quality profile and criteria evaluation form" with regards to level of compliance.

Recommendations for the improvement of the educational programme were suggested, discussed and agreed within the EEC.

In the end of the site-visit program the chair of the EEC announced key findings of external evaluation to the management and staff of NUSOM.

With regards to findings the EEC chair has not held the final open voting on recommendations for the ECAQA Accreditation Council and reserved this decision on the Accreditation Council itself. Finally, it was discussed and agreed on the final Zoom call on March 16, 2024 where EEC agreed to recommend to the ECAQA Accreditation Council to grant NUSOM the accreditation for a 3-year period with monitoring.

4. Analysis of compliance with the Standards for accreditation based on the results of external evaluation of the educational programme

Standard 1. MISSION AND VALUES

1.1 Stating the mission

The mission of NUSOM is to *educate and train the highest quality of socially accountable health care professionals, biomedical scientists, and public health specialists who play a key role in patient care and health improvement and do cutting edge biomedical research and innovation to advance the understanding of medical and health sciences with local, regional and global impact. It is in agreement with the mission of NU to be a model for higher education reform and modern research;... and medical hub.*

The mission, vision and goal of NUSOM are publicly stated (<https://nusom.nu.edu.kz/about-us>). The mission of NUSOM fits NU vision, NU five mandates and NU strategic goal to create a model for healthcare services (<https://nu.edu.kz/about>). As NUSOM offers, apart from MD programme, several bachelor, master, residency, PhD and fellowship programmes, it completely gives an excellent opportunity for a fulfilment of this strategic goal.

EEC is impressed by NUSOM being the intellectual hub for Medical-Pharmaceutical Cluster, which is also part of the NUSOM Strategic plan. Therefore, both the Action plans of 2022 and 2023 were requested as well as timeline or any other evidence concerning 2024 Action plan with regards to all five particular areas of the NUSOM Strategic plan 2022-2026.

NUSOM values are clearly stated in the SER and also available on NUSOM website, though hidden, still available on <https://nusom.nu.edu.kz/career>.

During site visit the EEC learned that values are available on walls of NUSOM building to be shared. During EEC discussion with staff, faculty and students it was clearly visible that all faculty and staff are aware of both NU and NUSOM missions and values which was not seen within the student community.

NUSOM mission was developed based upon the health needs of society and the healthcare system as stated in governmental decree and the Code (1.1.5 SER) with intention to serve as a model for the other schools of medical education.

EEC asked the Dean about the link for NUSOM Strategic plan and its implementations in years 2022-2023 and whether it is accessible publicly (if not, who has the access to it). The Dean referred to the Chief Administrative Officer who knows the website link to it. When CAO asked, she informed the EEC that it is not mandatory for schools to make it public, only the Strategic plan for NU is publicly accessible. Requested link was not provided.

1.2 Participation in Formulation of Mission

According to SER NUSOM mission was developed with the participation of the government, NUSOM academics, UMC clinicians and the student body. Involvement of patients' organisations, medical societies, professional organisations in the mission formulation was not found.

During the site visit interviews the EEC can confirm that major stakeholders were involved in the mission formulation.

1.3 Institutional Autonomy and Academic Freedom

As stated in SER, academic freedom is essential to ensure the mission, and depends on the extent the freedom pursues teaching and research.

In the course of the site visit, the EEC became aware that the members of the academic community of NUSOM value academic freedom in research completely, while as individual

courses taught are usually approved just before each block of teaching starts and not at the start of the academic year, the academic freedom in teaching might be influenced. The institutional autonomy is kept on the NU level.

Evidence:

- Charter of the autonomous organisation of education “Nazarbayev University” (2015)
- Charter provided by the Dean at the first site visit meeting (2022) -Annex 4
- SER NUSOM
- NUSOM Strategic Plan for 2022-2026
- NU and NUSOM websites
- NU brochure
- Interviews with the Dean, Vice-Deans, administration, faculty
- Interview with MD program students
- Interview with other stakeholders (researchers, alumni)
- Minutes of the Executive committee meeting 24-21/01 dated 10.3. 2023 Annex 5
- Progress report 2022 regarding the NUSOM Strategic plan Annex 6
- Action plan AMPC Astana
- Action plan for 2023 - 2024 Annex 7

EEC conclusions on criteria.

Compliance of 11 standards: fully - 9 , partially - 2 , not compliant - 0.

Recommendations for improvement:

1. *NUSOM should use its Strategic plan as a tool to achieve set up goals and monitor them on a regular basis at all levels of governance involved, in particular managerial, administration and research. (1.1.1, 1.1.2)*
2. *Consider public availability of key documents (e.g. Status of NU) (1.1.1)*
3. *Consider public availability of core values, strategic plan of NUSOM in agreement with your strategic goal “sharing best practice in biomedical research, education and patient care in Kazakhstan and throughout the region (1.1.1)*
4. *Consider involvement of patients’ organisations, medical societies, professional organisations in the mission formulation. (1.2.2)*
5. *Consider the best way of sharing mission, values and goals also with students (1.1.2)*
6. *Consider academic freedom with regards to the way how courses are approved during the ongoing academic year (1.3.2)*

Standard 2. CURRICULUM

2.1 Intended curriculum outcomes

Intended learning outcomes (LO) of the MD Program are clearly and in detail stated in the MD Program specification and strategic plan, with every LO being linked either to one or several courses/course blocks. Each of such courses contains distinct identification of its aims in the form of knowledge and skills which should be achieved at the course completion. LO of the MD Program are defined in agreement with the NU graduate Values and Attributes, which are integrity, patient-centred care, compassion, inclusion, social responsibility, life-long learning, innovation, partnership, and excellence.

All courses in the curriculum are designed in agreement with the outcomes-based medical education scheme of NU. Achievement of intended LO is evaluated systematically, in each course, at all levels of the curriculum (from basic biomedical sciences to clinical sciences), by various methods (e.g. written exams, formative feedback, OSCEs, and bedside evaluation of clinical

skills). The students' professional behaviour is regularly reviewed at the end of each course (based on the Code of conduct or eventually on the Disciplinary measures for students). To meet strict criteria of professional behaviour, students enrol in the course "Medical Ethics and Professionalism" in the first year of their studies. The curriculum also complies with the need to develop competences in public health and demands of the population. To engage students in medical research, the Longitudinal Scholarly Project is established.

2.2 Curriculum organisation and structure

NUSOM MD program is a graduate-entry program for students holding their, at least, bachelor's degree, with English as a teaching language, with resource-intense spiral curriculum, with students' research project being integral part of the curriculum, and with a small number of admitted students. The first and the second year consists of horizontally integrated curriculum blocks (basic science, organ system pathophysiology, patient care 1+2, patient, physician and society, and scientific reasoning in medicine). Core clinical clerkships (internal medicine, obstetrics and gynaecology, general surgery, paediatrics, psychiatry, and infectious diseases) are completed in the year 3. In year 4, family medicine, cardiac pathology, emergency medicine and ICU clerkships + several required advanced clinical clerkships + acting internships and one integrated life science course are completed. Moreover, primarily clinical experiences at an advanced level elective courses are enrolled.

The EEC learned during the site-visit by observation of on-request provided documents and during interviews with several stake-holders that there have been changes done with regards to students feedback (at the end of each course, block, study year) to adapt promptly to real students' needs. However, the EEC has to point out that the management of the curriculum organisation needs improvement. As the EEC learned, changes and approval of blocks are held during the course of the ongoing academic year. As an example, during an interview with faculty and clinical preceptors in the 4-year clinical clerkship, the EEC found out that the OBGYN block was approved only a couple of days prior to start. The same was found in the City Mental Health Center. Moreover, no clinical preceptors were provided by the above-mentioned hospital and clinical clerkship for a group of seven students was provided by NUSOM faculty. When observing the final examination in the Digestion and Nutrition course, the EEC members found that the questions in the test several times refer to the situation in the United States and do not reflect the local one.

2.3 Curriculum content

The spiral curriculum enables students to learn the topics in different courses with emphasis on expanding and deepening the knowledge as the student is passing the program. All courses/topics are moreover horizontally integrated. This approach helps to present both the basic and most recent knowledge about various topics.

The EEC found that the curriculum content is being regularly reviewed and adjusted to students needs with a goal to improve the desired profile of the graduates. The long list of elective subjects is available, however the students can choose only one of them because of the limited period of time for three weeks only.

2.4 Basic Biomedical Sciences

The Basic Science Block (total 33 weeks, year 1) contains 7 courses: Human Anatomy, Human Genetics, Fuel Metabolism, Pharmacology, Cellular Pathology, Immunology in Health and Disease, and Medical Microbiology. It is followed (in year 4) by the Integrated Life Sciences course.

During the interview the EEC found that the minor change in the Basic Biomedical Science block was done. The new course of Pharmacology was introduced based on students' performance during the examinations and also on their feedback. During the Basic Science Block the Longitudinal Scholarly Project for each student is launched.

Based on the interview held by the EEC in the NUSOM research laboratories on February 29, 2024 it was uncovered that after the interruption of practical (laboratory) education by covid-19 pandemic, the practices were not reinstated.

2.5 Clinical Sciences and Skills

Clinical sciences and skills consist of following courses: Patient care blocks 1+2 (year 2), the Organ system physiopathology blocks 1+2 (year 2) and all the clinical core clerkships and acting internships (years 3 and 4).

The Organ System Pathophysiology Blocks I and II (total 35 weeks) contain 11 organ system courses: Neurosciences, Cardiovascular System, Respiratory System, Renal System, Introduction to Psychiatry, Endocrinology, Digestion and Nutrition, Hematology and Oncology, Skin and Musculoskeletal Systems, Reproductive Systems Developmental Biology, and Integrated Case Studies.

During the interview with students, the EEC found that the level of satisfaction with the course delivery is very high. Students appreciate the way how they are treated and that they are taken as team members of healthcare professionals. It was found that during OSCE as a standardised patient some staff members are acting. The EEC team values how students are divided into groups according to gender during the Basic Physical Examination course held in the Simulation Center as they practise by themselves.

2.6 Scientific Method

Scientific approach to medical issues is taught in three courses during the first two years of the program (Evidence-Based Medicine 1 and 2 and Advanced Evidence-Based Medicine). The training in various scientific methods and in both analytical and critical thinking is complemented by the Longitudinal Scholarly Project (LSP).

As evidence the NUSOM provided two LSP samples (one being the retrospective study, another one being experimental work with animal models). It was also found during the interview that the faculty are encouraged to offer the topics for LSP by chair of particular departments and Vice-Dean for Research and that co-PI are involved in some projects. The list of LSPs which are/were run during the last three years was requested by the EEC and provided by NUSOM.

Students of the 4-year of study are encouraged to present results of their research every year in April.

2.7 Behavioural and Social Sciences, Medical Ethics and Jurisprudence

These subjects (8 in total) are taught in blocks during the year 1 and 2 in the form of lectures and practices. Below see the evidence which was provided by NUSOM on EEC request.

=A. Information about the behavioral and social disciplines of the educational programme

Behavioral And Social Sciences	Years Of Study/Courses				Number Of Hours		Teaching Methods	Assessment Methods
	1	2	3	4	Lectures	Practical Lessons		
MEDICAL ETHICS AND PROFESSIONALISM	X				14 lectures	12 small group sessions	Lectures, case discussions in small groups	ethical case written analysis, reflective writing, literature review ethical topics
BEHAVIORAL MEDICINE	X				17	14 small group sessions	Lectures, case discussions small groups, SP encounters	Reflective writing, quizzes, written assignments
ERK MEDICAL TERMINOLOGY	X				10	10	Lectures, small group discussion, patient and SP interactions	Patient interview and SP interview formative
HEALTH SYSTEM AND ADMINISTRATION		X			15	12	Lectures, group presentations, case discussions	Presentations, MCQs, group work, written assignment
EVIDENCE BASED MEDICINE I & BIOSTATISTICS	X				14	12	Lectures, class exercises, students presentations, quizzes	Quizzes, student presentations, final exam (MCQs and exercises)
EVIDENCE BASED MEDICINE II	X				14	12	Lectures and small group discussions and exercise	Quizzes, stata exercise, mcqs, paper
POPULATION HEALTH		X			14	12	Lectures, small group discussions	Formative final paper
APPLIED EVIDENCE BASED MEDICINE		X			8	8	Literature critique on given papers in small groups	Formative research critique of 14 sessions

2.8 Educational technology, instructional methods and experiences

The equipment for self-study or study in groups is up-to-date and fully available to students (see 6.1). NUSOM students can also profit from the existence of the Simulation Center, which enables them to get prepared for clinical lessons with real patients. Also the hospitals where the NUSOM students can practise are of good quality and it was found during the interviews that new contracts with out-of-NUSOM healthcare facilities were signed. The school also supports virtual learning methods (see 6.4).

2.9 Programme Management

The NUSOM MD program is demanding as the organisation of the courses is concerned. Spiral curriculum represents a challenge both for educators and students. It seems (according to SER) that this task is satisfactorily solved. The Curriculum Committee and Teaching and Learning Committee are meeting regularly and evaluating the curriculum content and the organisation of courses.

The EEC found during the interview with the members of the above-mentioned committees that the Curriculum Committee is responsible for and prepares the curriculum for the MD program, which is then sent to the Teaching and Learning Committee for final approval.

During the interviews with students the EEC found that students are members of various committees, including the Curriculum committee for MD program, however they are present only in the open session, not in the closed session. This is a positive finding, since the EEC believes that students are much interested in getting education at a highly professional level and they not only

cooperate, but also may give very valuable feedback to faculty members when the curriculum is concerned.

However, the EEC found during its on-site-visit that - although the content of curriculum in the MD program is good - the rules which are applied during its minor modifications are rather unusual. The EEC requested email communication among the members of the Curriculum Committee. As an example, the communication about the Renal course syllabus approval was provided. It revealed that the request for approval was sent on September 25, deadline for approval was September 29, and the course started already on October 2. The EEC suggests uploading the course syllabi into Moodle before the beginning of the academic year, since this is the generally accepted system and ensures fair treatment of students (having the rules and materials for a course available sufficiently in advance) as well as faculty involved.

2.10 Linkage with medical practice and the health sector

NUSOM has developed medical postgraduate training (residency programs with first graduates in 2022) and NUSOM PhD programs (Global Health and Biomedical Sciences). This area is developing, reflecting not only interests of the school, but also local population health needs.

The EEC found during the interview with NUSOM graduates that part of them are working abroad, e.g. combining their PhD studies and clinical shadowing (Japan, Austria). Others stayed at NUSOM as residents.

EEC conclusions on criteria.

Compliance of 38 standards: fully - 35 , partially - 3, not compliant - 0.

Recommendations for improvement:

- 1) all curriculum and syllabi should be properly approved before the academic year starts (2.9.1)*
- 2) it is highly desirable to have clinical preceptors for each clinical clerkship (2.5.2)*
- 3) consider the extension for electives in MD course (2.3.3)*
- 4) consider extend the bed-side teaching with real patients (2.5.1)*
- 5) consider also not only the full agreement with Framework for Qualification of the USA but also of national and the European ones (2.7.1)*
- 6) consider the fact that practices are an irreplaceable part of basic biomedical sciences teaching (2.2.2)*
- 7) the content of tests should mirror the local needs not the US ones (2.7.1)*
- 8) consider making presentation of LSP as a competition with awards for the best students (2.6.1)*

Standard 3. ASSESSMENT OF STUDENTS

3.1 Policy and Evaluation System

The policy and procedures for the NUSOM Doctor of Medicine Program is approved by the Academic Council dated February 06, 2019 No. 17. The document contains information about academic periods; registration policy and procedures (section 3), grading system (section 5), course assessment (section 6). The academic policy is posted on the institute's website and, therefore, is accessible for reading, understanding, and using.

Aside from that, at the beginning of the academic year, a meeting of representatives of the Dean's Office and of the Curriculum Committee is held with first-year students (orientation week), where they are introduced to the provisions of the academic policy of the institute, which allows students to adapt to the university and the requirements of the curriculum. Orientation week is indicated in the academic calendar for the corresponding academic year. The academic calendar is posted on the NUSOM website.

In addition, the NU website contains information for first-year students "Student Orientation" and related presentations, which describe academic policies and procedures at NUSOM.

Information about assessment and grading policy is posted on the NU website in the form of a table with a point-letter grading system, information about appeals and instructions for grading for faculty members. The deadlines for grading points are specified in the academic calendar. The website also provides information on the rules for conducting intermediate and final exams.

There are also handbooks for students, parents and faculty members, which contain information about NU policies and procedures, including information on academic advising, examples of calculating GPA, CGPA.

Assessment policy, check-lists, and attendance rules, which are part of the evaluation, are also outlined in the syllabi of the disciplines and in the course specification form (Annex 8). Students receive syllabus through the Moodle platform just before the start of each course. At the same time, the presented syllabuses available on the Moodle platform were approved only a few days before the start of the course. The evidence that committee members approved the curriculum was received by the EEC in the form of an email correspondence. For example, "Renal system course syllabus for approval" was sent on 25/09/23 and the 4-week course started on October 2.

In the syllabus, outlined outcomes, conditions for submitting specific materials, and penalty sanctions are specified. The essay will be checked for plagiarism using the Turnitin system.

A review of the NU website revealed that its pages contain documents necessary for students: the internal regulations, academic policy, criteria for assessing educational activities. Additionally, information about the Academic Advising Department is available on the website. Information is updated regularly. Thus, the EEC is convinced that all organisation's operations are transparent and accessible to all participants in the educational process. Confirmation of this was heard during conversation with faculty members and students.

At NUSOM, students' educational achievements are recorded in the Registrar's Office. Students receive feedback (formative assessment) at the end of each lesson. The final grade is given at the end of the course after the exam (pass/fail). Students receive information about passing/failure of the course by email usually within 2 to 3 weeks. As confirmation, the EEC received an excerpt from the Registrar's Office and assessment checklists of the final exam (OSCE) of Advanced Physical Examination Course (Annex 9, 10). EEC members were present during the final written exam in the course "Digestion and Nutrition". Students had to fill out a special MCQs answer sheet. Answers are checked automatically.

During an interview with members of the Assessment Committee, the EEC received an answer about the percentage of MCQ for each topic included in the course. As an evidence, EEC reviewed the minutes of the Assessment Committee meeting (#24-16/02 24.02.2017), where the percentage of MCQ for the "Skin & Musculoskeletal Diseases" course was approved (total = 60 MCQ and 20 from each part) (Annex 11).

Extracts with the results of final assessments are generated automatically. So, it means that a system of formative and summative assessments is applied to evaluate students' educational achievements.

The number of exams is regulated by the schedule, which is approved by the Assessment Committee. The series of committees reviews the number, format and formative versus, and summative nature of each exam. As an example, EEC received the minutes of the Curriculum Committee meetings #24-11/10 dated May 30 (App. 2) (Annex 12).

The study of assessment tools (test tasks, situational problems, simulation cases, practical skills stages) has shown that NUSoM has implemented an appropriate assessment policy, allowing for a comprehensive evaluation of students' educational achievements. As confirmation of this, the EEC members have received information on teaching and assessment methods in various disciplines (behavioural and social sciences, basic/biomedical disciplines) (Annex 13). Evidence of this is also provided by the minutes of the Curriculum Committee meeting #24-11/10 dated May 30 (App. 1) (Annex 14). The survey results revealed that students are familiar with various teaching and assessment methods: TBL, CBL, PBL, MCQ, OSCE. They also indicated satisfaction with the existing system for assessing their knowledge and skills. In the surveys, 71.4% of students

responded that they are fully satisfied with the assessment system, and 50.0% of surveyed students noted that they regularly receive feedback from faculty members. The appeals system for assessment results is outlined in the academic policy (chapter 18).

For the verification of data of Standard 3, experts posed questions to the representatives of the Dean's Office Ms. Olga Levkovich, of the Simulation Center Dr. Vitaly Sazonov, of the Curriculum Committee A. Saparov, of the Assessment Committee Dr. S.Ali and faculty member Dr. Ruslan Bilal. EEC examined documents, evaluation criteria, journals in the Registrar's Office, and assessment check-lists. In the Simulation centre, the "Digestion and Nutrition" course provided experts with an overview of assessment tools (Annex 15). The members responded that the updating of assessment tools is carried out in accordance with the final assessment of students, and their feedback (Annex 16).

Members of the commission were presented with the results of the Ebel standard, with positive correlations between students' performances across clerkship exams and with other types of exams. It allows determining the validity of test tasks. ECC were to receive a table taking into account the frequency of occurrence of each learning outcome in examination questions. (Annex 17,18). The analysis is carried out at meetings of the departments, the Course Committee, Evaluation Committee, Clinical Skills Committee (Annex 19,20).

3.2 Assessment in support of learning (formative assessment)

In NUSOM a system of formative and summative evaluation is applied. Monitoring of student attendance and progress is carried out by members of the department and various committees. As an example, the commission members were provided with an extract from the minutes of the MD Curriculum Committee meeting (#24-11/14 dated 31.08.2023), which outlined the responsibilities of another Committee for Student Promotion (Annex 21). The main method of formative assessment is providing constructive feedback during surveys, analysis of clinical situations, and test results.

Faculty members try to support and motivate students to achieve the final learning outcomes. This is evidenced by the results of a student survey: 28.57% of students responded that tutors/mentors consistently assist them in their studies; 100% noted respectful attitudes from teachers and institute staff; 50% indicated that teachers listen to their opinions, work on mistakes, and provide feedback; 64.29% of students stated they receive academic support when facing challenges in performance, while 42.86% mentioned that the dean's office is aware of their issues. Additionally, 42.86% partially agree with the statement that the dean's office makes decisions regarding student problems. In the survey, students expressed a wish for faculty members to provide more detailed feedback ("That we are not fully aware of our grades, the more detailed feedback is needed").

3.3 Assessment in support of decision-making

In the NUSOM, a system of assessment has been developed and implemented, allowing for the determination of the level of achievement of educational goals and competencies necessary for successful work in the medical field. After conducting all assessment procedures, a final grade is formed, reflecting the overall performance of the student. Types of control, assessment criteria, procedures for taking exams, retaking exams, transferring from course to course, timing of assessment, registration and analysis of results are prescribed in section 5 chapter 1-8; section 6 chapter 2-6 of the academic policy.

Having analysed the survey results of 21 faculty members regarding assessment methods, experts obtained convincing evidence that they are proficient in various assessment methods: essays (90.48%), MCQ (100%), MSF (52.38%), OSCE (76.19%), and feedback (85.71%).

External examiners are involved to enhance fairness, quality, and transparency in the assessment process. As an example, a meeting protocol of the Clinical Skills Committee dated

Wednesday 21 February 2018 was presented where the issue of involving independent assessors was discussed (Annex 19).

Experts inspected resources for organising the assessment of knowledge and practical skills, specifically, simulation robots, virtual programs, and the mock-ups of the educational simulation centre and laboratories. During the visit to the Simulation Center, experts observed the analysis of clinical situations with standardised patients, self-assessment, and the assessment of senior course student mentors.

The surveyed 6 employer representatives stated that the institute's management invites them for a meeting to receive feedback

Students are eligible to take the final exam if they have successfully completed the training program and accumulated the required number of credits. All academic achievements are documented in the diploma supplement, which includes a list of completed disciplines, indicating their volume, mandatory components, and elective components. The format and procedure for conducting exams for each academic discipline are discussed by the Course Committee, Committees for Student Promotion and Assessment Committee. All results are approved by three independent committees (course committee, student promotion committee and TLC) to ensure fairness as well as keeping up the quality of the exams (Annex 21,22).

3.4 Quality control

The general monitoring of the educational program's quality is carried out at the end of, as well as during, the academic year at the course, block, and program levels and conducted by Course Committees, Block Committees, and MD Curriculum Committee through surveys of stakeholders and decisions of the NUSOM's Council. The survey showed that 85.7% of the teachers agree with the statement that the leadership regularly takes into account their opinions on matters related to the educational process, scientific work, and clinical activities. The School has developed a system of feedback and analysis of students' academic achievements, involving discussion of the results of ongoing and final assessments, along with the implementation of corrective measures. The assessment results of students are analysed and utilised to identify the strengths and weaknesses of the curriculum, as well as to update and modernise the curriculum. In addition, quality control is carried out through the annual review evaluation submitted by faculty members (Annex 23).

EEC conclusions on criteria.

Compliance of 14 standards: fully - 14 , partially - 0 , not compliant - 0.

Standard 4. STUDENTS

4.1 Selection and admission policy

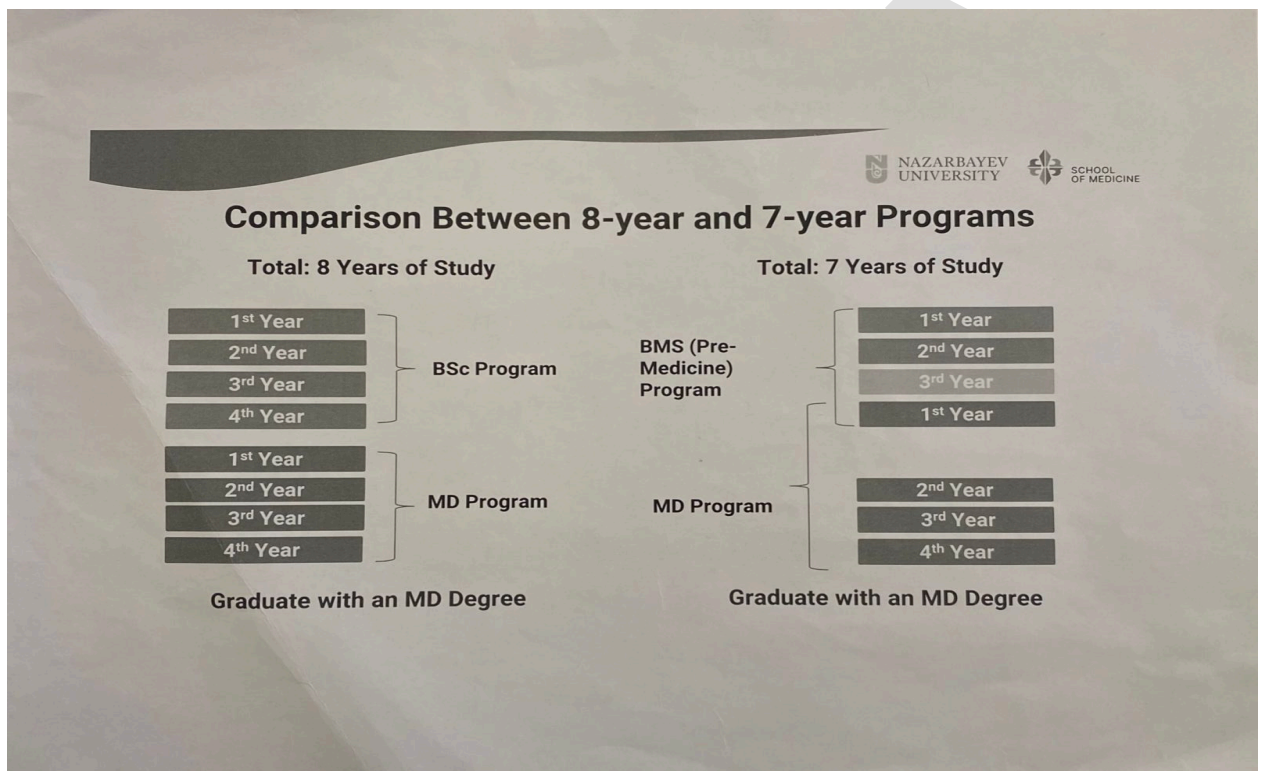
According to the information in SER, NUSOM's policies related to admission and support of MD students are comprehensive, clearly written, and transparent. It includes details about the admissions criteria, procedures, and processes, as well as scholarship opportunities and insurance coverage provided to students. Additionally, it emphasises a commitment to non-discrimination, support for students with special needs, and ensuring access to healthcare services for all students:

The MD Admissions Committee Procedures and Criteria of the NUSOM are publicly available online on the <https://nusom.nu.edu.kz/doctor-of-medicine#!/tab/478570664-8>. It also includes general information about medical school, instruction on how to apply step by step, list of entry requirements, and documents to be submitted by the applicants, important dates and deadline for application, general information about selection process and enrollment for the 4-year program. Applicants can also leave their contacts and questions/comments for admission managers.

The EEC required the table describing the number of applied/admitted students for the MD program since 2021 as stated below.

	2021		2022		2023	
Type of application	Applied overall	Admitted	Applied overall	Admitted	Applied overall	Admitted
Local	41	29	29	21	30	20
International	2	1	5	1	15	1
Total	43	30	34	22	45	21

During interviews and later also during a visit to the Simulation Center on 27.02.2024, EEC noticed that currently in the 1 year MD subject Basic Physical Examination 46 students were taught. When discussed elsewhere, EEC learned that the 4 year BMS Program blueprints the 1 year MD Program. So cohort 46 consists of 21 MD + 25 BMS students.



According to the table which has been received from the Dean Office, the number of admitted students for the MD Program for 2023-2024 is 21. During the meeting with the Acting Chair of the Department of Biomedical Science - Dr. Antonio Sarria-Santamera, the ECC got an explanation for the difference between number of admitted students and number of students currently studying the subject in the 1st year of the MD Program. The EEC team received a chart (see above) explaining two different ways of the admission process for the MD program. The first way is when students with bachelor degree apply for the MD Program and provide a package of requested documents, clearly described on the NUSOM website <https://nusom.nu.edu.kz/doctor-of-medicine#!/tab/478570664-3>. The other way of admission is when BMS (Pre-Medicine) Program students study in the last (4th) year and also have progressive results. Such students can then progress directly to the 2nd year of the MD Program. The second way of admission is justified by school representatives by the curriculum content of the last year of the BMS Program, which contains the same courses as the 1 year of the MD Program. But when the EEC team looked through the NUSOM website, it was found there are differences in 7 courses which are listed there (see the print screens below).

Curriculum

Years 1 and 2

Patient Care Block I

- Introduction to Being a Physician
- Basics of Medical Interviewing
- Basic Physical Examination
- Clinical Experiences

Patient Care Block II

- Advanced Physical Examination
- Advanced Medical Interviewing
- Clinical Procedures

Basic Science Block

- Human Anatomy
- Human Genetics
- Fuel Metabolism
- Pharmacology
- Cellular Pathologic Basis of Disease
- Immunology in Health and Disease
- Medical Microbiology

Organ Systems Pathophysiology Block I

- Neuroscience
- Cardiovascular System
- Pulmonary System
- Renal System
- Introduction to Psychiatry

Organ Systems Pathophysiology Block II

- Endocrine System
- Digestion and Nutrition
- Hematology and Oncology
- Skin and Musculoskeletal System
- Reproductive and Developmental Biology
- Clinical Problem Solving

Patient, Physician and Society Block

- Medical Ethics and Professionalism
- English-Russian-Kazakh Medical Terminology
- Behavioral Medicine
- Health System and Administration

Scientific Reasoning Block I

- Evidence Based Medicine I and Biostatistics
- Evidence Based Medicine II and Biostatistics

Scientific Reasoning Block II

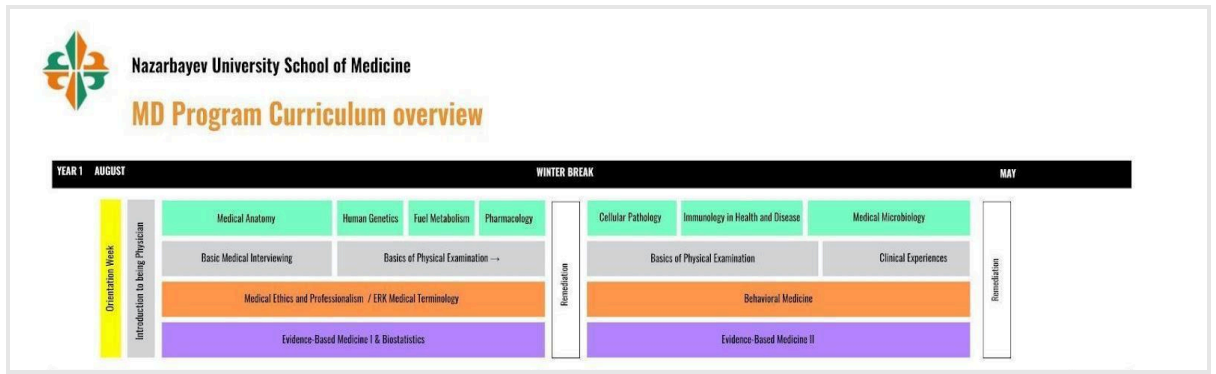
- Population Health
- Applied Evidence Based Medicine

Year 4: Semester 1 (Fall Term)

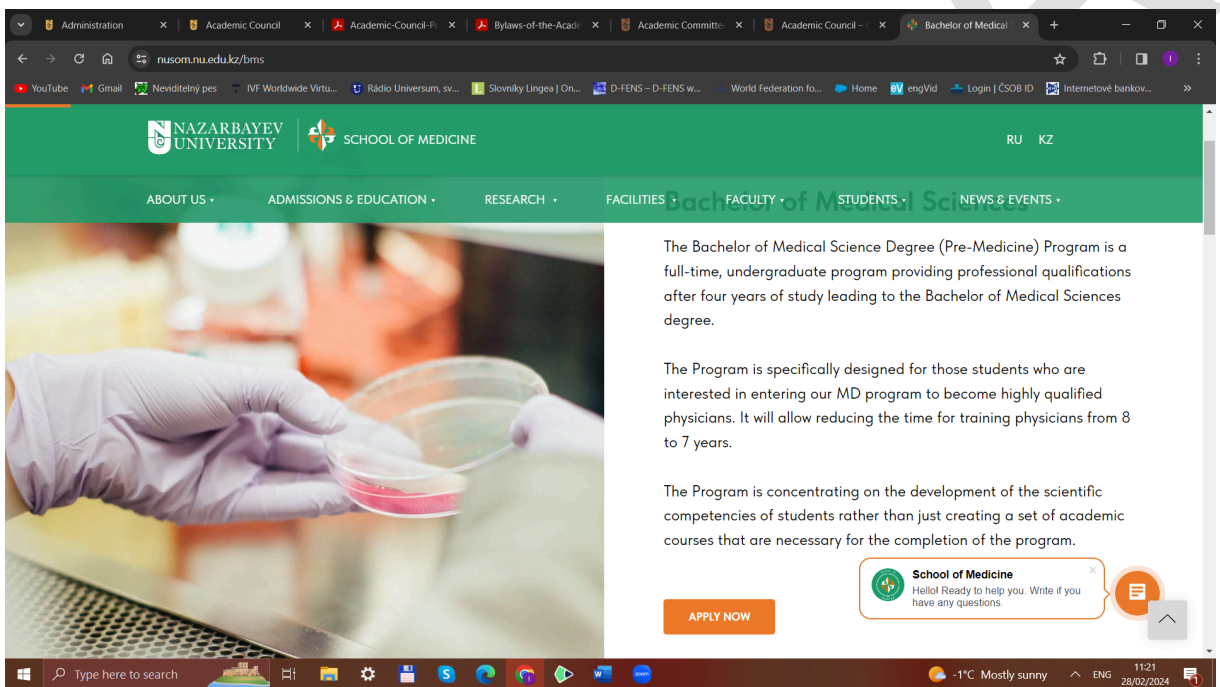
Course Code	Course Title	ECTS
NUSM 401	Introduction to Being a Physician	4.1
NUSM 402	Medical Anatomy	15.2
NUSM 403	Human Genetics	5.7
NUSM 405	Fuel Metabolism	5.7
NUSM 408	Pharmacology	5.7
Total Semester		36.4

Year 4: Semester 2 (Spring Term)

Course Code	Course Title	ECTS
NUSM 404	Cellular Pathologic Basis of Disease	7.6
NUSM 406	Immunology in Health and Disease	8.6
NUSM 407	Medical Microbiology	8.6
Total Semester		24.8



Moreover, the second possibility to enrol in the MD program is not even mentioned on the NUSOM website. This creates uneven conditions for potential applicants, because if they don't learn about the other possibility of how to get to the MD program, they cannot make strategic decisions about their future (such as to prefer the BMS program to other bachelor programs).



Entry requirements

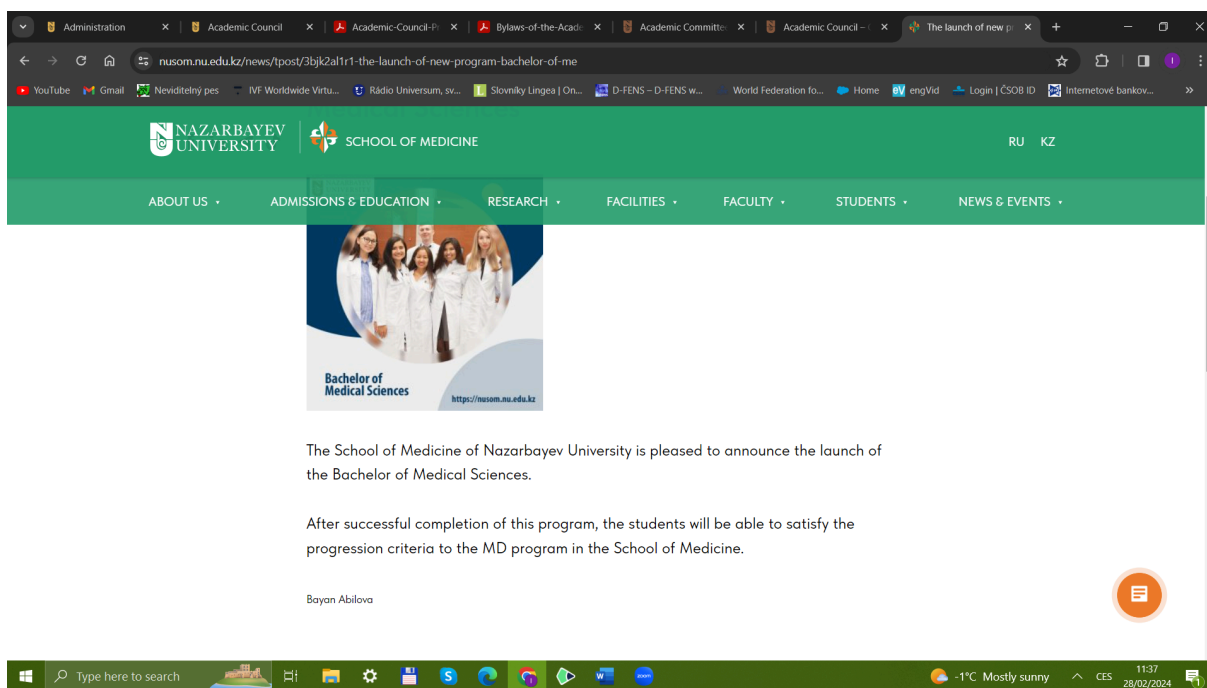
- A bachelor's degree and/or master's degree (or equivalent).
- A minimum grade point average of 3.00, based on a 4.00 point scale (or equivalent on a 5.00 point scale).
- Completed at least two science subjects, including but not limited to, one year of biology with lab or equivalent and one year of general chemistry with lab or equivalent.
- A mandatory level of English language proficiency equal to an IELTS score of 7.0 with no individual component falling below a 6.0 or a TOEFL score of 250 for Computer-Based Test (CBT), 600 for Paper-Based Test (PBT), or 100 for Internet-Based Test (IBT). Any applicant, at the discretion of the Admissions Committee, can be exempted from submitting the language proficiency test report if:
 - one of their earlier academic degrees was earned in a country with English as the language of official communication, academic instruction and daily life;
 - an undergraduate or graduate degree was earned in a program which was officially taught in English;
 - the applicant is a graduate of Nazarbayev University.
- MCAT score of 489 is required in order to be invited to an interview.

The launch of new program - Bachelor of Medical Sciences

16.10.2019 NEWS EDUCATION



The School of Medicine of Nazarbayev University is pleased to announce the launch of the Bachelor of Medical Sciences.



All students admitted to NUSOM who are citizens of Kazakhstan are awarded scholarships based on the established admission criteria and in accordance with the decision of the Admissions Committee. The Admissions Committee is composed of NUSOM faculty members and at least one representative from the Strategic Partner or another external expert (total number of voting members shall be odd, but not fewer than five). The EEC team received the approved list of the Admission Committee members for the admission for 2023/2024.

All students enrolled in the MD program are funded by the Government-funded scholarship, which covers full tuition fees as well as a monthly stipend, basic medical insurance and guaranteed compensation for travel in accordance with the current legislation of the Republic of Kazakhstan. During the interview with the Dean and other staff of NUSOM EEC learned that NUSOM students who are citizens of Kazakhstan are funded and get grants through the Ministry of Education, which covers more than 90% of expenses of the whole MD program. The number of grants is annually approved by the Governmental Decree of the Republic of Kazakhstan.

NUSOM also offers other NU-funded scholarships: The “*Abay Kunanbayev*” scholarship is designed to foreign citizens. The candidates must be recommended for admission by the Admissions Committee. There are also partial scholarships, which cover from 50% to 100% of the tuition costs for those who are recommended for admission but with lower relative ranking.

Since the NUSOM curriculum is based on a U.S. graduate-entry model, the school permits students to transfer only to the second year of the curriculum. Transfer applicants must be the same academic quality as currently enrolled students, including English language proficiency. Transfer applicants must provide all academic transcripts, a personal statement, and a list of extracurricular activities. Only applicants within the same academic credential range of NUSOM’s current applicant pool are eligible for transfer consideration. A committee chaired by the Vice Dean interviews the applicant and decides.

NU supports disabled students and students with special learning needs. “Ybyrai Altynsarin” Scholarships are awarded to disabled individuals of groups I, II, III, and individuals with one or both parents with disabilities of groups I, II, III. NUSOM also offers other NU-funded scholarships: All NUSOM students receive insurance coverage through UMC Medical Assistance and LLP “Archimedes Kazakhstan,” which operates 24/7. All expenses are covered by the NU. All NUSOM students are registered at Municipal Polyclinic #10.

NUSOM regularly reviews the size and nature of its student intake, considers factors such as gender, race, ethnicity, national origin and language when making admissions decisions. There are no financial disadvantages for students from low-income families. The MD class size varies between 20 and 33 admitted students. The MD class size depends on the availability of scholarships from the Ministry of Science and Higher Education. The school is planning to increase its class size to up to 50 students, depending on available scholarships.

The NUSOM medical school's selection and admissions procedures are governed by both national policy and the school's own policies. To diversify the class composition, NUSOM began accepting international students in 2016 and opened a new Bachelor of Medical Sciences (pre-medicine) program to increase the number of applicants to the MD program.

The NUSOM selection process for MD program is a multi-stage process that considers a variety of factors, including academic achievement, extracurricular activities, and personal qualities as mentioned below:

Academic achievement: This includes factors such as MCAT score, GPA, and coursework.

Extracurricular activities: This can include things like volunteer work, research experience, and leadership positions.

Personal qualities: This can include things like motivation, communication skills, and compassion.

NUSOM MD program aims to produce graduates who have the following attributes:

- Possess an in-depth and sophisticated understanding of health care, biomedical research, and health education
- Intellectually agile, curious, creative, and open-minded
- Thoughtful decision-makers in health care, biomedical research and health education who know how to involve others
- Be entrepreneurial, creative, self-propelling and able to create new opportunities
- Fluent and nuanced communicators across languages and cultures
- Cultured and tolerant citizens of the world
- Possess high personal integrity, follow research ethics and be prepared to take a leading role in the development of their country

Nazarbayev University is in the process of approving a policy regarding the admission of students with special needs to all NU programs, including the MD program. The policy guarantees no discrimination on the basis of Special Learning Needs against a qualified person with a disability. Special learning needs include conditions that are physical, cognitive, socio-emotional, and psychological that impede a student's access to the Nazarbayev University environment, learning content, or assessment practices. These conditions may be temporary, permanent, or intermittent and must be documented by a medical professional, assessed through specialised psychoeducational testing, or clearly visible (e.g., use of a wheelchair). Accommodation is not considered reasonable if it fundamentally alters the essential nature of the course, curriculum, or program or results in an undue administrative or financial burden for NU.

NUSOM periodically reviews its admissions policy. Due to COVID-19, conditional admission was allowed without MCAT within the period 2020 - 2022. In such cases, applicants shall be considered based on their application packages, with the exception of the MCAT. To diversify class composition, it was decided to begin accepting international students and to reach a rate of 10% by 2025, as declared by NU Strategy 2018-2030.

4.2 Student counselling and support

Students' life is organised on the NU level (<https://nu.edu.kz/campus/student-life>). There is Dept. of Student Services which helps and supports NU students in many ways (e.g., housing, finance, medical emergency, sports, clubs).

Part of activities is a support of the Student Government body and student clubs. There are more than 100 of them (<https://nu.edu.kz/campus/student-life/student-clubs>) but according to information from NU public website, none with any interest in medicine care even though NUSOM has more than 90 MD students. EEC learned that MD students themselves established at least one club, the Surgical one (http://project7077104.tilda.ws/?fbclid=PAAabp6XYYj1AJuWPBR-VOd_6H0kAtqVmWSeocggsxEUf6MCqp-F5ogyqV2ak_aem_AWGbJgefOKoF8dOShxqTJ8u-YeTdFz69bXCidLg8-HQ7WgvZKvwr20x9c9bursNhMzo) which organises different kinds of activities for MD students. The NU Department of Student Services helped to manage the whole process. The communication platform is Telegram and Instagram.

NUSOM offers a comprehensive range of student support services, including:

- Each student is assigned a faculty advisor who provides ongoing guidance and support, monitors progress, and intervenes as needed.
- Social and psychological support.
- Financial support via the Office of the Registrar which provides financial assistance.
- Career guidance to help students with their future careers.
- Peer mentoring for new students, offering guidance and support.

Key features: confidentiality, accessibility, comprehension, personalised support.

Benefits: improved academic performance, well-being, reduced financial stress, clear career path, transition to residency training.

Key Resources:

- <https://nu.edu.kz/page/health-safety-and-environment>
- <https://nu.edu.kz/campus/student-life/medical-services>

Overall, NUSOM appears to have a robust system of student support services in place to assist students in all aspects of their academic and personal lives.

NUSOM offers a comprehensive support system for students facing personal, academic, or health challenges. This system involves advisors, faculty, and dedicated support services. "Red Folder" training equips faculty to identify and respond to student distress signals across various dimensions <https://old.nu.edu.kz/campus/student-life/psychological-counselling-center>.

Where to look for assistance

Emergency Situation: The Campus Security Services:

Alibek Abdullayev
Office # 4037 block C 2
phone: +7(7172)706407
Cell: +77016885550

Galym Nygymetov
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phone: +7(7172)705715
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School of Humanities and Social Sciences

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Center for Preparatory Studies

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DSA

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The Psychological Counseling Center

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Yerden Nurtayev
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A medical situation:

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mtavassov@nu.edu.kz

Overall, the medical school prioritises student well-being by providing readily accessible support and equipping faculty to recognize and address student needs effectively. The medical school has a process in place to identify students who need academic or personal counselling and support. This process includes informing students about available resources during Orientation Week and through academic advisors. NUSOM has a Peer Mentorship Program. When a new class arrives, the second-year students become mentors for the first-year class on a volunteer basis, assisting in providing emotional and moral support, as well as academic and professional support.

The NUSOM Vice Dean of Academic and Student Affairs provides guidelines on the boundaries and limitations of these peer mentoring relationships. Topics covered through peer mentoring include: leadership skills, communication and counselling skills, confidence,

self-esteem, self-awareness, and sense of achievement among others. A peer mentor can confidentially inform the Vice Dean if a student seems to be having a serious or life-threatening problem.

NUSOM provides academic counselling to all students, with a focus on students who are in or at risk of academic difficulty. The counsellor works with students to review their study habits, time management, and approaches to learning, as well as to prepare for in-house courses and licensing exams. The counsellor may also screen students for learning disabilities and refer them for appropriate accommodations.

The NUSOM MD Program Proposal states that graduates shall possess an in-depth and sophisticated understanding of health care, biomedical research and health education; be intellectually agile, curious, creative and open-minded; be thoughtful decision makers in health care, biomedical research and health education who know how to involve others; be entrepreneurial, creative, self-propelling and able to create new opportunities in health care, biomedical research and health education; be fluent and nuanced communicator across languages and cultures; be cultured and tolerant citizens of the world; and possess high personal integrity, follow the research ethics and be prepared to take a leading role in the development of their country. To ensure that MD graduates have fulfilled the above-mentioned attributes, NUSOM organises the ***IFOM (International Foundations of Medicine) Basic Science and Clinical Science exams*** for its students in the final years of study. These exams enable NUSOM to assess students' knowledge and compare their performance against international benchmarks.

EEC conclusions on criteria.

Compliance of 16 standards: fully - 13 , partially - 1 , not compliant - 2.

Recommendations for improvement:

- 1) *The policies and rules for admission have to be in agreement, not to be discriminatory to any group of applicants. (4.1.1; 4.1.5; 4.1.8)*
- 2) *Consider support of MD students organisation (e.g. Surgery club, branch of KazMSA) (4.2.1)*

Standard 5. ACADEMIC STAFF

5.1 Academic staff establishment policy

As of 2023, out of 54 full-time faculty, 26 are non-clinical and 28 are clinical. The majority of faculty are international or have international experience. In addition, there are 184 clinical preceptors (69 for the MD program and 115 for the residency program) subcontracted by NUSOM at more than 10 clinical sites throughout Astana city. Clinical preceptors are well-rounded physicians with teaching experience and academic backgrounds in each of the specialties required for student clerkships and numerous subspecialties. In addition, there are 18 administrative staff involved in the organisation and smooth delivery of educational activities of the courses.

Faculty ranks include instructor, lecturer, assistant professor, associate professor, full professor, distinguished professor, visiting professor, teaching fellow, and other faculty ranks as established in internal documents of the University.

NUSOM has the number and range of qualified academic staff required to put the school's curriculum into practice, given the number of students and style of teaching and learning.

According to the Faculty survey, 47.6% of teachers do not participate in clinical work. 19.1% of respondents have a well-organised work schedule that integrates teaching activities with clinical work in either a hospital or outpatient clinic. Additionally, for 19.1% of those surveyed, teaching activities take precedence, while 28.6% believe that teaching activities and clinical work complement each other.

Faculty recruitment is based on *the Policy and Procedures for hiring faculty of NU* dated 31.01.2017, amended as of May 31, 2022. NUSOM gives preference to scholars with internationally recognized research.

The recruitment is a multi-step, consecutive, transparent process, consisting of school advertisement, international advertisements, and selection on a competitive basis with participation of UPSOM strategic partners.

The NU upholds *the Code of Ethics* in the recruitment and hiring process, including principles of objectivity and confidentiality of personal information, non-discrimination based on gender, age, disability, race, nationality, language, sexual identity, social status and position, place of residence, religion, political views and public associations. Based on these principles, the recruitment advertisements are posted on a number of international advertising websites, depending on the vacancy specifics. Posting job announcements on the University website in three languages (Kazakh, English and Russian) is mandatory.

The faculty survey reveals that the vast majority, 90.5% of teachers, fully endorse the observation that ethics and subordination are upheld in relationships among colleagues, teachers, and administration within NUSOM, with only 9.5% expressing partial agreement.

All faculty carry appropriate degrees to their rank and have significant post-MD or post-doctoral training needed to be considered elite educators. Almost all the full time faculty with significant teaching duties spend the majority of their time at the primary teaching sites, NUSOM and UMC. Faculty members are assigned teaching responsibilities within the curriculum's various courses according to their interests and level of expertise.

The faculty survey indicates that 42.9% of teachers possess 5-10 years of teaching experience, while 57.1% have over 10 years of experience. Regarding specialty composition, 19% are in the therapeutic profile, 14.3% in paediatric and surgical fields, 4.8% in obstetrics and gynaecology and medical care, and the remaining specialties constitute 42.9%.

In response to the question "How do you assess your professional level?" the majority of teachers, 90.5%, rated themselves as "high," while only 9.5% considered themselves to be at an "average" level.

The medical school in its policy for staff recruitment and selection takes into account criteria such as relationship to its mission, including significant local issues and economic considerations –

NUSOM has been consistently reviewing its research portfolio, hiring research-oriented faculty, and securing national and international research funding. Responding to anticipated needs of the present and the future, NUSOM's 2022-26 goals, emphasising a research-focused vision, include: sharing best practice in biomedical research, education and patient care in Kazakhstan and throughout the region.

5.2 Academic staff performance and conduct

The requirements for the academic performance and professional conduct in the NUSOM are defined by three documents: *NUSOM Faculty Handbook*, *Code of Ethics of the NU*, *Faculty Policies and Procedures NU*. The range and balance of teachers in the different disciplines permit NUSOM to complete the diverse needs of the educational program.

The requirements for academic performance for staff in teaching, research, and service are described in the Faculty Handbook. NUSOM faculty work full-time, with dedication to biomedical, public health and clinical teaching.

According to the faculty survey conducted within NUSOM, 76.2% of teachers expressed satisfaction with the opportunity to "realise themselves as professionals in their field," while 19.1% responded indicating complete satisfaction with this aspect. Approximately 5% of teachers did not provide a response to the question. 81% of teachers fulfil the role of a supervisor for students, while 14.3% act as mentors for residents, and 4.8% serve as tutors, according to the survey results.

Regarding the Students survey, 85.7% of students fully endorse the idea that the teacher (mentor, curator) in this educational institution serves as a professional role model, encompassing both medical expertise and personal attributes such as ethics, communication, appearance, and speech. Conversely, 14.3% of students hold the belief that not all teachers in the NUSOM fulfil this role.

Teaching:

Teachers contribute to the preparation of well-designed syllabi, course materials, assignments, and examinations. They provide helpful evaluations of student work in a timely manner. The faculty survey findings indicate that for teachers of clinical disciplines, the theoretical portion of the educational session occupies up to 30% for 42.9% of respondents, while 33.3% of respondents stated that it occupies 50%. Approximately 19.1% of respondents did not provide an answer to this question.

NU has established Annual Teaching Awards that recognize outstanding University teaching performed by faculty, teaching fellows, instructors, teaching assistants and graduate teaching assistants.

Research:

Scholarly research conducted by the faculty is essential at a research university such as NU. According to the faculty survey results, all members of the faculty unequivocally agree that within NUSOM, teachers are afforded the opportunity to participate in scientific research and publish their research findings.

Service Responsibilities:

Academic service is an integral part of the responsibility of each faculty member.

Renewal process: The School's renewal decisions are based on the annual review evaluation whereby faculty members are given regular guidance and support in meeting criteria and needs.

Promotion process: NUSOM has a School Faculty Promotions Review Committee and one promotion round per year.

5.3 Continuing professional development for academic staff

The strategic partnership with UPSOM provides special opportunities for NUSOM faculty development. UPSOM provides faculty development in the form of master classes, workshops provided by the visiting professors from UPSOM on a recurrent basis, and remote access to medical education seminars. Based on the teacher survey, the findings indicate that 76.2% of respondents strongly agree that within NUSOM, there exists ample opportunity for career advancement and the enhancement of teacher competencies. Additionally, 23.8% of teachers partially agree with this statement.

The same survey indicates that 61.95% of the faculty underwent training in professional development courses less than one year ago. Additionally, 23.8% of respondents received training within the past year, while an equal proportion of 4.8% received training more than three years ago and over five years ago, respectively.

Faculty members are encouraged to attend regional and international congresses organised by specialised professional organisations.

According to the survey, 71.3% of the faculty responded affirmatively to the question regarding whether the educational organisation supports their participation in conferences (international, regional) by covering travel expenses, per diem, and registration fees. Only 5% indicated that the organisation covers solely travel expenses. Additionally, 14.3% stated that they have not approached management on this matter, while nearly 10% did not provide a response to the question.

NU also provides institutional support for enhancing pedagogic practice through teaching development opportunities and guidance and resources. Faculty receive periodic updates of existing resources and can access them through the web (<https://ie.nu.edu.kz/>).

EEC conclusions on criteria.

Compliance of 10 standards: fully - 10 , partially - 0 , not compliant - 0.

Recommendations for improvement: 0

Standard 6. EDUCATIONAL RESOURCES

6.1 Physical Facilities for teaching and learning

NUSOM can use all buildings and facilities at the main NU campus (library, IT support, dormitories, sport centre). For medical studies, a separate 9-floor building was built and students of MD program have to travel by public transportation approx. 20-30 minutes from the main campus to NUSOM building. This building provides medical students with a background of high quality and large surface area. Several lecture halls, rooms for smaller groups and PC laboratories are offered. Next to places designed for teaching of unspecified subjects, specialised laboratories are available – anatomy laboratories and museums, virtual anatomy lab with Anatomage tables, dissection laboratories with dissection tables. Vast self-study zones are at service to students, well designed both for studying, relaxing and other activities (meeting of students, conferences, etc.). Also core research spaces together with areas to relax and study are available. Both the teaching and the research laboratories are equipped with up-to-date devices which are well serviced and replenished, especially in case of research equipment.

An extra chapter in the educational resources of NUSOM represents the Simulation Center, a well equipped, modern facility, built and operated in accordance with the latest trends in medical education. Students are guided for lessons in the Simulation Center by instruction in the Moodle. They are divided into small groups of 4 students. The students can use the Simulation Center in their free time (twice a week, in the afternoon, where no lessons are held), e.g. for Surgery Club activities or individual training.

The central Library of NU is fully open for medical students as well. NUSOM operates its own library. The resources (books, journals, access to electronic subscriptions) are supplemented on demand (e.g. from faculties) up to the limits given by the budget.

Safety measures are applied in all relevant areas of academic life (physical security, information security, biological and chemical safety). Biological and chemical safety rules are prepared and followed by Bio-Safety Committee.

EEC members asked about the way how students are instructed about the safety measures. The Chief Administrative Officer explained that she sends the instructions via email to all students and that the students have to pass the test prior to taking classes. The Senior Lab Coordinator described the way how the students coming to research laboratories (e.g. to work on their LSP or to participate on the grant-supported research of one of the PIs) are instructed about the safety rules and good laboratory practice (list of students with their signatures is archived) and how they are continuously followed and eventually re-instructed in case they do not fully comply with the rules. EEC members then asked what happens in case some students do not perform the test. The CAO answered that she must remind them with another email.

During the meeting with the Bio-Safety Committee it was found that it supervises research projects which are running at NUSOM. EEC members asked about the GMO accreditation. It was answered by members of the Research Committee that there is no GMO accreditation at the level of NUSOM, but a committee responsible for research on such models exists at the level of NU.

6.2 Clinical training resources

NUSOM students are exposed to clinical practice since the very beginning of their study (Clinical Experiences course, complemented by sessions in the Simulation Center). This helps to create proper approach and habits which are later used during the following courses in years 2-4, where students participate more actively in clinical sessions. The clinical sites are chosen carefully and their material and technical resources are regularly assessed; in year 3 it is dominantly UMC

and in year 4 students do their internships at the clinics in the city. In most of the facilities (non-university) lecture rooms for medical students are available, as well as PCs and libraries. It seems that there is full access to information technologies. Clinical sessions in hospitals/medical centres are supplemented by sessions in Simulation Centre. The progress of students and their reaching the learning outcomes is regularly followed in the way of logbooks, Professionalism Forms and Clinical Performance Assessment Forms. Feedback from students (about the quality of facilities) is obtained in the way of anonymous questionnaires at the end of each rotation.

When the EEC members talked to faculty of clinical departments it was found that NUSOM continuously works on expanding the possibilities of clinical training in centres outside of the UMC umbrella, such as City Hospital 2, Polyclinic 9, City mental health care, etc. When talking to students the EEC members learned that expanding the possibilities of rotation is one of the students suggestions for MD program improvement.

6.3 Medical Research and Scholarship

Research-integrated and inquiry-based learning in the NUSOM curriculum can be observed. Medical students are encouraged and supported to participate in research activities. Well-equipped facilities are available to them. Moreover, NUSOM students must enrol in the Longitudinal Scholarly Project, which helps them to understand the importance of research in medicine. Integrated Life Sciences courses (year 4) re-enter certain aspects of basic science at advanced stages of medical studies, when the students already can appreciate the gained knowledge and better understand the relevance of basic science to clinical issues.

Two research programs are available at NU - Faculty-Development Competitive Research Grants Program and Collaborative Research Program, both for students and academic staff. During the meeting with the Vice-Dean for Research and Graduate Studies and meeting with the members of the Research Committee the EEC members asked whether there are any grants supporting collaboration with other than Kazakhstan universities. The answer was that there are/were NIH, NATO and Bill and Melinda Gates foundation grants (not mentioned in the Self-Evaluation report since some of them were received after its completion). The application for ERASMUS+ is being prepared.

Significant support is provided to supervisors in the Longitudinal Scholarly Project. According to the Self-Evaluation Report “Project supervisors are experienced basic scientists and/or clinical researchers who are at the front line of biomedical research and who have published peer-reviewed articles in different areas of medical and biomedical sciences”. The question was raised by the EEC who and how evaluates the research qualities of particular faculty. Vice-Dean for Research mentioned that it is him and he uses not only strict metrics (H-index, number of papers, etc.), but supervision and success of the students in LSP may be taken in consideration during the promotion of the faculty. The instructors however mentioned that supervising student(s) in the LSP means a lot of extra work and helps with the promotion only in case the project ends up in the paper published in Q1 journal.

During the interview with the Student Promotion Committee the EEC members learned that the majority of faculty supervise 1-4 projects, but there are also faculty who run up to 10 projects. All final year students have to present the results of their LSP on Students conference held during 2 days in April (10 minutes presentation+5 minutes of discussion). The EEC supports this activity as it is a good example for other MD-program students and also for faculty.

Consideration from the EEC is to organise the Students conference in the form of competition with some rewards for the winner(s).

6.4 Information resources

The support of the information, technical and educational processes throughout the NU is ensured by NU Information Technology services department. It offers advisory services in various areas of IT. The IT department together with the Library provides access to more than 262

databases (e.g. Clinical Key, SCOPUS, PubMed, Medline) and numerous scientific journals. The NU Writing Center focuses on helping under- and postgraduate students to gain or improve their writing skills and is technically supported by NU Information Technology services department. Innovative Learning Hub represents a good tool for teaching and learning innovations and their fast transfer to potential users. As a virtual centre it belongs directly to Provost and can be used by any faculty from any NU school, including NUSOM.

During the interview with the IT Manager and Sr Software Managers (one responsible in particular for Moodle Administration) the EEC found that the main support in IT problematics is on request provided by NUSOM IT specialists with key support from the NU Information Technology services department (NUSOM IT specialists are strictly obliged to keep the NU rules, there are no specific rules for NUSOM). For instance if a faculty wants to introduce a new electronic course, full support is given directly from the NU IT specialists (unless it is a course in Moodle, which is the most frequently used and recommended teaching platform at NUSOM). NUSOM IT specialists are the only ones who have full rights as administrators (e.g. any new software bought by faculty, even as a part of research equipment, must be installed via IT support). Also all safety measures related to the IT environment are given and performed by NU Information Technology services department.

The EEC learned during the interview that there is a support of electronic (or hybrid) conferences, meetings, workshops. The ZOOM platform has been recently changed to MS Teams, which seems to be a very good decision according to the opinion of the ECC members.

A question arose during the discussion, whether NUSOM students can benefit from institutional access to electronic resources when having clinical practice out of NUSOM facilities. It was found that there is full access to anything which they can reach in the Library based on their personal account.

The Sr Manager for Academic and Student Affairs explained that the school email address of all alumni remains active (with modification which indicates they graduated already) for unlimited time and they are provided with partially-limited access to electronic resources in the Library. When talking to NUSOM Library staff the EEC members asked, why are the Library opening hours limited. It was found that this limitation applies only to librarians, otherwise the Library itself is available to students 24/7. The EEC members appreciated the NURIA.

6.5 Educational Expertise

NUSOM employs a number of professionals, who are hired with the help of the Human Resources Department and the faculty/university rules, requirements and background (such as facilities) are made familiar to them. The curriculum is regularly reviewed, including its proper personal filling. NU Learning and Teaching Toolkits are of help definitely.

The question was raised during the meeting with the Vice-Dean for research, what happens if a teacher doesn't fulfil the criteria of "high professional, with up-to-date research activities and results"? The EEC learned that such a person is contacted by the Vice-Dean for research and the problems are discussed and the necessary support is given to improve the scientific outcome of the faculty. The educational qualities are evaluated based on the feedback from the students at the end of each course. The course lead deals with eventual problems concerning the teaching capabilities of the faculty.

6.6 Educational Exchanges

Credit exchange inside the country as well as outside is possible. International collaborations are supported by NU, in the case of NUSOM there is good background in these activities due to long-lasting collaboration with UPSOM and UPMC.

During covid-19 pandemic, these activities were interrupted and only during the last two years are slowly recovering (based on the information from faculty and students obtained by the EEC during discussions with these interested groups). Students would like to renew the exchange

programs, they see possibilities to get the support from the NUSOM administration and in the ISEP Exchange program. The students say that they were told by the administration that the exchange program might start next year, but this year NUSOM is not ready yet even to accept students from abroad. There are no ERASMUS and similar mobility programs yet.

EEC conclusions on criteria.

Compliance of 21 standards: fully - 21, partially - 0, not compliant - 0.

Recommendations for improvement: 0

Standard 7. QUALITY ASSURANCE PROGRAMME

7.1 The Quality Assurance system

NUSOM has quality assurance mechanisms that operate at the program, School, and University levels. At the program level, quality is monitored using a variety of mechanisms. Monitoring is carried out at the end of, as well as during, the academic year at course, block, and program levels. Committees at these three levels, namely, Course Committees, Block Committees, and MD Curriculum Committee regularly review the quality of course content and delivery using student evaluations and peer feedback.

At the School level, two committees, i.e., NUSOM Teaching and Learning Committee (TLC), and Assessment Committee scrutinise and approve all course syllabi and assessment plans. At the University level, the Office of the Provost carries out annual monitoring at the School, program and course levels. The Academic Quality Enhancement Committee (AQEC) is responsible for University level quality assurance.

This multi-layered mechanism of continually collecting feedback and using it to inform the directions of the program allows NUSOM to constantly evolve in response to changing needs of the School and the social environment. The NUSOM regularly carries out quality assurance of the curriculum and the program based on current medical education literature, student evaluations, and faculty feedback. Dedicated committees carry out curricular quality assurance at the course, program, and school levels and submit annual reports of the modifications and improvements to the Office of the Provost. This process includes review of the assessment plans for all courses by the Assessment Committee that is responsible for ensuring the alignment of program learning outcomes with the assessment in each course and harmonisation of the assessment approach through all courses in the program. This quality assurance mechanism ensures that assessments measure the elements of medical knowledge, clinical skills, and professional behaviour necessary to achieve the outcomes of the MD program.

At the University level, NU monitors the quality of all academic programs. The Academic Quality Enhancement (AQE) Department is responsible for the annual monitoring process, which is performed at the course, program, and school levels (<https://ie.nu.edu.kz/quality-enhancement/about-aqe/>).

When evaluated, EEC indicated that NUSOM has implemented a quality assurance system that addresses the educational, administrative, and research competence of school's work partially. The Document management system has to be improved. It is a complex system which influences many aspects related to teaching, research and administration. As an example, a clear system of document traceability, missing a unified format of many NUSOM documents with missing dates, unified structure etc.

7.2 Mechanisms for programme monitoring and evaluation

NU committees (Course/Block committees, Committee for Student promotion, MD Curricula committee) operate to regularly monitor student progress, curriculum content and

delivery, continual curriculum review and modification, and alignment of the curriculum with the intended program outcomes.

NU has established and implements mechanisms for assessing the educational program, including:

- development of corrective action plans identification and consideration of problems in the achievement of expected learning outcomes by students through the collection of information about them;
- using feedback and taking measures to improve the educational program.

At the end of each academic cycle, student performance on the exam(s) and in active learning is analysed to determine whether all the intended course outcomes were effectively achieved by the students. Additionally, at the end of each course, anonymous evaluations are collected from the students regarding content, delivery, and performance of each instructor involved in the course. Clerkships are also evaluated by students and peers, and the feedback is used to improve content and delivery for the next cycle. These data are analysed in reviews organised by the Course Committees.

From the students survey, half of the students (50%) expressed complete agreement with the statement regarding the adequacy of time allocated for practical training, encompassing activities such as patient care, clinical rounds, case discussions, assisting in surgeries, and work in laboratories and pharmaceutical production. Additionally, 21.4% partially agreed with this statement, while 7.1% completely disagreed and another 7.1% partially disagreed. Furthermore, 14.3% of the students were uncertain about their opinion on this matter.

When assessing the organisation of clinical (practical) training provided by the university, 42.9% of students rated it as excellent, while 21.4% considered it good and another 21.4% found it satisfactory. Additionally, 14.3% of students were unable to provide an evaluation.

7.3 Teacher and Student Feedback

NUSOM has a rigorous mechanism for collecting and analysing teacher and student feedback during and at the end of each academic year. For each course, anonymous feedback is collected via electronic surveys from all students. Peer feedback is also collected during Course, Block and Program Committee meetings. This feedback is analysed and discussed by the Course and Block Committees, and recommendations are made to modify the curriculum for the next academic cycle.

In the faculty survey, when asked whether leaders of NUSOM regularly consider their opinions on matters related to the educational process, research work, and clinical activities, 85.7% of teachers responded affirmatively, indicating that their opinions are considered systematically. Additionally, 9.2% stated that their opinions are considered occasionally, while 4.8% did not respond to the question.

Half of the students affirm that after classes, the teacher regularly provides feedback by listening to their opinions, conducting mini-surveys, and addressing mistakes. Meanwhile, 28.6% of students reported that this occurs sometimes, while 14.3% indicated it happens rarely. Additionally, 7.1% of students were unsure how to respond to the question.

The same mechanism exists at the University level, where annual monitoring reports are collected at the course, program, and school levels; and, based on deficiencies identified through these reports, changes in the curricula are introduced for the next academic cycle.

7.4 Performance of Students and Graduates

Performance of NUSOM student cohorts is regularly analysed during and at the end of each academic year, and feedback is provided to the relevant departments so they may align their policies accordingly. The department of Institutional Research and Analytics at NU is responsible for collecting and compiling data on students from all schools (<https://ie.nu.edu.kz/ira/about-ira/>). These data on various aspects of student performance in relation to the provision of various

resources are compiled annually for student cohorts from all NU schools, including NUSOM. Data are collected on parameters such as: quality of teaching and courses, graduate level skills, research facilities, extracurricular activities, classrooms, sport facilities, internet, student housing, psychological counselling, health services, and food services. This information, collected and communicated to all faculty annually, also helps in realigning and fine-tuning University programs.

71.4% of students express complete agreement with the statement "I believe that the assessment of my knowledge and skills is conducted fairly and correctly." Meanwhile, 14.3% partially agree with this statement, 7.1% completely disagree, and another 7.1% are unsure about their opinion regarding the fairness and accuracy of the assessment.

7.5 Involvement of Stakeholders

NUSOM involves students and academic staff in monitoring, evaluating, and reviewing its program on a regular basis. The NU Teaching and Learning Committee, chaired by the Vice Provost for Academic and Student Affairs, brings together students and Vice Deans from all NU Schools. This is another platform for all NU Schools to share experiences, harmonise and align program policies. The top administration meets at several levels (<https://nu.edu.kz/about/governance>), including at the NU Academic Council, chaired by the NU Provost, where the Deans from all NU schools come together, and matters regarding school/program policies and strategies are deliberated.

NUSOM regularly interacts with Kazakh institutions, faculty from local institutions, government officials, and parliamentarians regularly at conferences and meetings held at NUSOM and other local venues. At these meetings NUSOM shares with these stakeholders' updates regarding NUSOM programs, including discussions pertaining to curriculum, new programs, and destinations and career choices of graduates. The NUSOM invites regular feedback from these stakeholders and incorporates it into the MD curriculum design, delivery. Since 2022, there have been five Memoranda of Understanding and eleven collaborative research projects established with higher education institutions in Kazakhstan.

EEC conclusions on criteria.

Compliance of 14 standards: fully - 13 , partially - 1, not compliant - 0.

Recommendations for improvement:

- 1) The Document Management System requires improvement, particularly in areas such as document traceability and the establishment of a unified format for various NUSOM documents. Issues include the absence of clear tracking mechanisms for documents and inconsistencies such as missing dates and a standardised structure (Standard 7.1.1)*
- 2) Consider complete students membership in relevant committees, not just in open sessions (7.5.1)*

Standard 8. GOVERNANCE AND ADMINISTRATION

8.1 Governance

By the Status, NU is an autonomous organisation of education with the governing body, the Supreme Board of Trustees, the Board of Trustees, the Managing Council as a collective executive body which directs operations and organises implementation of decisions of both Boards, and the Academic Council as a body for creation and policy adoption on NU level <https://nu.edu.kz/about/governance>.

The decision-making process at the NU is centralised and a final approval through the NU collective executive body, the Managing Council is requested, unless the acting NU President gives

an authority to the Dean of a particular school including NUSOM. The chart is available on the website <https://nu.edu.kz/about/administration>.

During the first EEC meeting with the Dean of NUSOM, EEC received a more complete organisation structure of NU including NUSOM and leading duties of the Dean of NUSOM as can be seen below. This document does not have any approval and is supposed to be released in 2022.

Dean of the Medical School who is also the Vice-President for Medicine, at the same time serves as a Chair of Board of Trustees, he leads at the same time “University Medical Center” Corporate Fund, newly established Office of Nazarbayev University Medicine, Health and Wellness Center, Environmental and Occupational Safety Department, University Healthcare Department, Managing Director for Environmental Safety Health and Wellbeing. There is not stated a Deputy Dean any substitution is solved by the Delegation of duties on the NU level.

EEC has also learned that currently there is no closer relationship with the Ministry of Health, but with the Ministry of Education. There is a plan to bridge this gap soon.

The Academic Council is an executive and policymaking body on teaching, learning and other academic activities of NU. On the website it is stated that AC meets once a week. EEC has learned during the interview with the Vice Dean of the MD Program that AC meets once in two weeks. AC has several committees where membership and function is available on website <https://ie.nu.edu.kz/learning-and-teaching/academic-committees/>.

NUSOM’s organisational structure was approved by the Academic council of NU in 2020. AC consists of voting and non-voting members. NU Bylaws are describing voting AC members as: President; Provost; Vice-President for Student Affairs and International Cooperation; Vice-Provost for Academic Affairs; Vice-Provost for Research; six Deans of the University Schools; Registrar; Faculty Senate Chair and Deputy Chair, Faculty Senate representative; and two undergraduate and graduate student representatives. When compared with current members stated at the NU website <https://ie.nu.edu.kz/academic-council/> the Provost is not stated as the President holds currently both positions, there is missing Faculty Senate representative and instead Chief Information Officer is stated.

Neither on the public NU website nor on the public NUSOM website is information about the Faculty Senate. During an interview with the Vice Dean for Academic and Student Affairs EEC has learned that he used to be a member of FS. Membership is for one year, NUSOM has currently three faculty representatives in the Faculty Senate. Information about FS is available only for NU faculty and administration.

Governance structure of NUSOM is described in SER and also available as a chart (Appendix 8 of SER). The NUSOM structure and hierarchy is not completely clear. There are three committees under direct governance of the Dean, the Executive c., the Faculty Promotion c. and the Faculty Renewal c.

Members of the Executive committee are Vice Deans, the Chief Administrative Officer and Chairs of Departments. This committee is a deliberative body of NUSOM and does not meet regularly. It was mentioned during discussion with the CAO that the last Executive committee meeting was held in September last year, which was about five months ago when the Dean's assistant left.

Table below comprises all NUSOM committees apart from many course and block committees. As secretaries staff of the Dean’s office is employed. Meetings are mainly held on Thursdays.

#	Committee	Chair	Secretary
1	Teaching and Learning Committee	Syed Ali	Bauyrzhan Seitbayev
2	MD Curriculum Committee	Arman Saparov	Bauyrzhan Seitbayev
3	NUSOM Graduate Studies Committee	Dieter Riethmacher	Anuar Arykbayev

4	Committee for Students Promotion by years Y1	Denis Bulanin	Anuar Arykbayev
5	Committee for Students Promotion by years Y2	Marina Khvan	Almagul Ayapbekova
6	Committee for Students Promotion by years Y3	Dimitri Poddighe	Almagul Ayapbekova
7	Committee for Students Promotion by years Y4	Alessandro Salustri	Almagul Ayapbekova
8	Assessment Committee	Syed Ali	-
9	Executive Committee	Massimo Pignatelli	Dean's assistant (vacant)
10	Student Travel Committee	Massimo Pignatelli	Anuar Arykbayev
11	Biosafety Committee	Mohamad Aljofan	Anuar Arykbayev
12	Research Ethics Committee	Alessandro Salustri	Amina Amirova
13	Research Committee	Dieter Riethmacher	Kuat Alkenov
14	Faculty Renewal Committee	Massimo Pignatelli	Linda Mukasheva
15	Faculty Promotion Committee	Massimo Pignatelli	Linda Mukasheva

The Faculty Promotion Committee consists of the Dean, Vice-dean for Research, Vice-dean for Academic Affairs, Chair of the faculty member's department, and one faculty representative. Chair of the department serves as a referee. As promotion happens once a year, this committee meets twice a year. The Faculty Renewal Committee has similar members and meets once a year.

At the same level of governance are three Vice-deans, Chief Administrative Officer, Chairs of Departments and Director of Nursing Education programme.

There is a discrepancy between documents for accreditation the EEC obtained and the NUSOM website. In the SER are stated three vice-dean's positions including determined agenda and responsibilities as Vice-dean for Research, Vice-dean for admission and Vice-dean for academic and student affairs. On the contrary, NUSOM website (<https://nusom.nu.edu.kz/leadership>) states Vice-dean for Research, Vice-dean for medical education and Vice-dean for academic and student affairs. Relevant agenda is not available on the website. Vice-dean for academic and student affairs is also stated as a program director (<https://nusom.nu.edu.kz/department-of-biomedical-sciences>). NUSOM provided Executive committee minutes dated 10.3. 2023 as the item two the new substantive Vice-Deans role (Vice-Dean for Medical Education) is created. EEC team obtained the SER at the beginning of January, nine months after the Executive committee meeting where the new Vice-Dean role was agreed.

Vice-dean for Research directs three committees: Research c., Institutional Research Ethics c. and Biosafety committee. Agenda and meeting were discussed during the site visit. Vice-dean for admission who is currently Vice-dean for medical education directs the Admissions committee which has at least five members, four of NUSOM faculty and one external expert. There are four committees under direction of the Vice-dean for academic and student affairs who serves as the program director as well. Teaching and learning c., Student promotion c., Assessment c. and Course

c. Unfortunately, no information about any committee is available on the NUSOM website. During site visit EEC discussed structure and functions of particular committees which are a part of the QA system.

The main document is the five year Strategic Plan 2022-2026. The Strategic Plan of NUSOM is not publicly available. The Strategic Plan has 5 main areas which are in agreement with the mission, goals and values of NUSOM. EEC asked for the link to the Strategic Plan and for Minutes when Strategic plan is approved and for particular key indicators to each part of the Strategic Plan which were fulfilled in 2022, 2023 and plan for 2024.

Concerning governance and administration of the MD program no information about committees, curriculum related policies and procedures is available on the website. Only in FAQ (<https://nusom.nu.edu.kz/faq>) is stated that NUSOM curriculum is similar to the curriculum offered at the University of Pittsburg School of Medicine, where these pieces of information are present (<https://www.omed.pitt.edu/policies-and-procedures>).

8.2 Student and academic staff representation

In the SER it is stated that both students and faculty are members of different committees dealing with governance, curriculum, evaluation, and assessment. Internal commission dealing with the SER also had student's and academic staff members. Process of representative selection was discussed during the site visit. For membership in the SER working group all students received an email offering participation. Very similar mechanism is used for student membership in various committees. Faculty is approached by individual heads of department or committee chairs (see Minutes of TLC) where the process is described.

8.3 Administration

Staffing plan is centralised at NU and approved by the Managing Council. In the SER it is stated that currently 22 administrative staff deal with NUSOM operations under CAO guidance. Administrative staff is situated in the Dean's office (HR unit, finance, student affairs, marketing, and hospital relations). There are some job vacancies, e.g. for Hospital relationships or a Dean's assistant. During the EEC meeting with the Dean Office on 27.02.2024 EEC found out that administration staff consist currently of 10 people. This number does not include three research grant administrators, two administrative positions in the Simulation Center and five for the lab management. The Senior Budgeting and Finance manager leads four staff, one of them can be a deputy. This office deals with budget, fiscal year budget and 3-year budget and all contract relationships. They currently also cover duties related to Hospital relationships. The office of Academic and Student Affairs has four staff and deals with administration support for all NUSOM programs admission, student consultations and advising. The Head of administration (CAO) apart from managerial role has to serve as a Dean assistant as this position is vacant for several months. When the EEC asked about the last Executive Committee meeting, it was in September 2023. The Office has a briefing every day where they discuss the plan of the day. As the CAO is embedded in NUSOM development since the very beginning she keeps an "institutional memory" of NUSOM. CAO is also a member of several committees.

During the site visit, the EEC learned that administrative staff deals with students and academic staff of all programs taught at NUSOM (3 Bc, 4 Msc, 1 MD, 12 Residency, 2 PhD), as well as the Fellowship program. Altogether administrative staff has to manage about 600 NUSOM students, 64 full-time faculty and 138 part-time clinical preceptors.

8.4 Educational budget and resource allocation

The NUSOM budget is allocated by NU. There is a midterm (3-year) budget and fiscal, one-year budget. It was explained during an interview with the Dean and later with the CAO that the main source are the state grants from the Ministry of Education which cover more than 95 % of required cost, the rest is covered from other sources such as income from consulting, services, and professional development programs. School operation related to the development and

implementation of the MD program covers consumables, utility costs, salaries and taxes, third party services, travel expense and registration fee for business trips, professional development and student activities. Structure of both, the operational and investment budgets including conditions is well described in SER. Process on how the NUSOM provides the NU Budget Committee with information on its strategy, documents' goals, objectives, and indicators was described during the meeting with CAO but no documents describing the process were provided.

The Managing Council is responsible for the budget and all financial issues of NU. The unique position of NUSOM was explained to the EEC including financial analysis about the cost of the MD program. The NUSOM receives a very generous budget per NUSOM student regardless of the type of the study program, which is 15,000 \$ per study year. But the expense of an MD program student is 30,000 \$ per study year while the expense of e.g., Bc degree program student is about 7,000 \$ per study year. There is a plan to achieve NUSOM self-sustainable funding within five to ten years.

8.5 Interaction with Health Sector

NUSOM has a wide network of healthcare facilities in Astana which serve as educational and training centres for medical students. Moreover, one subsidiary of NU is the UMC corporate fund which comprises Republic Diagnostic Center, National Research Center for Maternal and Child care, and National Children Rehabilitation Center <https://nu.edu.kz/about/administration>.

According to SER, MOU are signed between NUSOM and a particular healthcare facility. MOU are signed for one year and renewed regularly with regards to the number of students and hospital staff involved. Majority of hospitals provide education only for NUSOM students.

Clinical preceptors of healthcare facilities are hired by particular hospitals. That is the general policy on how to deal with clinical preceptors. There is no process of selection, but doctors willing to serve as preceptors apply for this position. Benefits are either material or career related.

EEC conclusions on criteria.

Compliance of 17 standards: fully - 14 , partially - 3, not compliant - 0.

Recommendations for improvement:

- 1) Consider to follow also strategies of your collaborative partner in sharing important policies and procedures (8.1.1)*
- 2) Consider change in the general policy for public availability (website) of procedures and rules (8.1.1)*
- 3) Ensure that all official documents shared within and outside NUSOM are approved and if need be, also included in the website (8.3.2)*
- 4. Consider Faculty senate statement in the governance and administration chart at NU website (8.1.1)*
- 5. Consider administrative staff workload management optimisation (8.3.1)*
- 6. Ensure implementation of controlled documentation with an established management of change (8.3.2)*
- 7. NUSOM self-sustainable funding plan needs regular handling (8.4.1)*

Evidences:

1. Minutes of Academic Council of NU on June 24, 2020 (Minutes #32)
2. NU governance
3. NUSOM governance chart (Appendix 8 of SER)
4. Website <https://nu.edu.kz/campus/student-life>
5. NU Academic-Council-Procedures
6. NU Bylaws of the Academic Council
7. Delegation of Duties

Standard 9. CONTINUOUS RENEWAL

9.1 NUSOM is one of the seven schools of the autonomous organisation of education “Nazarbayev University,” which shares its autonomous status granted by the Law of the Republic of Kazakhstan on 19 January 2011 “On the status of “Nazarbayev University,” “Nazarbayev Intellectual schools” and “Nazarbayev Fund.” In accordance with Article 8 of Chapter 3 of the Law, the University “carries out educational activities without a licence and the state attestation and based on the principles of academic freedom, integration of education, science and production, autonomy and self-government, collegial decision-making and social responsibility and transparency.” The mission of the School is to educate and train the highest quality of socially accountable health care professionals, biomedical scientists, and public health specialists who play a key role in patient care and health improvement and do cutting edge biomedical research and innovation to advance the understanding of medical and health sciences with local, regional and global impact. An important fact is that NUSOM was officially established in partnership with the UPSOM as the academic centre of the first integrated healthcare academic system in the Republic of Kazakhstan. In collaboration with UPSOM and its UPMC, the School implements the first medical doctor (MD) program in the American style.

The program is developed in accordance with the GME model. Its positive aspects include: a transition to clinical practical sessions in English, Russian, and Kazakh languages; a spiral curriculum; a limited number of students (20-50 per year); learning outcomes and graduate competencies are aligned with international standards (such as the Committee on Accreditation of Medical Education Programs, World Federation for Medical Education, General Medical Council); and a research-oriented focus.

The successful implementation of the educational program is achieved through sufficient provision of the university's structural units with material and technical, as well as informational resources (simulation centre equipment, modern office equipment, facilities, creation of comfortable conditions, etc.). The results of the surveys conducted with students and faculty members indicate satisfaction with the School's material and technical base (students – 85,71% and faculty members – 95,24%) and are taken into account by the administration when forming the registry of the School's needs for goods, works, and services for the upcoming academic year.

To achieve its goal, in accordance with the development strategy for 2018-2030, since its establishment, NUSOM has expanded the number of students with the development of new undergraduate (e.g., nursing, medical sciences), graduate (masters, PhD), and postgraduate medical training programs (residency). For example, in the Action plan 2018-2020 for implementation of the strategic plan of the school of medicine for 2016-2020, it is stated that the four-year Bachelor's Program in Nursing was developed in collaboration with the University of Pittsburgh (consulting contract No. 1073-2019 dated May 30, 2019; services under the contract were successfully completed in December 2020) (Annex 24)

In accordance with the directive from the Head of State, stating that " the share of locally produced medicines and medical devices must be increased from the 17% to 50%" several medical-pharmaceutical clusters will be established in the Republic of Kazakhstan. In this regard, NUSOM is collaborating with the Ministry of Health and the SK "Pharmacia" to support the creation of the Astana Medical-Pharmaceutical Cluster (AMPC) and has been appointed as the intellectual centre for national cluster programs.

NUSOM, together with all stakeholders, identifies future educational needs. Currently, NUSOM, in collaboration with the Astana Medical University (AMU), is in the process of opening a joint master's program in clinical pharmacy, starting from the fall semester of 2024.

The school has developed an integrated research program in biomedicine from basic science to personalised, translational, and clinical research focusing on local health challenges with global impact through multi- and interdisciplinary research programs. The research program is dedicated to issues related to diabetes. It was discussed in an interview by Dr. Antonio Sarria-Santamera, Acting Chair of the Department of Biomedical Sciences.

In addition, NUSOM has created four vertical research directions (VRPs) and is responsible for two new infrastructure projects to support innovative biomedical research for universities and AMPC: the construction of a vivarium, a modern facility for animal experiments, which is expected to be completed by December 2023, and an innovative Diagnostic Training Center, created in collaboration with the international medical company Roche.

An important development at NUSOM is the establishment of NU Medicine, which includes the Cardiac Surgical Center, the Republican Diagnostic Center, the National Research Center for Maternal and Child Health, and the National Children's Rehabilitation Center with an additional branch in Kyzylorda. The Heart Center in Shymkent is planned to join in 2023. As of November 30, 2022, the clinical base of UMC consists of 1072 beds, 500 outpatient visits per shift, 4000 staff units, including 850 doctors and 2000 nurses.

The annual curriculum evaluation process at NUSOM ensures that the MD program is reviewed at the course, block, and program levels. Based on the student learning outcomes, desired competencies, and anonymous student feedback, the structure, content and duration of individual courses, learning outcomes, and the overall learning environment are modified during and at the end of every academic cycle.

NUSOM conducts an annual evaluation process of the educational program, ensuring that the program is assessed at the course, block, and program levels. Committees at three levels (Course Committees, Block Committees, and MD Curriculum Committee) regularly review the quality of course content and teaching, utilising student grades and feedback from colleagues. Based on the learning outcomes of students, acquired competencies, and anonymous feedback gathered during and at the end of each academic cycle, the structure, content, and duration of individual courses, as well as the learning outcomes and environment, are modified. For example, in the block of fundamental sciences in 2022, a new pharmacology course was added to the curriculum based on student feedback. The curriculum is regularly updated based on current developments in health care and social scenarios. During the COVID pandemic, courses were updated in the MD curriculum throughout the four years of the program. In the curriculum of the MD Year 4 for the Academic Year 2020 - 2021 and 2021-2022 changes were made in the Integrated Life Sciences course, where one session was dedicated to COVID-19 related topics.

At the school level, this work is carried out by the Teaching and Learning Committee (TLC) and the Assessment Committee at NUSOM. At the university level, the Office of the Provost

conducts annual monitoring at the school, program, and course levels, while the Academic Quality Enhancement Committee (AQEC) is responsible for ensuring quality at the university level.

NUSOM is revising the organisational and staff structure. With the introduction of new programs, a recruitment of new faculty and administrative staff is considered. As indicated in the School's Strategic Plan for 2022–2026, from 2015 to 2022, the number of programs at NUSOM has increased to 21, including 10 residency programs. The number of faculty and administrative staff has grown to 61, 138, and 23 individuals, respectively. A series of professional development modules called "Residents as Teachers" was developed and implemented in collaboration with the strategic partner (UPSOM). The first module was successfully implemented in October 2021. The presence of sufficient economic opportunities plays a significant role in attracting the best academic staff capable of ensuring the effective implementation of educational programs (having personnel with work experience, academic degrees, knowledge, etc.). In an interview with commission members, the Dean of the School noted that due to the School's plans to increase the number of students, there will be a corresponding plan to increase the faculty members size.

The School adapts its enrollment policy and student selection methods in consideration of changing expectations and circumstances, as well as the needs for human resources.

NUSOM undergoes continuous updates of material resources in laboratories, simulation centres, innovative educational spaces, and training programs (e.g., standardised patient programs, patient simulation by using high-end programmable simulators). Subscriptions to medical journals and scientific databases are being updated.

NUSOM collaborates with Kazakh and government institutions at conferences and meetings held at NUSOM and other local venues. For example, the School closely collaborates with Asfendiyarov Kazakh National Medical University, West Kazakhstan Marat Ospanov State Medical University, Semey Medical University, Astana Medical University, Karaganda State Medical University (Annex 24). Starting in 2023-2024, the MD Program Committee will have members from the local community who will provide critical feedback on the relevance of the MD curriculum and highlight the developing national needs to which the curriculum should be aligned continually. NUSOM utilises feedback from local physicians to enhance the MD educational program. As an example, the commissions were presented with the minutes of the Curriculum Committee meeting, where the members include physicians (Annex 16, 20). In addition, the Dean of the School is an active member of a few working groups organised by the Ministry of Health (for ex. Group on the development of an integrated academic medical system).

9.2 NUSOM bases the updating process on prospective research and the assessment results of the educational program, data from the current literature on medical and pharmaceutical education. In the documents presented, it is evident that the teachers use contemporary scientific literature in the educational process and also participate in the implementation of scientific projects, such as “Identifying and Measuring Associations of Modifiable Determinants for Gastric (Stomach) Cancer in Astana”, “The Cystic Fibrosis Transmembrane Conductance Regulator as a Prognostic Indicator of Cardiovascular Disease in Kazakhstan”. This allows the School to integrate three components: education, science, and clinical practice.

9.3 The process of continuous updating is also carried out through the implementation of active teaching methods, the application of problem-oriented learning, and the implementation of a competence-oriented approach to education. This includes improving the efficiency of operational processes and enhancing transparency in the decision-making process.

For training of highly qualified specialists, new technologies, interdisciplinary approaches in mastering disciplines, and principles of evidence-based medicine are being introduced into the educational process. The School establishes and implements a collaboration policy at national and international levels with other medical educational institutions. Currently, the NUSOM collaborates with all medical universities in Kazakhstan. A strategic partner is University of Pittsburgh. In collaboration with the UPSOM and UPMC, NUSOM has developed a modern educational program to achieve strategic goals. The partnership provides support in creating contemporary educational content, innovative teaching and assessment tools, as well as faculty development and mentorship programs.

NUSOM continues to advance modern teaching technologies (simulation technologies, the use of highly technological simulators and mannequins), as well as enhancing the scientific activity of faculty members and students. For example, The School of Medicine faculty actively uses opportunities, and apply for ORAU and MES grants, and for external financing (in 2019 there are 3 MES funded projects, 1 ORAU grant, 6 Small grants, 1 Commercialization grant, 3 external grants) (Annex 24).

NUSOM has a place in the top 500-600 in Times Higher Education University rankings. During the EEC meeting with the Dean of NUSOM, EEC learned that NUSOM has an ambition to get a good rating in QS as well.

EEC conclusions on criteria.

Compliance of 3 standards: fully - 1, partially - 2, not compliant - 0.

Recommendations for improvement: 3

- 1. The action plan has to be used as a tool with concrete relation to the strategic plan. (9.1)*
- 2. The action plan should be drafted annually with specific indicators and its deadlines. (9.1)*
- 3. The agendas for all committee meetings on scheduled matters should be finalised for the upcoming year, while also considering and accommodating any emerging issues that may arise as it is implemented. (9.1)*

Thus, during the external evaluation of the educational programme **out of 144 standards** for accreditation, **compliance with 133 standards** for accreditation was established, including 112 basic standards and 21 improvement standards. **Partially complied with 9 basic standards** and 0 improvement standards. **No compliance with 2 basic standards.**

5. Recommendation for improving the educational programme


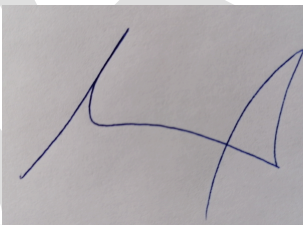
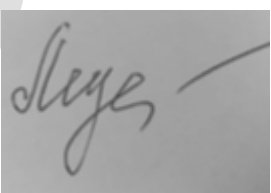
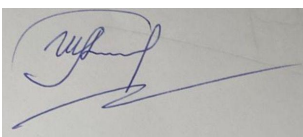

1. NUSOM should use its Strategic plan as a tool to achieve set up goals and monitor them on a regular basis at all levels of governance involved, in particular managerial, administration and research. (1.1.1, 1.1.2)
2. Consider public availability of key documents (e.g. Status of NU) (1.1.1)
3. Consider public availability of all core values, strategic plan of NUSOM in agreement with your strategic goal “sharing best practice in biomedical research, education and patient care in Kazakhstan and throughout the region (1.1.1)
4. Consider involvement of patients’ organisations, medical societies, professional organisations in the mission formulation. (1.2.2)
5. Consider the best way of sharing mission, values and goals also with students (1.1.2)
6. Consider academic freedom with regards to the way how courses are approved during the ongoing academic year (1.3.2)

7. All curriculum and syllabi should be properly approved before the academic year starts (2.9.1)
8. It is highly desirable to have clinical preceptors for each clinical clerkship (2.5.2)
9. Consider the extension for electives in MD course (2.3.3)
10. Consider extend the bed-side teaching with real patients (2.5.1)
11. Consider also not only the full agreement with Framework for Qualification of the USA but also of national and the European ones (2.7.1)
12. Consider the fact that practices are an irreplaceable part of basic biomedical sciences teaching (2.2.2)
13. The content of tests should mirror the local needs not the US ones (2.7.1)
14. Consider organising the Students conference in the form of competition with some rewards for the winner (2.6.1)
15. The policies and rules for admission have to be in agreement, not to be discriminatory to any group of applicants. (4.1.1; 4.1.5; 4.1.8)
16. Consider support of MD students organisation (e.g. Surgery club, branch of KazMSA) (4.2.1)
17. The Document Management System requires improvement, particularly in areas such as document traceability and the establishment of a unified format for various NUSOM documents. Issues include the absence of clear tracking mechanisms for documents and inconsistencies such as missing dates and a standardised structure (Standard 7.1.1)
18. Consider complete students membership in relevant committees, not just in open sessions (7.5.1)
19. Consider to follow also strategies of your collaborative partner in sharing important policies and procedures (8.1.1)
20. Consider change in the general policy for public availability (website) of procedures and rules (8.1.1)
21. Ensure that all official documents shared within and outside NUSOM are approved and if need be, also included in the website. (8.3.2)
22. Consider Faculty senate statement in the governance and administration chart at NU website (8.1.1)
23. Consider administrative staff workload management optimisation (8.3.1)
24. Ensure implementation of controlled documentation with an established management of change (8.3.2)
25. NUSOM self-sustainable funding plan needs regular handling (8.4.1)
26. The action plan has to be used as a tool with concrete relation to the strategic plan (9.1)
27. The action plan should be drafted annually with specific indicators and its deadlines (9.1)
28. The agendas for all committee meetings on scheduled matters should be finalised for the upcoming year, while also considering and accommodating any emerging issues that may arise as it is implemented (9.1).

6. Recommendation to the Accreditation Council for accreditation of the educational programme

With regards to findings the EEC chair has not held the final open voting on recommendations for the ECAQA Accreditation Council and reserved this decision on the Accreditation Council itself.

Finally, it was discussed and agreed on the final Zoom call on March 16, 2024 where **EEC agreed to recommend to the ECAQA Accreditation Council to grant NUSOM the accreditation for a 3-year period with monitoring.**

№	EEC position	Surname and first name	Signature
1	Chair	OBORNÁ IVANA	
2	International Expert	NOVÁKOVÁ MARIE	
3	Expert	MUSTAFINA KAMILA KAMALOVNA	
4	Expert - employer	SHAMSUTDINOVA ALFIYA GUMAROVNA	
5	Expert – student	KAPANOVA AYANA ERBOLATOVNA	

Annex 1.

**Quality Profile and Criteria for External Evaluation of the Educational Programme on
Specialty "General Medicine" (summary)**

Стандарт	Evaluation Criteria	Number of standards	BS / IS	Evaluation		
				Fully compliant	Partial Compliance	Not fulfilled
1.	MISSION AND VALUES	11	11/ 0	9/0	2/0	
2.	CURRICULUM (Educational programme)	38	33/ 5	30/5	3/0	
3.	ASSESSMENT OF STUDENTS	14	12/ 2	12/2	0/0	
4.	STUDENTS	16	12/ 4	9/4	1/0	2/0
5.	ACADEMIC STAFF	10	9/ 1	9/1	0/0	

6.	EDUCATIONAL RESOURCES	21	19/ 2	19/2	0/0	
7.	QUALITY ASSURANCE PROGRAMME	14	11/ 3	10/3	1/0	
8.	GOVERNANCE AND ADMINISTRATION	17	15/ 2	13/1	2/1	
9.	CONTINUOUS RENEWAL	3	1/ 2	1/2	0/0	
	Total:	144	123 / 21	112/21	9/0	2/0
	* BS - Basic Standard / IS - Improvement Standard				144	

Annex 2.

List of documents reviewed as part of the external expert evaluation

№	Names of documents	Number	Date of approval
1.	Minutes of Executive Committee meeting	24-21/01	10.3.2023
2.	Decision on creation of the SER working group	24-04/31	6.10.2022
3.	Action plan proposal of 2023-24 agreed 24-21/01 - Annex 7	Not stated	10.3.2023
4.	Strategic Plan 2022-2026	Not stated	Not provided
5.	Minutes of TLC	24-10/08	13.3.2023

6.	PUSOM curriculum https://www.omed.pitt.edu/policies-and-procedures		https://nusom.nu.edu.kz/faq
7.	NU website https://nu.edu.kz/about/administration	NA	NA
8.	Delegation of Duties	31-05/101-01	23.2.2023
9.	Delegation of Duties	31-05/403-01	28.7.2023
10.	Delegation of Duties	31-05/318-01	14.6. 2023
11.	Progress report for 2022 - Annex 6	24-21/01	2.2. 2023
12.	Law of the Republic of Kazakhstan dated January 19, 2011 No. 394-IV	NA	NA
13.	Travel committee minutes	24-16/01	3.2.2023
14.	Travel committee minutes	27-16/10	5.9.2023
15.	Travel committee minutes	27/16-01	8.2.2024
16.	School of Medicine Schedule for Committee meeting	Not stated	Not provided
17.	Charter of the autonomous organisation of education "Nazarbayev University" (2015)		
18.	Charter provided by the Dean at the first site visit meeting (2022) -Annex 4	Not stated	Not provided
19.	NU and NUSOM websites	NA	NA
20.	Action plan AMPC Astana	Not stated	Not provided
21.	Ebel standard	Not stated	Not provided
22.	Table taking into account the frequency of occurrence of each learning outcome in examination questions	Not stated	Not provided
23.	Minutes of the Assessment Committee meeting	#24-16/02	24.02.2017
24.	Assessment checklists of the final exam (OSCE) of Advanced Physical Examination Course	Not stated	30.11.2022
25.	Minutes of the Clinical Skills Committee	Not stated	21.02. 2018
26.	Annual review evaluation of faculty members	Not stated	08.11.2022,

			06.06.2023
27.	Course specification form	#39	17.06.2015
28	Tables standard 2 https://cloud.mail.ru/attaches/17090429750086785838%3B0%3B2?folder-id=0&x-email=mcamelkz1%40mail.ru&cvg=f	Not stated	Not provided
29.	Extract from the minutes of the MD Curriculum Committee meeting	#24-11/14	31.08.2023
30.	Minutes of the MD Curriculum Committee (App 1,2)	# 24-11/01	25.01. 2024
31.	Minutes of the Curriculum Committee meetings	#24-11/10	30.05.2023
33.	Minutes of the MD Curriculum Committee dated	# 24-11/17	23.11.2023
34.	Action plan 2018-2020	Not stated	Not provided
35.	An excerpt from the Registrar's Office	Not stated	Not provided
36.	Evaluation criteria	Not stated	Not provided
37.	Academic policies and procedures for MD program https://registrar.nu.edu.kz/sites/default/files/ACADEMIC%20POLICIES%20AND%20PROCEDURES%20FOR%20DOCTOR%20OF%20MEDICINE%20PROGRAM_0.pdf	# 17	06.02.2019

EEC Site-visit Program

Date February 27 - February 29, 2024

Time	Arriving of the members of ECAQA's External Expert Commission February 26, 2024			Venue
17.30-19.00	<p>The External Expert Commission's (EEC) members first meeting and introduction The External Expert Commission's members responsibilities Review of the Self-evaluation Report of the Nazarbayev University School of Medicine (NUSOM) and discussion requested information and documents <i>Professor Ivana Oborna - Chair of the ECAQA's External Expert Commission</i> Review the Programme for the site-visit and team members responsibilities for the first day of site-visit at NUSOM</p>			
Day 1 – February 27, 2024				Venue
08:30-09:30	<p>The External Expert Commission meeting with Leadership and Administrative Staff of NUSOM The site-visit programme introduction and explanation the purpose of the EEC visit at the NUSOM Professor Ivana Oborna - Chair of the ECAQA External Expert Commission Dr. Massimo Pignatelli, MD, PhD, FRCPath, Vice President for Medicine – Dean of the School of Medicine, Nazarbayev University Brief introduction of the system of medical education in Kazakhstan with relation to the study program and its recognition, its embedding in the university. Mission statement and values <i>Strategic planning, Governance and Administration</i></p>			<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 909/1</i>
	EEC Group-1 Ivana Oborna, Ayana Kapanova, Kamila Mustafina		EEC Group -2 Marie Nováková, Alfiya Shamsutdinova	
09:30-10:15	<p>Meeting with Dr. Syed Ali, Acting Vice Dean for Academic and Student Affairs, And Dr. Arman Saparov, Acting Vice Dean for Medical Education</p> <p><i>Student/Student Selection and Admission Policy/Student Intake. International students. Academic staff/Faculty including international.</i></p>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/7</i>	<p>Meeting with Dr. Dieter Riethmacher, Vice Dean for Research and Graduate Studies</p>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/4</i>
10:15-11:00			<p>Meeting with Ms. Olga Levkovich, Chief Administrative Officer <i>Academic staff/Faculty. Educational resources. Management and administration.</i></p>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 909/2</i>
11:00 - 11:30	<p>Meeting with representatives of the Dean's Office Ms. Olga Levkovich (CAO), Mr. Bauyrzhan Seitbayev (Sr Manager for Academic and Student Affairs), Ms. Gulnaz Omarova (Sr Budgeting and Finance Manager) <i>Management and Administration. Continuous Renewal.</i></p>			<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/7</i>

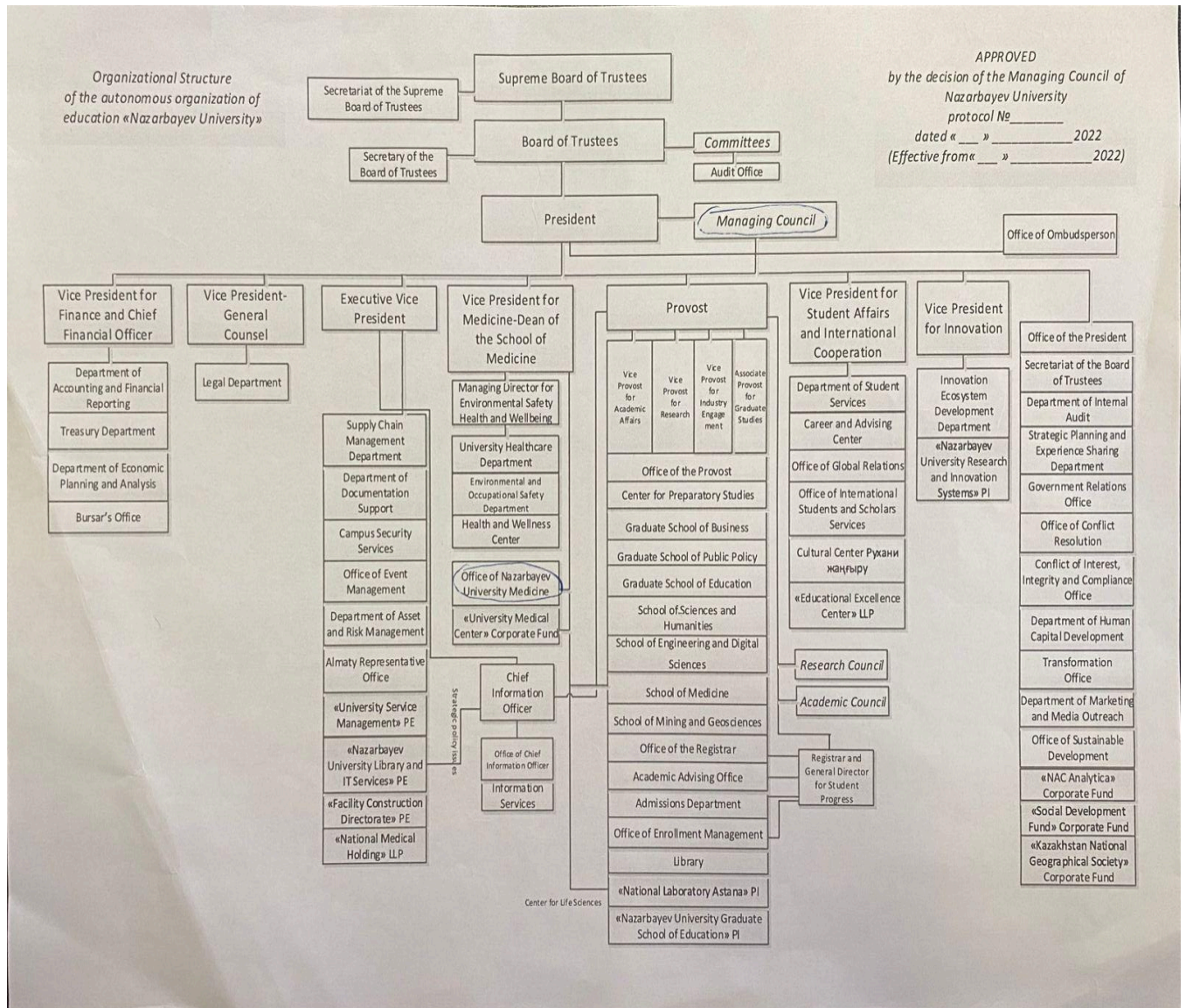
11:30-12:30	Lunch with instructors (at least 3 of them) <i>Dr. Lyazzat Toleubekova, Instructor of the Department of Medicine</i> <i>Dr. Dinara Almabayeva, Instructor of the Department of Medicine</i> <i>Dr. Ruslan Bilal, Instructor of the Department of Surgery</i>		<i>Kerei-Zhanibek Khandar Street, 5/1</i> <i>Floor 7</i> <i>Canteen for staff and students</i>
12:30-13:30	Simulation Center Meetings and interview with staff, teachers and students <i>Dr. Vitaly Sazonov, Assistant Professor of the Department of Surgery</i> <i>Mr. Aidyn Samylyrov, Manager of the Simulation Center</i> Basic Physical Examination (13:00) Active Internship Obs&Gyn (working with SimMom) (14:00-16:00)		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 5</i>
13:30-14:15	Meeting with representatives of the Faculty Renewal Committee <i>(M. Pignatelli, D. Riethmacher, A. Salustri, M. Terzic, Antonio Sarria-Santamera, J. Kunz, G. Aimagambetova, O. Levkovich, L. Mukasheva)</i> Faculty Promotion Committee <i>(M. Pignatelli, D. Riethmacher, A. Salustri, M. Terzic, Antonio Sarria-Santamera, J. Kunz, A. Saparov, O. Levkovich, L. Mukasheva)</i>		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9</i> <i>Room 901/2</i>
	EEC Group-1 Ivana Oborna, Kamila Mustafina, Ayana Kapanova,	EEC Group -2 Marie Nováková, Alfiya Shamsutdinova	
14:15-15:00	Meeting with representatives of the MD Curriculum Committee & Assessment Committee <i>MD Curriculum Committee: A. Saparov, M. Pignatelli, A. Salustri, A. Clementi, D. Poddighe, M. Khvan, D. Bulanin, A. Gaipov, G. Aimagambetova, M. Kriajevskaia, B. Crape, L. Toleubekova, N. Nanjundeswar, A. Talipova (student rep.), N. Yegembayeva (student rep.), G. Bapayeva (clinical preceptor), T. Ivanova (clinical preceptor), Z. Mukusheva (clinical preceptor).</i> <i>Assessment Committee: S. Ali, E. Riethmacher, D. Jumadilova, A. Clementi, L. Toleubekova, D. Bulanin.</i>	Meeting with representatives of the Research Committee Bio-Safety Committee <i>Research Committee: D. Riethmacher, M. Pignatelli, A. Salustri, P. Singh, E. Tulchinsky, A. Sarria Santamera, J. Kunz, N. Barlev, A. Gaipov, M. Terzic, E. Riethmacher, A. Dogabayev.</i> <i>Bio-Safety Committee: M. Aljofan, E. Riethmacher, J. Kunz, D. Bulanin, E. Tulchinsky, A. Dogabayev</i>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9</i> <i>Room 901/2</i> <i>Room 913</i>
15:00 - 15:15	break		
15:15-16:00	Meeting with representatives of the Teaching and Learning Committee Student Promotion Committee TLC: <i>S. Ali, M. Pignatelli, D. Riethmacher, A. Salustri, A. Saparov, A. Sarria Santamera, N. Barlev, N. stitt, E. Riethmacher, M. Aljofan, A. Clementi, B. Crape, A. Kuspanov (UG student rep.), N. Islam (Gr student rep.).</i> Student Promotion Committees: Year 2 – <i>M. Khvan, A. Saparov, L. Toleubekova, A. Clementi, A. Sarria Santamera, B. Crape, A. Salustri, D. Viderman, D. Almabayeva, V. Stolyarova, K. Atageldiyeva, G. Aimagambetova, A. Nurmagambetova, N. Nanjundeswar, R. Bilal, M. Terzic, V. Sazonov, M. Kriajevskaia.</i> Year 4 – <i>A. Salustri, A. Saparov, A. Clementi, D. Viderman, M. Terzic, D. Galiyeva, R. Bilal, A. Gaipov, M. Kriajevskaia.</i>	Meeting with representatives of the Institutional Research Ethics Committee <i>A. Salustri, F. Foster, M. Aljofan, B. Crape, K. Atageldiyeva, G. Aimagambetova, Y. Rakhmanov, M. Terzic, D. Galiyeva, L. Toleubekova, A. Clementi, A. Midlenko.</i>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9</i> <i>Room 901/2</i> <i>Room 913</i>

16:00-17:00	Meeting and Interview with Employers including those outside Astana (online) if available <ul style="list-style-type: none"> - Corporate Fund “University Medical Center” (incl. Republican Diagnostic Center, Mother and Child Center, National Research Cardiac Surgery Center), Ms. Alma Syzdykova, Director of the Department of Education alma.syzdykova@umc.org.kz - National Oncology Center, Dr. Sanzhar Shalekenov, Chair of the Board - National Scientific Medical Center, Dr. Ainur Doszhan, Head of the Internal Medicine Department; Dr. Lina Zaripova, Head of the Scientific and Innovative management - Polyclinic #9, Dr. Dana Abelgazina, Chief Deputy of the Director - University of Pittsburgh School of Medicine, Dr. Margaret C. McDonald, Associate Vice Chancellor for Academic and Global Affairs, Health Sciences, School of Public Health, University of Pittsburgh, mmaggie@pitt.edu - University of Pittsburgh Medical Center, Sandy Giammona, Vice President International Clinical Operations & Managing Director, UPMC International, giammonas2@upmc.edu 	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 907/7</i>
17.00 –17.30	Visit to the student dormitories	<i>Main campus 53 Kabanbay Batyr Ave.</i>
17:30	Transportation back to the hotel	
18:00-19:00	EEC Meeting and discussion about the 1 st day findings. Review the agenda for 2 nd day of the site-visit at NUSOM Review requested documents and additional information	<i>hotel</i>
Day 2 - February 28, 2024		
08:30-09.00	Meeting and interview with Dr. Antonio Sarria-Santamera, Acting Chair of the Department of Biomedical Sciences	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/7</i>
9:00-09:30	Meeting and interview with the Chairs of the Department of Medicine and the Department of Surgery <i>Dr. Alessandro Salustri, Acting Chair of the Department of Medicine</i> <i>Dr. Milan Terzic, Acting Chair of the Department of Surgery</i>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/7</i>
09:30-10:15	Hospital Relationships Meeting and interview with the Faculty of Clinical Departments – preferably only clinical preceptors (maximum of 5) from different departments <i>Dr. Gauri Bapayeva, Obs&Gyn (National Research Center for Maternal and Child Health)</i> <i>Dr. Gulnar Tortayeva, Pediatrics (National Research Center for Maternal and Child Health)</i> <i>Dr. Tatyana Ivanova-Razumova, Cardiac Pathologies (National Research Cardiac Surgery Center)</i> <i>Dr. Makhabbat Bekbossynova, Cardiac Pathologies (National Research Cardiac Surgery Center)</i> <i>Dr. Temirbek Bakhtiyarov, Internal Medicine (City Hospital #2)</i> <i>Dr. Aliya Imanbayeva, Internal Medicine (City Hospital #2)</i>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/7</i>
10:15 - 10:30	Break	
	EEC Group-1 Ivana Oborna, Alfiya Shamsutdinova, Ayana Kapanova,	EEC Group -2 Marie Nováková, Kamila Mustafina

10:30-12:30	Department Medicine and Department of Surgery	Department of Biomedical Sciences	
	National Scientific Center for Mothers and Children City Mental Health Center	Simulation center Immunology in Health and Disease	
12:30-13:30	Lunch with students (5 of them) <i>Altynay Abdizhamil, MDY1, altynay.abdizhamil@nu.edu.kz</i> <i>Ardak Talipova, MDY2, ardak.talipova@nu.edu.kz</i> <i>Ayaulym Akhmetova, MDY3, ayaulym.akhmetova@nu.edu.kz</i> <i>Nurgul Yegembayeva, MDY4, nurgul.yegembayeva@nu.edu.kz</i>		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 7 Canteen for staff and students</i>
13:30-14:00	The Academic Quality Enhancement Committee at the University level <i>Dr. Syed Ali, Acting Vice Dean for Academic and Student Affairs</i> <i>Ms. Aliya Suleimenova, Academic Quality Enhancement Officer, Office of the Provost, Nazarbayev University</i>		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/7</i>
14:00-14:45	Meeting with representatives of the Student Government, representatives of Academic and Student Union <i>Amir Saimassay, SSH Year 2 Economics, a member of the SG Ministry of Education</i> <i>MD cohort representatives: Abylay Yessekenov, MD Y4, Nurgul Yegembayeva, MD Y4, Ayaulym Akhmetova, MD Y3, Ardak Talipova, MD Y2, Dana Sultanova, MD Y2, Altynay Abdizhamil, MD Y1</i>		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/7</i>
14:45-15:30	Meeting with representatives of Graduates of MD degree program including those outside the UMC and NUSOM (online) <i>Dr. Karina Tapinova, MD graduate 2021, PhD at Medical University of Vienna, karina.tapinova@meduniwien.ac.at karina.tapinova@nu.edu.kz</i> <i>Dr. Alexey Kim, MD graduate 2020, Junior Doctor at Regional Diagnostic Center, Taraz city, akim@n.edu.kz</i> <i>Dr. Sadam Raziev, MD graduate 2020, Ophthalmologist at Lucy Eye Clinic, Almaty city, Sadam_raziev@mail.ru</i> <i>Dr. Kaisar Dauyey, MD graduate 2019, currently doing PhD in Genetics at Sokendai University, Japan, kdauyey@alumni.nu.edu.kz</i> <i>Aigerim Bekenova, MD graduate 2019, PGY5 Surgery resident at NUSOM, abekenova@nu.edu.kz</i> <i>Azhar Zhailauova, MD graduate 2021, PGY2 Anesthesiology resident at NUSOM, Azhar.Zhailauova@nu.edu.kz</i> <i>Miras Zeinoldin, MD graduate 2022, PGY2 Family Medicine resident at NUSOM, miras.zeinoldin@nu.edu.kz</i>		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 907/7</i>
15:30 – 15:45	break		
16:00-16:45	Meeting and Interview with Students who are not representatives of any committee, union etc. including the international ones and at least one transfer student <i>Eng Ayshing, MDY1 (international student), ayshing.eng@nu.edu.kz</i> <i>Assel Sissenbayeva, MDY1, assel.sissenbayeva@nu.edu.kz</i> <i>Aida Turebayeva, MDY2, aida.turebayeva@nu.edu.kz</i> <i>Adina Zhumakhanova, MDY2, adina.zhumakhanova@nu.edu.kz</i> <i>Temirlan Boribay, MDY3, temirlan.boribay@nu.edu.kz</i> <i>Zhadyra Mustafa, MDY3, zhadyra.mustafa@nu.edu.kz</i> <i>Iliyas Zhorabek, MDY4, iliyas.zhorabek@nu.edu.kz</i> <i>Saniya Gabbassova, MDY4, saniya.gabbassova@nu.edu.kz</i>		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9 Room 909/2</i>

	EEC Group-1	EEC Group -2	
	Ivana Oborna, Kamila Mustafina, Ayana Kapanova,	Marie Nováková, Alfiya Shamsutdinova	
16:45-17:30	HR Unit <i>Ms. Olga Levkovich, CAO</i> <i>Ms. Linda Mukasheva, HR Administrator</i>	Budgeting and Finance Unit <i>Ms. Gulnaz Omarova, Sr Budgeting and Finance Manager</i> <i>Ms. Amina Amirova, Finance Manager</i>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9</i> <i>Room 913</i> <i>Room 907/7</i>
17:30	Transportation back to the hotel		
17:45-18:45	EEC Meeting and discussion 2nd day findings. Review the agenda for 3rd day of the site-visit at NUSOM		<i>hotel</i>
Day 3- February 29, 2024			
8:45-9:00	The External Expert Commission meeting.		
	EEC Group-1	EEC Group -2	
	Ivana Oborna, Kamila Mustafina, Ayana Kapanova,	Marie Nováková, Alfiya Shamsutdinova	
09:00-10:00	Visit to the NUSOM Library <i>Ms. Aigerim Akparova, Sr Manager of the Patron Services Office, NU Library</i>	Research Projects Administration Lab Management <i>Dr. Dieter Riethmacher, Vice Dean for Research and Graduate Studies</i> <i>Ms. Gulnaz Omarova, Sr Budgeting and Finance Manager</i> <i>Ms. Sholpan Syrgabek, Research Project Administrator</i> <i>Mr. Azamat Dogabayev, Sr Lab Coordinator</i> <i>Educational resources. Quality assurance. Management and administration. Continuous Renewal.</i>	<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 7</i> <i>(Library)</i> <i>Floor 2-3 (Labs)</i>
10:00-10:30	Meeting with IT <i>Dr. Hani Syed Abidi, Assistant Professor, Department of Biomedical Sciences</i> <i>Mr. Kuat Kaliyev, IT Manager</i> <i>Mr. Aidyn Samylyrov, Manager of the Simulation Center</i>		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9</i> <i>Room 907/7</i>
11:00 12:30	Review of the additional information and requested documents.		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9</i> <i>Room 907/7</i>
12:30-14:00	Lunch		
14:00-16:40	Discussion and preparation of a presentation of key findings for a final meeting Preparation of the preliminary conclusion and preliminary recommendations for improvement of the NUSOM MD degree program		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 9</i> <i>Room 907/7</i>
16:40-17:30	Final meeting with Leadership, Administrative and Academic Staff of NUSOM Brief presentation of key findings of the NUSOM MD degree program		<i>Kerei-Zhanibek Khandar Street, 5/1 Floor 1</i> <i>Room 109</i>
17:30-18:00	Completion of the ECAQA EEC site-visit at NUSOM		

Annex 4 Organizational structure



Minutes of the Executive committee meeting 24-21/01 dated 10.3. 2023

«Назарбаев Университеті»
дербес білім беру ұйымы

Autonomous organization of education
"Nazarbayev University"

Медицина факультетінің Академиялық
комитеті

Executive Committee of the School of
Medicine

ХАТТАМА № 24-21/01
"10" 3 2023 ж.

MINUTES OF MEETING No. 24-21/01
dated "10" 3 2023

Астана

Astana

Жиналыстың ашылу
уақыты / Opening
time of the meeting*:

March 10, 2023, 17:00 PM

10 Наурыз, 2023, 17:00

Жиналыстың
откізілу орны/
Venue*:

913 conference hall

Төраға / Төрайым /
Chairperson

Massimo Pignatelli, Vice President for Medicine –
Dean of the School of Medicine

Қатысқандар/ Attendees*:	Мүшелер/ Members*:	бар/ present	жоқ/ absent
1	Arman Saparov	x	
2	Syed Ali	x	
3	Dieter Riettmacher	x	
4	Olga Levkovich	x	
5	Alessandro Salustri	x	
6	Milan Terzic	x	
7	Antonio Sarria-Santamera		

Non-member participant:

КҮН ТӘРТІБІ / AGENDA*:

- | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | New members - Milan Terzic and Antonio Sarria-Santamera |
| 2 | New substantive Vice Dean roles; 1. Medical Education (MD and Residency Programs); 2. Student Affairs and Wellbeing; 3. Academic affairs; |

3	<i>Performance Management of faculty and academic/administrative staff (Vice-Deans and HoD)</i>
4	<i>Clinical sessions of faculty in the Departments of Medicine and Surgery</i>
5	<i>Progress Report on the Implementation of the Strategic Plan for 2022. Action Plan for the implementation of the Strategic Plan for the years 2023-2024</i>

ТАЛҚЫЛАНДЫ/ DISCUSSED:*


1	<p>New members - Milan Terzic and Antonio Sarria Santamera</p> <p>The executive committee welcomed new members Milan Terzic and Antonio Sarria-Santamera.</p> <p>End decision: Alтынay will prepare a decision on introducing changes to the composition of the executive committee.</p>
2	<p>New substantive Vice Dean roles; 1. Medical Education (MD); 2. Student Affairs; 3. Academic affairs</p> <p>End decisions: Substantive position of Vice-Deans must be created, namely: Vice Dean for Medical Education.</p>
3	<p>Performance Management of faculty and academic/administrative staff (Vice-Deans and HoD)-</p> <p>Strategic plan of the School will serve as a guide for assessing performance of academic and administrative staff. Performance goals of faculty and administrative staff must be aligned with the objectives of the Strategic plan.</p> <p>End decisions: The existing form on annual review must be modified to align with the Strategic plan of the School. The workload data must be analyzed and shared with the heads of departments.</p>
4	<p>Clinical sessions of faculty in the Departments of Medicine and Surgery</p> <p>All faculty must declare all clinical sessions that they have. For the annual review it is important to know what clinical work they are doing. The priority is to have our faculty do the clinical work in UMC.</p> <p>End decisions: If faculty are doing clinical sessions outside UMC, that must be stopped. All faculty must be encouraged to do clinical work, teaching and research in UMC.</p>

5

Progress Report on the Implementation of the Strategic Plan for 2022

A progress report on the implementation of the Strategic Plan of the School of Medicine 2022-2026 for the year 2022 was presented by the Dean. An Action Plan for the implementation of the 2023-2024 milestones of the Strategic Plan was introduced and discussed.

End decisions:
 The progress report on the implementation of the Strategic Plan 2022-2026 for the year 2022 was approved.
 The Action Plan on the implementation of the Strategic Plan for the years 2023-2024 was taken into consideration and would be used for further actions.

Төрага/Төрайым /Chairperson	 (коль/signature)	<i>Massimo Pignatelli Vice-President for Medicine- Dean of the School of Medicine/</i>
Хатшы / Secretary	 (коль/signature)	<i>Altynay Karabayeva Specialist</i>

**AUTONOMOUS ORGANIZATION OF EDUCATION
"NAZARBAYEV UNIVERSITY"**

**NAZARBAYEV UNIVERSITY SCHOOL OF MEDICINE
PROGRESS REPORT ON THE IMPLEMENTATION OF THE STRATEGIC
PLAN OF THE SCHOOL OF MEDICINE 2022-2026**

For the Year 2022

Approved by the resolution of the Executive Committee of
the School of Medicine
Minutes # 24-21/01 of March 10, 2023



Astana

2023

Progress Report on the implementation of the Strategic Plan (2022-2026) of the Nazarbayev University School of Medicine

2022 Milestones

2022 was very intense and critical in many aspects for the School of Medicine. The increased uncertainty and disruption created by COVID 19 pandemic and recent geopolitical instability, created unprecedented challenges both financial and in the recruitment and retention of talents. However, even during COVID 19 pandemic, the School continued to grow its academic and non-degree programs and to increase its number of students, national and international faculty members and administrative staff.


This progress report aims to outline the major achievements of the School of Medicine in 2022, in accordance with the Milestones set in the Strategic Plan 2022-2026 of the School of Medicine.

#	2022 Milestones	Status	Comments
1	Sign a new Memorandum of Understanding with Astana Medical University, West Kazakhstan Medical University	Executed	MOU #11 dated 13/09/2022
2	Establish a new administrative unit, NU Medicine, within the University organizational structure, reporting to the Vice-President for Medicine		NU Medicine Office was established in January 2022. It is a central administrative office that coordinates the large biomedical research, educational, construction projects. The office is headed by Dr Nurgul Khamzina and reports to the Vice-President for Medicine.
3	Recruitment of two new assistant professors in biomedical sciences in line with the vertical research pillar e.g. Precision Medicine in Oncology	Executed	Dr Larisa Lezina accepted an employment offer dated 30/11/2022 for an Assistant Professor position and started her employment from 09/01/2023.

			Dr. Dmitry Gushchin accepted an employment offer dated 30/11/2022 for an Assistant Professor position and started his employment from 09/01/2023.
4	Appoint the Acting Head of Department of Surgery and formally reassign faculty members to one of the three departments (e.g. Biomedical Sciences, Medicine and Surgery) based on their clinical and professional affiliation from January 2023.	Executed	Decision of assignment of additional duties of the Chair of the Department of Surgery to Dr. Milan Terzic (acting appointment) #24-03/01-02-ж/к dated 09.01.2023. Changes to the staffing plan were approved and are valid from February 1, 2023 (decision of the Managing Council of NU dated 31.01.2023 #31.01.23).
5	Appoint the Director of the Residency Program in Anesthesiology and Intensive care as Adjunct Associate Professor in the School of Medicine	Executed	Dr. Timur Kapyshev was appointed as an Adjunct Associate Professor and a Director of the Residency Program in Anesthesiology and Intensive Care from 15/12/2022 (employment contract #186-24 dated 21/12/2022)
6	Sign the contract with the Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care (ECAQA), based in Almaty to conduct the accreditation of the MD program in line with the World Federation of Medical Education standards.	Executed	The contract on the preparation and conduct of accreditation of an educational program #1387-2022/33-25 dated 29/11/2022 was signed with the ECAQA.
6	Complete the development of the fellowships in Pediatric sub-specialties, Nephrology and Cardiology and develop the admission rules and other	Executed	The Nephrology Fellowship Program was approved by the minutes of the Academic Council #28 of 27/04/2022. The Cardiology Fellowship Program was approved by the

	related documents (policies and procedures)		minutes of the Academic Council #28 of 27/04/2022. The NUSOM-UMC Pediatric Fellowships Program was approved by the minutes of the Academic Council #19 of 09/02/2022.
7	Initiate the development of the fellowships in Sports Medicine and the residency program in Psychiatry	Executed	Development of the fellowships in Sport Medicine and the Residency Program in Psychiatry has been initiated and to be approved in 2023 for Psychiatry and 2024 for Sport Medicine.
8	Develop the road map to implement the AMPC	Executed	As of December 2022, the road map to implement the Astana Medical Pharmaceutical Cluster has been developed in partnership with the Ministry of Health, University Medical Center, Astana Medical University for 2023-2025. MOU with the Medical University Astana to develop a Master in Clinical Pharmacy to support the establishment of the Astana Medical Pharmaceutical Cluster was signed on 22/04/2022.

Date: February 2, 2023

Signature: 

Professor Massimo Pignatelli, MD, PhD, FRCPath

**AUTONOMOUS ORGANIZATION OF EDUCATION
"NAZARBAYEV UNIVERSITY"**

**NAZARBAYEV UNIVERSITY SCHOOL OF MEDICINE
ACTION PLAN 2023-2024 FOR IMPLEMENTATION OF THE STRATEGIC
PLAN OF THE SCHOOL OF MEDICINE 2022-2026**

PROPOSAL

Reviewed by the Executive Committee of the School of Medicine
No. 21/01 of March 10, 2023



Astana

2023

**ACTION PLAN 2023-2024 FOR IMPLEMENTATION OF THE STRATEGIC PLAN
OF THE SCHOOL OF MEDICINE FOR 2022-2026**

NAME	Unit of measure/ Form of completion	2023		2024		Reporting information
				1 st half year	2 nd half year	
NU Strategic Goal I. Higher Education Reform Leadership						
Goal 1: Share best practice in biomedical research, education, innovation, and clinical care in Kazakhstan and throughout the region						
<i>Key Performance Objectives</i>						
<i>KPO 1.1. Share the model of NU Medicine e.g. integration of research, innovation, education, and patient care with other institutions in Kazakhstan</i>	Qualitative	+	+	+		
<i>KPO 1.2. Refresh the current memoranda of understanding with higher education institutions in Kazakhstan to take into account the maturity and capability of the School and its medical center in basic and translational research, education, innovation and patient care.</i>	Signed MOU	2	1	1		
<i>KPO 1.3. Develop new collaborative research projects with other institutions and universities in Kazakhstan and include faculty, students in joint grant applications (e.g. Collaborative Research Grants).</i>	Number of projects	2		3		
<i>KPO 1.4. Develop the concept of a National Training and Competency Center in partnership with the Ministry of Health and offer non-degree programs and micro-qualifications to healthcare professionals, biomedical scientists, faculty and administrators of Medical Universities and other higher education institutions.</i>	Qualitative	+	+	+		
<i>KPO 1.5. Collaborate with the MOH, MES to identify areas of educational needs for the country.</i>	Activities	+	+	+		
<i>Key Milestones</i>						
MI.1.5 Develop a joint Master in Clinical Pharmacy with Astana Medical University	Program			+		
NU Strategic Goal II. Academic Excellence						
Goal 2: Enhance the quality and international outreach of our programs, and teaching and learning experience of all students						

NAME	Unit of measure/ Form of completion	2023		2024		Reporting information
				1 st half year	2 nd half year	
Key Performance Objectives						
<i>KPO 2.1. Develop innovative approaches to teaching, learning and student support by taking advantage of new digital technology (e.g. artificial intelligence, virtual reality) and modern pedagogical methodologies</i>	Qualitative	+	+	+	+	
<i>KPO 2.2. Implement Quality Enhancement activities and accreditation of all programs and aspects of School curricula</i>	Activities	+	+	+	+	
<i>KPO 2.3. Enhance the enrollment of national students to the existing programs by active participation to University and School open house events, social media, and other events</i>	Percentage	7%			10%	
<i>KPO 2.4. Increase the enrollment of international students (to 20% by 2030) by promoting the School brand internationally, participating in Exhibits and increase the work with international professional associations and social media</i>	Percentage	5%			8%	
<i>KPO 2.5. Promote innovative teaching and learning practices through workshops, professional development activities for faculty and administrative staff.</i>	Activities	+	+	+	+	
<i>KPO 2.6. Promote interprofessional teaching and learning activities through joint meetings, shared courses between programs</i>	Activities	+	+	+	+	
<i>KPO 2.7. Facilitate the use of educational technology by ensuring the presence of appropriate and updated hardware and software in the School.</i>	Qualitative	+	+	+	+	
<i>KPO 2.8. Ensure that all graduates meet the Graduate Attributes of NU and the School</i>	Qualitative	+	+	+	+	
<i>KPO 2.9. Recruit, promote and retain outstanding national and international scholars, and education innovators</i>	Qualitative	+	+	+	+	
<i>KPO 2.10. Collaborate with UMC to identify joint research topics for Master and PhD students to investigate clinically relevant problems in patient care, diagnostics, information technology, management and administration, therapeutics, prevention (e.g. screening and early detection)</i>	Qualitative	+	+	+	+	
Key Milestones						
M2.1.1 Identify international partners for student exchange and clinical rotations and sign the agreement	Activities	+	+	+	+	
M2.1.2 Develop a professional development program in hospital governance, budgeting and finance with the Graduate School of Business	Program				+	

NAME	Unit of measure/ Form of completion	2023		2024		Reporting information
		1 st half year	2 nd half year	1 st half year	2 nd half year	
M2.1.3 Open the fellowships in Pediatric sub-specialties, Nephrology and Cardiology	Program	3				
M2.1.4 Complete the development of the fellowship in Sports Medicine, and Psychiatry	Program	1			1	
M2.1.5 Develop the concept of executive education for existing programs (Master in Sports Medicine and Rehabilitation, Master in Public Health) and future programs (e.g. Master in Health Management and Life Sciences)	Qualitative				+	
M2.1.6 Complete the accreditation of the MD program	Activities					
M2.1.7 Submit the application for the accreditation of the Master of Public Health	Activities		+			
M2.1.8 Develop the Master in Nursing Leadership	Program				+	
M2.1.9 Develop the residency program in Ophthalmology	Program				+	
M2.1.10 Attend the Pre-Med Advisors Meetings in North America to advertise the MD program and recruit (fee-paying) international MD students	Program		+			
M2.1.11 Develop the MD/PhD program to open in 2025	Activities				+	
M2.1.11 Develop the MD/PhD program to open in 2025	Program				+	
NU Strategic Goal III. Research Excellence						
Goal 3: Develop an international competitive biomedical, translational, and clinical research program "From Bench to Bedside to the Population"						
Key Performance Objectives						
KPO 3.1. Target the recruitment and retention of research-active faculty members in the vertical research pillars e.g. 3Is; Precision Medicines with a specific focus on oncology, cardiovascular diseases, neurological disorders, microbiome profiling, sports science and tissue regeneration; Drug discovery; Population health and health service research	Number of hired employees	1			2	
KPO 3.2 Ensure that all recruited faculty members have appropriate professional qualifications from international reputable institutions and international research track-record	Qualitative				+	
KPO 3.3 Recruit and retain postdoctoral scholars and develop their research profile, skills and knowledge to become principal investigators and eligible to be considered for faculty position at assistant professor and above	Number of people				1	

NAME	Unit of measure/ Form of completion	2023		2024		Reporting information
		1 st half year	2 nd half year	1 st half year	2 nd half year	
<i>KPO 3.4 Develop research mentorship programs for junior clinical faculty (e.g. instructors) to support their personal professional development and to ensure that they meet the requirements for academic promotion</i>	Qualitative				+	
<i>KPO 3.5 Optimize the procurement of research consumables and equipment</i>	Activities		+		+	
<i>KPO 3.6 Engage all students enrolled in undergraduate, graduate and residency programs in research projects at appropriate levels under the supervision of research-active clinical and non-clinical faculty</i>	Activities		+		+	
<i>KPO 3.7 Encourage and support external grant applications to the MOH, MES and international agencies.</i>	Number of grant applications		3		4	
<i>KPO 3.8 Collaborate with UMC and CLS by conducting joint research seminars, professional development programs to mentor and support UMC investigators to draft research proposals and identify the research priorities for funding applications</i>	Number of programs		1		2	
Key Milestones						
M3.1.2 Identify opportunities for joint appointments of CLS researchers and UMC clinicians with the School based on the Vertical Research Pillars (3Is, Precision Medicine, Drug design and Population Health/Health service research)	Qualitative		+		+	
M3.1.2 Targeted faculty recruitment to support the research priorities	Number of hired employees		1		2	
NU Strategic Goal IV. Creating a model for healthcare services						
Goal 4: Develop NU Medicine as the university ecosystem to improve diagnostics, therapeutics and disease prevention through the integration of innovation, research, education and training						
Key Objectives						
<i>KPO 4.1. Target the recruitment, promotion and retention of clinically active national and international faculty members in line with the vertical research pillars.</i>	Number of hired employees		85%		90%	
<i>KPO 4.2. Enhance the number of joint appointments between UMC and its affiliated hospitals, School and CLS.</i>	Number of joint appointments		+		+	
<i>KPO 4.3 Appointment of NU clinical faculty to leadership roles in UMC and CLS.</i>	Qualitative				+	

NAME	Unit of measure/ Form of completion	2023		2024		Reporting information
		1 st half year	2 nd half year	1 st half year	2 nd half year	
KPO 4.4 Develop research mentorship programs for health care professionals in UMC and its affiliated hospitals and engage them in collaborative projects;	Qualitative		+		+	
KPO 4.5 Enhance the number of adjunct academic positions of key clinical leaders responsible for the administration and/or delivery of clinical teaching and training in the healthcare professional programs of the School;	Qualitative		+		+	
KPO 4.6 Develop non-degree programs and micro-qualifications to enhance the knowledge, technical and communication skills of clinical and administrative staff of UMC and its affiliated hospitals and clinics;	Number of programs				1	
KPO 4.7 Integration of the UMC residency programs funded by the MOH and its affiliated hospitals into the NU residency programs;	Activities				+	
KPO 4.8 Enhance the job satisfaction and remuneration of highly skilled graduates employed by UMC and involved in teaching and research;	Qualitative				+	
KPO 4.9 Enhance the clinical network of hospitals and clinics used to deliver the healthcare programs and also exploit opportunities for translational and clinical research within the network;	Qualitative				+	
KPO 4.10 Enhance the quality of the infrastructure for education, research, and training in UMC and its affiliated hospitals;	Qualitative				+	
KPO 4.11 Expand the list of participants in the integration of UMC with other Schools (e.g. School of Sciences and Humanities, School of Engineering and Digital Sciences, School of Business, School of Public Policy etc.) and other medical organizations and institutions in Kazakhstan;	Qualitative				+	
KPO 4.12 Enhance the list of NU faculty, researchers involved in the development of NU Medicine.	Qualitative		+		+	
Key Milestones						
MI.1.1 Recruit clinically active faculty to be considered for joint appointments as Chairpersons of UMC Clinical Academic Departments	Number of hired employees				1	
NU Strategic Goal V. Innovation and translation of research into production						
Goal 5: Establishment of the Astana Medical-Pharmaceutical cluster (AMPC) around NU Medicine						
Key Performance Objectives						
KPO 5.1. Sign the memorandum of understanding between NU Medicine, MOH, and other cluster participants to formally establish AMPC;	MOU signed				+	

NAME	Unit of measure/ Form of completion	2023		2024		Reporting information
				1 st half year	2 nd half year	
<i>KPO 5.2 Develop the roadmap to implement the AMPC;</i>	Qualitative		+			
<i>KPO 5.3 Identification of pharmaceutical companies and investors as partners and for clients of the AMPC;</i>	Activities				+	
<i>KPO 5.4 Sign the memorandum of understanding between NU Medicine and partners and clients;</i>	MOU signed				2	
<i>KPO 5.5 Prioritize research and development activities to support the commercialization of biomedical discoveries including drug design and development;</i>	Qualitative		+		+	
<i>KPO 5.6 Develop the concept of a national training and competency center with MOH and other Medical Universities;</i>	Activities		+		+	
<i>KPO 5.7 Be responsible for the full execution of the Vivarium project;</i>	Qualitative		+		+	
<i>KPO 5.8 Establish a training center in laboratory diagnostics in partnership initially with Roche but to be extended to other pharmaceutical partners;</i>	Activities				+	
<i>KPO 5.9 Establish a certified Good Laboratory Practice facility to provide consistency of products in the pre-clinical development stage;</i>	Activities					
<i>KPO 5.10 Identification of the clinical research network of hospitals and clinics in Astana to conduct clinical trials and studies involving human subjects and clinical data to evaluate and implement the innovation and discoveries originated from the AMPC.</i>	Activities				+	
Key Milestones						
M1.1.10 Establishment of AMPC by the MOH	Activities				+	
M1.1.14 Establish the transdisciplinary research teams to support the development of the AMPC	Activities				+	
M1.1.1 Establish the Good Laboratory Practices facility for pre-clinical testing	Activities					
M1.1.12 Appointment of the Director of the Vivarium and completion of the construction	Number of people hired		1			
M1.1.1 Open the Vivarium	Activities				+	
M1.1.11 Open the Training Diagnostic Center in partnership with Roche	Activities				+	

Murano  2/2/2023



COURSE SPECIFICATION FORM,
approved by the Academic Council 17.06.2015 (#39)

SECTION A: DEFINITIVE
Items in this section may be reviewed and developed within Schools as part of the Annual Program Monitoring Process and in line with the Guidelines to Modifications to Programs and Courses.

1. General course information			
1.1	School: NUSOM	1.6	Credits (ECTS): 0
1.2	Course Title: Elective: Clinical Gastroenterology & Hepatology	1.7	Course Code: MEL 967
1.3	Pre-requisites: Medical students must have successfully completed years 1, 2, 3 and Internal Medicine Clerkship during the year 3 and Acting Internship in Internal Medicine year-4 of the MD curriculum.	1.8	Effective from: (2022 Spring)
1.4	Co-requisites:		
1.5	Programs: Doctor of Medicine <i>(in which the course is offered)</i> <input type="checkbox"/> Core <input checked="" type="checkbox"/> Elective		
2. Course description (max.150 words)			
<p>This 4-week elective in Gastroenterology & Hepatology will review pathophysiology of common complications of hospitalized patients and tertiary care referrals. They will be part of the Gastroenterology & Hepatology team and will evaluate in-patients with a variety of disorders but will focus in particular on IBD: Crohns & Ulcerative colitis, and Liver cirrhosis with complications; including post-transplantation follow-up of patients. Cases will be reviewed by the team, including review of relevant laboratory tests, such as blood test and liver biopsy, colon biopsy results. Students will gain experience in evaluating colonoscopy features of IBD, CT imaging of portal hypertension, liver cancer, and review the pathological slides from patient's biopsies. They are expected to participate actively in patient evaluations, learn about associated laboratory abnormalities, and assist in patient follow up. Gastroenterology & Hepatology elective course is planned on the basis of the National Oncologic Center, in case of deterioration of the epidemiological situation it will be held in the online format.</p> <p>At the end of the 4-week course the students will be able to understand the main aspects of management of main Gastroenterological disorders of patients referred to a tertiary care center, principles of diagnostic methods, clinical aspects of Portal hypertension and post-liver transplant complications, as well as IBD; will know and interpret the related laboratory analysis and imaging/recording data, and discuss the further approach.</p>			
3. Summative assessment methods (tick if applicable):			
3.1	Examination	<input type="checkbox"/>	3.5 Presentation <input type="checkbox"/>
3.2	Term paper	<input type="checkbox"/>	3.6 Peer-assessment <input type="checkbox"/>
3.3	Project	<input type="checkbox"/>	3.7 Essay <input type="checkbox"/>
3.4	Laboratory Practicum	<input type="checkbox"/>	3.8 Other (specify) Pass/Fail

COURSE SPECIFICATION FORM,
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4.	Course aims
	<ol style="list-style-type: none"> 1) Demonstrate understanding of the diagnosis and treatment of IBD: Crohn's and UC 2) Demonstrate understanding of pathophysiology of common and the most frequent gastroenterological conditions in hospitalized adults 3) Demonstrate understanding of diagnostic approaches and management options of liver cirrhosis and portal hypertension due to different disorders 4) To promote the understanding of complications, outcomes for the liver transplant recipient in a Hepatology unit as follow-up cases 5) Demonstrate understanding of management options in decompensated liver cirrhosis
5.	Course learning outcomes (CLOs)
5.1	<p>By the end of the course the student will be expected to be able to:</p> <ol style="list-style-type: none"> 1) Demonstrate knowledge of the normal structure and function of the GIT and Liver 2) Demonstrate knowledge of Liver anatomy to estimate post-transplant complications 3) Gain familiarity with the work up of common Gastrointestinal problems in hospitalized adults 4) Demonstrate knowledge and function of the liver and biliary system 5) Demonstrate ability to judiciously use radiographic and laboratory testing in evaluation and treatment of patients 6) Demonstrate a refined ability in obtaining a history from patients 7) Demonstrate the ability to perform full physical examination with a focus in GIT and Liver 8) Demonstrate a patient-centered approach to the management of GIT conditions 9) Be able to fill out patient discharge forms, explain to a patient, writing transfer notes and understand giving orders to nurses 10) To demonstrate ability to work in a multidisciplinary team of doctors including Endoscopy, GI specialists, Surgeons and Oncologists

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5.2	<p>Program LO:</p> <ol style="list-style-type: none"> 1. Detailed knowledge and ability to describe the normal structure and function of the human body, at levels from molecules to cells to organs, to the entire organism 2. Detailed knowledge and ability to describe the major pathological processes, the biological alterations they cause and the effect on the organ system 3. Detailed knowledge and ability to identify basic principles of human behavior 4. Ability to integrate basic science concepts with clinical reasoning 5. Skills to establish and maintain appropriate therapeutic relationships with patients, obtain sensitive physical examination and general clinical procedures. 6. Knowledge, skills and attitude for culturally competent care including discussion and decision-making involving patients and careers and effective collaborative working practice with other health care providers 7. Knowledge, skills and attitude to practice the basic principles of prevention including personalized health planning as well as for communities and populations 8. Skills to assess patients and common signs and symptoms, use testing to help guide diagnostic and therapeutic decisions and show sound clinical reasoning 9. Skills to diagnose and understand common diseases and conditions 10. Ability to describe therapeutic options and participate in the care of patients with common problems, acute life- threatening medical problems and chronic disease. 11. Ability to identify and avoid common sources of medical errors and the challenges associated with their reporting and disclosure 12. Use of information and educational technology to facilitate research, education and patient care 13. Detailed knowledge and critical understanding of the multiple factors that affect the practice of medicine, public health and research 14. Detailed knowledge and understanding of the interface between medical practice and health systems, including the related economic public policy issues and ethical principles 15. Professional behavior 16. Skills to become tomorrow's physician leader 17. Skills for scholarly investigation pursuit of new knowledge and transmission of knowledge to others.
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5.2	<p>NU Attributes:</p> <ol style="list-style-type: none"> 1. Possess an in-depth and sophisticated understanding of their domain of study. 2. Be intellectually agile, curious, creative and open-minded. 3. Be thoughtful decision makers who know how to involve others. 4. Be entrepreneurial, self-propelling and able to create new opportunities. 5. Be fluent and nuanced communicators across languages and cultures. 6. Be cultured and tolerant citizens of the world. 7. Demonstrate high personal integrity. 8. Be prepared to take a leading role in the development of their country. <p style="text-align: center; margin-top: 20px;">Tabulated Course LOs against Program LO and NU Attributes</p>
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COURSE SPECIFICATION FORM,
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		Course learning outcomes									
		1	2	3	4	5	6	7	8	9	10
Program learning outcomes	1		X	X	X						
	2		X	X	X	X		X			
	3			X		X	X				
	4	X		X	X	X		X		X	
	5			X		X					
	6	X		X			X	X	X		
	7	X				X			X	X	
	8			X	X	X			X		
	9	X	X	X	X	X					
	10	X				X		X			
	11			X	X	X			X	X	
	12	X	X	X	X	X				X	X
	13	X	X	X	X	X			X	X	X
	14	X				X		X	X	X	
	15			X			X	X			
	16	X	X	X	X	X	X	X	X	X	X
	17	X		X	X	X	X	X	X	X	X
NU attributes	1	X	X	X	X	X			X	X	X
	2	X		X	X	X				X	X
	3	X		X	X	X		X	X		
	4					X			X		X
	5			X			X	X		X	
	6	X		X		X	X	X			
	7			X			X	X			X
	8			X	X	X	X	x		X	X

COURSE SPECIFICATION FORM,
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SECTION B: NON-DEFINITIVE
Course Syllabus Template
Details of teaching, learning and assessment
Items in this Section should be considered annually (or each time a course is delivered) and amended as appropriate, in conjunction with the Annual Program Monitoring Process. The template can be adapted by Schools to meet the necessary accreditation requirements.

6. Detailed course information			
6.1	Academic Year: 2021-2022	6.3	Schedule (class days, time): <i>see below</i>
6.2	Semester: Spring	6.4	Location (building, room): <i>NROC</i>

The following weekly schedule will be implemented:

Monday	Tuesday	Wednesday	Thursday	Friday
08:30-15:00 Ward round Ward duties	08:30-12:00 Ward round Ward duties	08:30-15:00 Ward round Ward duties Endoscopy observing	08:30-15:00 Ward round Ward duties Radiology with preceptors	08:30-12:00 Ward round Ward duties Patient discharge
BREAK 12:00-13:00				
13:00-15:00 Patient admission Grand round with Faculty	13:00-15:00 Patient admission Grand round	13:00-15:00 Hepatology Didactics	13:00-15:00 Gastroenterology Didactics	13:00-15:00 Journal Club with Faculty and clinical preceptors: Updates in IBD and Liver Cirrhosis management

Detailed schedule of seminars and lectures: Annex 1

7. Course leader and teaching staff				
Position	Name	Office #	Contact information	Office hours/or by appointment
Course Leader	AiyMKul Ashimkhanova	903/4	+7 (701) 7635135	TBD
Teaching Assistant(s)	Marzhan Zhanasbayeva	NROC	+7 (702) 7259841	

8. Course Outline				
Session	Date (tentative)	Topics and Assignments	Course Aims (ref. # only, see item 4)	CLOs
1	Week 1	Anatomy and physiology Liver and Biliary tract. Review of Portal tributaries. Management of Portal hypertension	3	2-4
2	Week 2	Management of decompensated liver cirrhosis. Radiological assessment of Portal hypertension, biliary stones and HCC with CT-angiography	1-3	2-5

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3	Week 3	Basics of GIT Endoscopy: evaluating colonoscopy features of IBD	1-4	3-5
4	Week 4	Post-liver Transplantation management: rejection and other related complications	1-4	4-5
9.	Learning and Teaching Methods (briefly describe the approaches to teaching and learning to be employed in the course)			
1	Clinical experiences <ul style="list-style-type: none"> • Inpatient teaching • ICU-patient rounds teaching 			
2	Conferences <ul style="list-style-type: none"> • Journal Club paper presentations • Oral presentations 			
3	Didactic teaching <ul style="list-style-type: none"> • Lectures • Case conferences 			
10.	Summative Assessments			

	UNACCEPTABLE	NEEDS IMPROVEMENT	ACCEPTABLE	ABOVE AVERAGE	OUTSTANDING
Clinical Knowledge	Major deficiencies: Lacks basic knowledge to understand clinical problems	Minor deficiencies: shows some minor gaps in understanding clinical problems	Demonstrates basic understanding of clinical problems and basic differential diagnosis	Demonstrates good understanding of clinical problems and provide accurate differential diagnosis	Demonstrates broad and in-depth understanding of clinical problems and provide expanded differential diagnosis
Patient Interview	Inaccurate, major omissions, not patient-centered	Basic but incomplete, unfocused, most times not patient-oriented	Basic history, but accurate, often patient-oriented	Precise, detailed, complete, always patient-oriented	Precise, accurate, professionally patient-oriented and able to obtain detailed focused aspects on the clinical problems.
Physical Exam	Unreliable, unskilled	Incomplete, sometimes inexperienced, insensitive to patient comfort	Skilled and major findings identified	Expert, organized, focused, relevant	Professional, complete, organized and able to elicit subtle and relevant findings
Written notes (progress notes, procedure notes)	Inaccurate data	Needs organization, omits relevant data	Complete, logical	Precise, concise, organized, addressing the main clinical problems	Precise, complete, able to evidence and address analytically all clinical problems
Oral Presentation	Not organized, excessive use of written notes	Major omissions: Often includes irrelevant facts	Provide basic but accurate information	Detailed, fluent, focused	Detailed, accurate, fluent, ward-round tailored and focusing the main aspects
Analysis, Synthesis, Judgment	Cannot interpret data correctly, major deficit in clinical reasoning	Incomplete data analysis and interpretation, minor deficit in clinical reasoning	Appropriate data interpretation and precise clinical reasoning	Correct data interpretation and able to provide diagnostic and therapeutic plans	Insightful data interpretation and analysis, able to prioritize clinical problems and provide detailed diagnostic and therapeutic plans
Patient management	Not up to date about patient problems	Partially updated on patient problems, relies extensively on others to develop a management plan	Updated on clinical problems and able to set up a clinical management plan	Updated on clinical problems and able to propose single evidence-based clinical management	Update on clinical problems, evidence-based approach and able to propose and organize alternative plans of clinical management
	40%	60%	70%	85%	100%

11.	Grading	
Letter Grade	Percent range	Grade description (where applicable)

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The Final Grading will be on the principle Pass/Fail based on clinical performance Assessment and Professionalism	
12. Learning resources (use a full citation and where the texts/materials can be accessed)	
E-resources, including, but not limited to: databases, animations, simulations, professional blogs, websites, other e-reference materials (e.g. video, audio, digests)	
E-textbooks	Transplant immunology Author Li, Xian C. Jevnikar, Anthony M. available as e-book. → Goldman-Cecil Medicine, Twenty Sixth edition, Diagnostic Imaging Procedures in Gastroenterology, 124, 829-834.e3 (Clinical Key) → Pathology. A modern case study. Howard M.Reisner Chapters 10-11, (available online on Access Medicine via library) → The MD Anderson Manual of Medical Oncology, 3rd edition. Hagop M. Kantarjian, Robert A. Wolff Chapter 22 (Access Medicine)
Laboratory physical resources	
Special software programs	
Journals (inc. e-journals)	
Text books	1. Harrison's Internal Medicine, McGraw -Hill, 2014 2. Current Diagnosis & Treatment: Gastroenterology, Hepatology, & Endoscopy, 3rd edition, Norton J. Greenberger, 2016 McGraw-Hill →
13. Course expectations	
As the Student is going to be a member of an inpatient team and have direct patient care responsibilities, 100% attendance at all elective activities is expected. Attendance is required from orientation through to the last scheduled day of the clinical assignment. Orientation attendance is especially important as goals, student expectations, and grading policies are discussed. Students must contact the course lead to obtain explicit advance approval for any planned absence. Unanticipated absences for illness or emergency must be communicated to the course lead as promptly as possible. <ul style="list-style-type: none"> - Clinical Performance will be evaluated based on the grading form and must be not less than 70% in order to pass evaluation by Clinical preceptors and faculty from NUSOM. - Professionalism grading will be not less than 80% to pass the course 	
14. Academic Integrity Statement	
Provide a statement requiring the students taking this course to abide by the University policies on academic integrity. You may refer to the Student Code of Conduct and Disciplinary Procedures (approved by the AC on 05.02.2014), specifically, paragraphs 13-16 (plagiarism and cheating).	
15. E-Learning	
If the content of the course and instruction will be delivered (or partially delivered) via digital and	

COURSE SPECIFICATION FORM,
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online media, consult with the Head of Instructional Technology to complete this section and/or provide a separate document complementary to this Template.		
16. Approval and review		
Date of Approval:04.11.2021	Minutes #: 24-10/09	Committee: NUSOM TLC
Date(s) of Approved Change:	Minutes #:	Committee:

FORM 2. Course scheduling information

INSURABAYY UNIVERSITY GRADUATE COURSE SCHEDULING

Office of the Registrar

School: NUSSOM Department: MO Semester: Fall 2022 SUID: _____

- NOTE:
- All fields must be completed.
 - No course should be listed in more than one department's schedule.
 - Please ensure that you have submitted Form 1a for a new course or Form 1b for changes in the existing courses.
 - Information about all NU courses can be found in Public Course Catalog at registrar.nu.edu.

No.	Course Abbreviation	TDR	Weeks	Start date	End date	Number of sections & sections per approved section	Class Section (Faculty, Lab, Recitation, or group) to be approved in a separate row	Class capacity (max. students per class on any day)	Days (M, Tu, W, Th, F, S, Su)	Class Start Time - (Week Day)	Block Lead	Course Lead	Room #/ Building	College or department responsible	Group of students eligible for approval (by program, year, major)	Non-transferable courses (yes or no) (if no, list the reason for no transferability)	Class section(s) approved by Registrar (M, Tu, W, Th, F, S, Su)	Class priority	Block priority
1.	MACE 600	Accounting Case Book I	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
2.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
3.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
4.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
5.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
6.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
7.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
8.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
9.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
10.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
11.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
12.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
13.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
14.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS
15.	MACE 605	Accounting Case Book II	8	08/28/2022	01/19/2023	1	Instructors: FBA	30	M, Tu, W, Th, F	10:00 - 11:00 (10:00-11:00)	Accounting Case	Amara Aggarwal	W1050	W1050	MS Program Class	Yes	MS	MS	MS

FORM 2. Course scheduling information

HAZARBAYEV UNIVERSITY GRADUATE COURSE SCHEDULING
Office of the Registrar

School: NUSOM

Departm: MD

Semester: Fall2021

Sp20

Su20

NOTE:

- All fields must be completed.
- No course should be listed in more than one department's schedule.
- Please ensure that you have submitted Form 2a for a new course or Form 2b for changes in the existing courses.
- Information about all NU courses can be found in Public Course Catalog at registrar.nu.edu.kz.

Course Identification	Title	Weeks	Start date	End date	Minimum of sections. Please attach course syllabus if applicable	Class format (Lecture, Lab, Recitation, etc.) Please attach Emotions & Logistics Plan	Class capacity (New number of students per class section)	Days (M, T, W, Th, F, S)	Class Start time - Finish time	Block Level	Course Load	Block or Building	College or School Registration	Group of students eligible for registration (Check program, year, level)	Non-transferable courses. Not eligible for registration (Check program, year, level)	Other students allowed to register (e.g. LMS, dual program, etc.)	First priority	Second priority	Third priority
MP20 001	Public Law Block									Advanced Chemistry									
MP20 002	Introduction to Public Health	1	09.08.2021	13.09.2021	5	Lectures, PBL	30	M, T, W, R, F	09:00-12:00 13:00-16:00	Alexandra Clemons	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 003	History of Medical Microbiology	1	21.08.2021	11.09.2021	5	Lectures, small group discussion	30	Tuesday	15:00-17:00	Alexandra Clemons	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 004	Basic Physical Examination	10	19.08.2021	04.09.2021	10	Lectures, small group discussion	30	Tuesday	13:00-15:00	Alexandra Clemons	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 005	Clinical Experience	5	13.08.2021	17.09.2021	5	Clinical rounds in small groups	30	Tuesday	09:00-12:00	Alexandra Clemons	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 006	Health Science Block																		
MP20 011	Human Anatomy	8	16.08.2021	06.09.2021	1	Lectures	30	W, F	08:00-10:00 11:00-13:00 14:00-16:00	Shirley Hoffmeister	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 012	Human Genetics	3	13.08.2021	03.09.2021	1	Lectures	30	W, F	08:00-10:00 11:00-13:00 14:00-16:00	Shirley Hoffmeister	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 013	Tissue Microbiology	8	08.11.2021	11.09.2021	1	Lectures	30	M, F	08:00-10:00 11:00-13:00 14:00-16:00	Shirley Hoffmeister	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 014	Cellular and Pathologic Basis of Disease	5	24.11.2021	04.12.2021	1	Lectures	30	M, F	08:00-10:00 11:00-13:00 14:00-16:00	Shirley Hoffmeister	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 015	Immunologic Basis of Disease	15	16.08.2021	04.09.2021	1	Lectures	30	M, F	08:00-10:00 11:00-13:00 14:00-16:00	Shirley Hoffmeister	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 016	Immunologic Basis of Disease	15	16.08.2021	04.09.2021	1	Lectures	30	M, F	08:00-10:00 11:00-13:00 14:00-16:00	Shirley Hoffmeister	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 017	Public Health, Prevention and Control Block																		
MP20 018	English-Basic Russian Medical Terminology	11	11.09.2021	21.11.2021		Lectures, GP rounds, Hospital visits	30	R	13:00-16:00	Larissa Tikhonova	Human Sciences	Public Health Office	Block	MS Program Class 2021					
MP20 019	Medical Ethics and Professionalism	10	16.08.2021	24.11.2021		Lectures, small groups	30	M	13:00-16:00	Larissa Tikhonova	Human Sciences	Public Health Office	Block	MS Program Class 2021					



Assessment checklists of the final exam (OSCE) of Advanced Physical Examination Course



NOVEMBER 30, 2022

Advanced Physical Examination Course
 FINAL EXAM: Objective Structured Clinical Examination
 STATION 1 ASSESSMENT CHECKLIST
 (Case: Chest Pain)

Student Name _____

Scoring Code:

2 = performs correctly; 1 = performs, but incorrectly; 0= does not perform

		2	1	0
Professionalism				
1	Washes hands	✓		
2	Introduces him/herself appropriately (uses first and last name, identifies position as medical student)	✓		
3	Dressed professionally (including wearing of white coat)	✓		
History				
4	Chief Complaint: Obtains the chief complaint in the patient's own words	✓		
History of Present Illness: (Obtains information about the primary symptoms)				
5	Location	✓		
6	Quality of symptom:	✓		
7	Quantity or severity of symptom Instructions: must ask to grade the severity of pain using numerical scale for complete credit	✓		
8	Circumstances of onset (initially if continuous or at beginning of each episode)	✓		
9	Total duration of illness	✓		
10	Episode duration and frequency	✓		
11	Symptom progression	✓		
12	Aggravating and relieving factors Instructions: must ask about both (aggravating and relieving) for complete credit	✓		
13	Any associated symptoms or complaints: shortness of breath, cough (including blood), leg pain, leg swelling, fever/chills, nausea/vomiting, trauma, night sweats, fatigue, dizziness, weight loss, cough, hemoptysis, etc. Instructions: must ask about 2 or more for complete credit	✓		
14	Patient's response to this current illness	✓		
15	Asks what the patient thinks is going on	✓		
Closure of History Taking:				
16	Asked final emptying question to patient (Is there anything we haven't talked about that you wanted to discuss?)	✓		
Physical Examination				
Thorax:				
17	Inspection (inspects thorax for any deformities, asymmetry, etc.)	✓		
18	Assess the chest expansion Instructions: (2=done all steps, 1=incorrect, 0=not done)	✓		
19	Assess the vocal fremitus Instructions: (2=done all steps, 1=incorrect, 0=not done)	✓		
20	Percussion (percusses lung fields bilaterally and symmetrically)	✓		

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	Instructions: (2=done all steps bilaterally, 1=incorrect, missed item OR only on one side, 0=not done)	✓		
21	Auscultation (asks the patient to breathe through an open mouth and auscultates lung fields bilaterally and symmetrically) Instructions: (2=done all steps bilaterally, 1=incorrect, missed item OR only on one side, 0=not done)	✓		
22	Feels for axillary lymph nodes Instructions: (2=done all steps bilaterally, 1=incorrect, missed item OR only on one side, 0=not done)			✓
Heart:				
23	Positions the patient at 45 degree angle and observes the precordium (inspects for scars, deformities, visible pulsations) Instructions: (2=done all steps, 1=incorrect, 0=not done)		✓	
24	Looks for JVP (comments on height by measuring it) Instructions: (2=done all steps, 1=incorrect OR does not comment, 0=not done)	✓		
25	Palpates chest wall for the PMI (comments on location) Instructions: (2=done all steps, 1=incorrect OR does not comment, 0=not done)	✓		
26	Cardiac auscultation (auscultates the aortic, pulmonary and tricuspid area with the diaphragm while the mitral area with both diaphragm and bell) Instructions: (2=done all steps in the right order, 1=incorrect OR missed item, 0=not done)	✓		
27	Carotid arteries (palpates both one at time and auscultate both with bell) Instructions: (2=done all steps bilaterally, 1=incorrect, missed item OR only on one side, 0=not done)	✓		
Encounter Closure				
28	Asks the patient if there are any further questions or concerns	✓		
29	Summarizes the patient's problems			
Interpersonal Items				
30	Maintains appropriate eye contact	✓		
31	Uses non-medical jargon	✓		
32	Encourages patient to tell his/her story	✓		
33	Allows patient to answer questions without interruption	✓		
34	Seeks clarification to patient responses (for example, clarifying exact adverse reaction to a medication)	✓		
35	Treats patient with respect	✓		
36	Listens and pays attention to patient's needs	✓		
37	Explains to patient what is being done	✓		
38	Attentive to patient comfort throughout examination, remains empathic throughout encounter	✓		
Additional Items:				
39	Student progresses through history in an organized manner		✓	
40	Student progresses through examination in an organized manner		✓	
Bonus points:				
	Student indicates the correct, most-likely diagnosis (angina)		✓	

General comments on entire exam from the Grader:

RESULT: 2 1 0

TOTAL SCORE 35

EXAMINER 

COURSE LEAD 



**Minutes of the NUSOM assessment committee meeting #24-16/02 from
24.02.2017**
Skin & Musculoskeletal Diseases

AGENDA

1. General Aspects
2. Syllabus preparation
3. Assessment
4. Workshops
5. AOB

Participants

- 1) Alessandra Clementi, Course Lead Coordinator
- 2) Pauline Mcloone, Course Lead Skin
- 3) Bota Kuanova, Course Lead MSK
- 4) Anna Mugalia, Instructor

Minutes of the Committee

1. We underlined missing topics from UPSOM. Dermatology part is complete, some sessions are missing from Traumatology and Rheumatology. **Bota will keep contact with Robin about that.**
2. Syllabus policy is ready (prepared by Alessandra), **each lecturer should identify aims and learning outcomes for each session and include more material in the syllabus because the one we received from UPSOM is a bit dry.** We are having in mind students and we want to provide them essential and relevant material to study. Material (pictures, figures, text) can be uploaded from books and keeping track of references. As soon as the Assessment is approved the syllabus will be sent out to TLC.
3. **Pauline and Bota will talk with the Chair of Assessment Committee (Syed Ali) to book a meeting as soon as possible** to confirm the assessment plan, which is the following: 80% course weightage is on final exam that will consist in 60 MCQs (20 from each main part, Dermatology, Rheumatology, Traumatology) and 20% from 2 workshops, one on Dermatology (10%) that will consist in clickers session with 20 MCQs and another 10% for a rheumatology workshop according to the same plan (clickers and 20 MCQs). **The final exam has to be standard set. Again the date of standard setting will be decided within 10 March with Syed Ali, responsible for standard setting in the year 2 MD courses.**
4. Alessandra suggested to Pauline an app with dermatology cases and images. Bota is revising material for the rheumatology workshops (combination of ebook cases and UPSOM) the traumatology part, which will be taught in the last 3 days of the course will not have a workshop.
5. AOB: it has been highlighted the need to diversify material source for exams and a book has been provided.
6. End of meeting.

Alessandra Clementi

Minutes of the Curriculum Committee meetings #24-11/10 dated May 30 (App. 2)

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Appendix 2
to the minutes of
MD Curriculum Committee
dated May 30, 2023 #24-11/10

DOCTOR OF MEDICINE YEAR 1 ACADEMIC CALENDAR	
FALL	FALL, 2023
Dormitory check-in for new students*	July 28, 2023 (F)
Start of Orientation for new students*	August 4, 2023 (F)
Dormitory check-in*	n/a
First day of classes*	August 7, 2023 (M)
University holiday: Constitution Day	August 30, 2023 (W)
Fall break*	n/a
School adm. deadline for submitting Spring schedules to OR*	November 2023 (TBA)
Spring Registration*	December 2023 (TBA)
Last day of classes*	December 8, 2023 (F)
Faculty final grade submission period*	December 8 - December 21, 2023
Dormitory check-out*	n/a
Grades posted on transcripts*	December 22, 2023 (F)
Official completion date for end of program for graduating students*	n/a
School adm. deadline for submitting end of term reports and decisions to OR*	December 29, 2023 (F)
University holiday: Independence Day	December 16-17, 2023 (Sat-Sun)
Fall degree conferral*	n/a
SPRING	SPRING 2024
Dormitory check-in*	January 5, 2024 (F)
First day of classes*	January 8, 2024 (M)
University holiday: International Women's Day	March 8, 2024 (F)
Spring Break*	n/a
School adm. deadline for submitting Summer schedules to OR*	n/a
Summer Registration*	n/a
Last day of classes*	May 10, 2024 (F)
Faculty final grade submission period*	May 10 - May 23, 2024
University holiday: Kazakhstan People Unity Day	May 1, 2024 (W)
University holiday: Defender of the Fatherland Day	May 7, 2024 (T)
University holiday: Victory Day	May 9, 2024 (R)
Dormitory check-out*	May 19, 2024 (Sun)
Dormitory check-out* (graduating students)	n/a
Official completion date for end of program for graduating students*	n/a
Grades posted on transcripts*	May 24, 2024 (F)
School adm. deadline for submitting end of term reports and decisions to OR*	May 31, 2024 (F)
Spring degree conferral*	n/a

DOCTOR OF MEDICINE YEAR 2 ACADEMIC CALENDAR	
FALL	FALL 2023
Dormitory check-in for new students*	n/a
Start of Orientation for new students*	n/a
Dormitory check-in*	August 3, 2023 (R)
First day of classes*	August 7, 2023 (M)
University holiday: Constitution Day	August 30, 2023 (W)
Fall break*	n/a
School adm. deadline for submitting Spring schedules to OR*	November 2023 (TBA)
Spring Registration*	December 2023 (TBA)
Last day of classes*	December 8, 2023 (F)
Faculty final grade submission period*	December 8 - December 21, 2023
Dormitory check-out*	n/a
Grades posted on transcripts*	December 22, 2023 (F)
Official completion date for end of program for graduating students*	n/a
School adm. deadline for submitting end of term reports and decisions to OR*	December 29, 2023 (F)
University holiday: Independence Day	December 16-17, 2023 (Sat-Sun)
Fall degree conferral*	n/a
SPRING	SPRING 2024
Dormitory check-in*	January 5, 2024 (F)
First day of classes*	January 8, 2024 (M)
University holiday: International Women's Day	March 8, 2024 (F)
Spring Break*	n/a
School adm. deadline for submitting Summer schedules to OR*	n/a
Summer Registration*	n/a
Last day of classes*	May 31, 2024 (F)
Faculty final grade submission period*	May 31 - June 13, 2024
University holiday: Kazakhstan People Unity Day	May 1, 2024 (W)
University holiday: Defender of the Fatherland Day	May 7, 2024 (T)
University holiday: Victory Day	May 9, 2024 (R)
Dormitory check-out*	June 3, 2024 (Mon)
Dormitory check-out* (graduating students)	n/a
Official completion date for end of program for graduating students*	n/a
Grades posted on transcripts*	June 14, 2024 (F)
School adm. deadline for submitting end of term reports and decisions to OR*	June 21, 2024 (F)
Spring degree conferral*	n/a

DOCTOR OF MEDICINE YEAR 3 ACADEMIC CALENDAR	
FALL	FALL 2023
Dormitory check-in for new students*	n/a
Start of Orientation for new students*	n/a
Dormitory check-in*	July 20, 2023 (R)
First day of classes*	July 24, 2023 (M)
University holiday: Constitution Day	August 30, 2023 (W)
Fall break*	n/a
School adm. deadline for submitting Spring schedules to OR*	November 2023 (TBA)
Spring Registration*	December 2023 (TBA)
Last day of classes*	December 15, 2023 (F)
Faculty final grade submission period*	n/a
Final exam period	n/a
Dormitory check-out*	December 18, 2023 (M)
Grades posted on transcripts*	n/a
Official completion date for end of program for graduating students*	n/a
School adm. deadline for submitting end of term reports and decisions to OR*	n/a
University holiday: Independence Day	December 16-17, 2023 (Sat-Sun)
Fall degree conferral*	n/a
SPRING	SPRING 2024
Dormitory check-in*	January 4, 2024 (R)
First day of classes*	January 8, 2024 (M)
University holiday: International Women's Day	March 8, 2024 (F)
Spring Break*	n/a
School adm. deadline for submitting Summer schedules to OR*	n/a
Summer Registration*	n/a
Last day of classes*	June 21, 2024 (F)
Final exam period	n/a
Faculty final grade submission period*	June 21 - July 5, 2024 (M-F)
University holiday: Kazakhstan People Unity Day	May 1, 2024 (W)
University holiday: Defender of the Fatherland Day	May 7, 2024 (D)
University holiday: Victory Day	May 9, 2024 (R)
Dormitory check-out*	June 28, 2024 (F)
Dormitory check-out* (graduating students)	n/a
Official completion date for end of program for graduating students*	n/a
Grades posted on transcripts*	July 8, 2024 (M)
School adm. deadline for submitting end of term reports and decisions to OR*	July 12, 2024 (F)
Spring degree conferral*	n/a

DOCTOR OF MEDICINE YEAR 4 ACADEMIC CALENDAR	
FALL	FALL 2023
Dormitory check-in for new students*	n/a
Start of Orientation for new students*	n/a
Dormitory check-in*	July 27, 2023 (R.)
First day of classes*	July 31, 2023 (M)
University holiday: Constitution Day	August 30, 2023 (W)
Fall break*	n/a
School adm. deadline for submitting Spring schedules to OR*	November 2023 (TBA)
Spring Registration*	December 2023 (TBA)
Last day of classes*	December 15, 2023 (F)
Faculty final grade submission period*	n/a
Final exam period	n/a
Dormitory check-out*	December 18, 2023 (M)
Grades posted on transcripts*	n/a
Official completion date for end of program for graduating students*	n/a
School adm. deadline for submitting end of term reports and decisions to OR*	n/a
University holiday: Independence Day	December 16-17, 2023 (Sat-Sun)
Fall degree conferral*	n/a
SPRING	SPRING 2024
Dormitory check-in*	January 4, 2024 (R)
First day of classes*	January 8, 2024 (M)
University holiday: International Women's Day	March 8, 2024 (F)
Spring Break*	n/a
School adm. deadline for submitting Summer schedules to OR*	n/a
Summer Registration*	n/a
Last day of classes*	May 17, 2024 (F)
Final exam period	n/a
Faculty final grade submission period*	May 17 - May 30, 2024
University holiday: Kazakhstan People Unity Day	May 1, 2024 (W)
University holiday: Defender of the Fatherland Day	May 7, 2024 (T)
University holiday: Victory Day	May 9, 2024 (R)
Dormitory check-out*	n/a
Dormitory check-out* (graduating students)	2nd day after Graduation Ceremony (TBA)
Official completion date for end of program for graduating students*	May 17, 2024 (F)
Grades posted on transcripts*	May 31, 2024 (F)
School adm. deadline for submitting end of term reports and decisions to OR*	June 3, 2024 (M)
Spring degree conferral*	May, 2024
Graduation Ceremony	June, 2024

A. Information about the behavioral and social disciplines of the educational programme

Behavioral And Social Sciences	Years Of Study/Courses				Number Of Hours		Teaching Methods	Assessment Methods
	1	2	3	4	Lectures	Practical Lessons		
MEDICAL ETHICS AND PROFESSIONALISM	X				14 lectures	12 small group sessions	Lectures, case discussions in small groups	ethical case written analysis, reflective writing, literature review ethical topics
BEHAVIORAL MEDICINE	X				17	14 small group sessions	Lectures, case discussions small groups, SP encounters	Reflective writing, quizzes, written assignments
ERK MEDICAL TERMINOLOGY	X				10	10	Lectures, small group discussion, patient and SP interactions	Patient interview and SP interview formative
HEALTH SYSTEM AND ADMINISTRATION		X			15	12	Lectures, group presentations, case discussions	Presentations, MCQs, group work, written assignment
EVIDENCE BASED MEDICINE 1 & BIostatISTICS	X				14	12	Lectures, class exercises, students presentations, quizzes	Quizzes, student presentations, final exam (MCQs and exercises)
EVIDENCE BASED MEDICINE II	X				14	12	Lectures and small group discussions and exercise	Quizzes, stata exercise, mcqs, paper
POPULATION HEALTH		X			14	12	Lectures, small group discussions	Formative final paper

APPLIED EVIDENCE BASED MEDICINE		X			8	8	Literature critique on given papers in small groups	Formative research critique of 14 sessions
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B. Information about the basic / biomedical disciplines of the educational programme

Basic biomedical sciences	Number of hours			Training courses			Teaching and learning methods	Assessment methods
	lectures	Practical lessons	Laboratory exercises	1	2	3		
Human Anatomy	84.5	6.5	13	0			Lectures Lab sessions PBLs	MCQs Lab exams PBLs
Human Genetics	30	10	0	0			Lectures PBLs TBLs	MCQs TBLs PBLs
Fuel Metabolism	27	11	0	0			Lectures PBLs Case studies	MCQs PBL Quiz
Pharmacology	32	5	0	0			Lectures PBLs	MCQ PBL
Immunology	49	15	0	0			Lectures PBLs	MCQ Quiz PBLs
Cellular Pathology	40	12	8	0			Lectures TBLs	MCQ TBLs
Med. Microbiology	51.5	15	0	0			Lectures TBLs PBLs	MCQ TBL PBL

C. Information about the major disciplines of the educational programme

Major Disciplines	Years of study/course				N of credit-weeks/hours/teaching method		Assessment methods	Clinical base	
	1	2	3	4	w	h			
CARDIOVASCULAR SYSTEM		X			5	95	Lectures, workshops, review	MCQs, QUIZ	Cardiac center
RENAL ORGAN SYSTEM		X			3.5	65	Lectures, lab, workshops, review	MCQs, QUIZ, group work	
PULMONARY SYSTEM		X			3	57	Lectures, workshops, review	MCQs, QUIZ	
NEUROSCIENCE		X			4	76	Lectures, workshops, review	MCQs, PBL, interim quiz, written assignment	
INTRO TO PSYCHIATRY		X			2	38	Lectures, workshops, review	Mcqs, reflective writing, MES assignment	Psychiatric hospital visit
ENDOCRINE SYSTEM		X			3	57	Lectures, workshops, TBL student presentations, review	Final test MCQs, workshops, TBL	
DIGESTION AND NUTRITION		X			4	76	Lectures, hystoogy virtual lab, anatomy virtual lab, workshops, clinical cases, review	Midterm, final exam, workshops	
HEMATOLOGY & ONCOLOGY		X			2	36	Lectures, 3 CBL, review	Final exam, CBL	
SKIN & MUSCULOSKELETAL		X			1.5	25	Lecture workshops	Final test, workshops	
DEVELOPMENTAL AND REPRODUCTIVE		X			4	76	Lecures, clinical path correlations, workshops, review	Final test, workshops	
CLINICAL PROBLEM SOLVING		X			1	20	Lectures, case discussion	Formative, case discussions	

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E. Information on clinical disciplines included in the educational programme

Clinical disciplines	Number of weeks	Number of hours 8 HRS DAY MON-FRI	expected LO	Clinical base
PRE CLERKSHIP Y3	1	15	See syllabus	NUSOM
PEDIATRICS Y3	8	320	See syllabus	MOTHER AND CHILD HOSPITAL
OBSTETRICS AND GYNECOLOGY Y3	4	160	See syllabus	MOTHER AND CHILD HOSPITAL
GENERAL SURGERY Y3	6	240	See syllabus	CITY HOSPITAL N2, NROC, RDC
ANESTHESIOLOGY Y3	2	80	See syllabus	ICU CARDIAC SURGERY, ONCOLOGY CENTER, MOTHER AND CHILD HOSPITAL
PSYCHIATRY Y3	4	160	See syllabus	PSYCHIATRIC HOSPITAL
INFECTIOUS DISEASES Y3	4	160	See syllabus	ID HOSPITAL ADULT AND CHILDREN DEPARTMENTS
INTERNAL MEDICINE Y3	8	320	See syllabus	CITY HOSPITAL N2
FAMILY MEDICINE Y4	4	160	See syllabus	POLIKLINIC N9
EMERGENCY MEDICINE Y4	4	160	See syllabus	CITY HOSPITAL N2
CARDIAC PATHOLOGIES Y4	4	160	See syllabus	CARDIAC CENTER
ACTING INTERNSHIP INTERNAL MEDICINE Y4	4	160	See syllabus	CITY HOSPITAL N2
ACTING INTERNSHIP PEDIATRICS Y4	4	160	See syllabus	MOTHER AND CHILD HOSPITAL
ACTING INTERNSHIP SURGERY Y4	4	160	See syllabus	CITY HOSPITAL N2

ACTING INTERNSHIP OBSTETRICS AND GYNECOLOGY Y4	4	160	See syllabus	MOTHER AND CHILD HOSPITAL
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Unclear the position of PCB I-II in tables and LSP and Integrated life sciences Y4

ECAQA

Minutes of the Curriculum Committee meetings #24-11/10 dated May 30, 2023 (App. 1)

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Appendix 1
to the minutes of
MD Curriculum Committee
dated May 30, 2023 #24-11/10

MD Year 1 Schedule for Fall 2023

No	Course Abbreviation	Title	Weeks	Start date	End date	Number of sections. Please write each section in a separate row	Class format (Lecture, Lab, Recitation, etc.) Please write each format in a separate row
1	MPCB 600	Patient Care Block I		07.08.2023	10.05.2024		
2	MPCB 601	Introduction to being a physician	1	07.08.2023	11.08.2023	1	Lectures, FBIs
3	MPCB 602	Basics of Medical Interviewing	9	15.08.2023	10.10.2023	1	Lectures, small group SP simulation
4	MPCB 603	Basic Physical Examination	18	17.10.2023	26.03.2024	1	Lectures, small group SP simulation
5	MBSB 610	Basic Science Block		14.08.2023	26.04.2024	7	
6	MBSB 611	Human Anatomy	9	14.08.2023	13.10.2023	1	Lecture
7	MBSB 612	Human Genetics	9	16.10.2023	08.11.2023	1	Lecture
8	MBSB 614	Fuel Metabolism	3	06.11.2023	24.11.2023	1	Lecture
9	MBSB 617	Pharmacology	2	27.11.2023	08.12.2023	1	Lecture
10	MRSB 620	Scientific Reasoning Block I		16.08.2023	10.05.2024		
11	MRSB 621	Evidence Based Medicine I and Biostatistics	15	16.08.2023	29.11.2023	1	Lectures
12	MPPS 630	Patient, Physician and Society Block		14.08.2023	06.05.2024		
13	MPPS 633	English-Russian-Kazakh Medical Terminology	12	07.08.2023	23.11.2023	1	Lectures, SP events, Hospital visits
14	MPPS 631	Medical Ethics and Professionalism	16	14.08.2023	27.11.2023	1	Lectures, Small groups

MD Year 1 Schedule for Spring 2024

No	Course Abbreviation	Title	Weeks	Start date	End date	Number of sections. <i>Please write each section in a separate row</i>	Class format (Lecture, Lab, Recitation, etc.) <i>Please write each format in a separate row</i>
1	MPPS 630	Patient, Physician and Society Block		14.08.2023	6.05.2024	1	
2	MPPS 632	Behavioral Medicine	28	08.01.2024	6.05.2024	1	Lecture
3	MBSB 610	Basic Science Block	22	14.08.2023	26.01.2024	1	
4	MBSB613	Cellular Pathologic Basis of Disease	5	8.01.2024	09.02.2024	1	Lecture
5	MBSB615	Immunology in Health and Disease	4.6	12.02.2024	14.03.2024	1	Lecture
6	MBSB616	Medical Microbiology	5.4	15.01.2024	26.04.2024	1	Lecture
9	MSPB 620	Scientific Reasoning Block I	36	16.08.2023	10.05.2024	1	
10	MSPB 622	Evidence-based Medicine II and Biostatistics	20	10.01.2024	10.05.2024	1	Lecture
11	MPCB600	Patient Care Block I		07.08.2023	10.05.2024	1	
12	MPCB603	Basic Physical Examination	39	17.10.2023	26.03.2024	1	Lecture
13	MPCB605	Clinical Experiences	8	02.04.2024	10.05.2024	1	Lecture

MD Year 2 Schedule for Fall 2023

No	Course Abbreviation	Title	Weeks	Start date	End date	Number of sections. Please write each section in a separate row	Class format (Lecture, Lab, Recitation, etc.) Please write each format in a separate row
1	MDSP 640	Organ System Pathophysiology Block I		7/8/2023	8/12/2023		
2	MDSP 743	Cardiovascular system	5	7/8/2023	8/9/2023	1	Lecture, Workshops, labs, small groups
3	MDSP 744	Pulmonary system	3	11/9/2023	29/9/2023	1	Lecture, Workshops, labs, small groups
4	MDSP 745	Renal organ system	3.5	2/10/2023	26/10/2023	1	Lecture, Workshops, labs, small groups
5	MDSP 641	Neuroscience	4	27/10/2023	24/11/2023	1	Lecture, Workshops, labs, small groups
6	MDSP 642	Introduction to Psychiatry	2	27/11/2023	8/12/2023	1	Lecture, Workshops, labs, small groups
7	MPC8 700	Patient Care Block II		18.08.2023	18.04.2024		
8	MPC8 701	Advanced Physical Examination	17	7/9/2023	08.12.2023	1	Lectures, small group clinical encounters
9	MSR8 710	Scientific Reasoning Block II	40	15.08.2023	14.05.2024		
10	MSR8 711	Population Health	15	15.08.2023	28.11.2023	1	Lectures
11	MPPS 680	Patient, Physician and Society Block		14.08.2023	27.11.2023		
12	MPPS 728	Health System and Administration	16	14.08.2023	27.11.2023	1	Lectures

MD Year 2 Schedule for Spring 2024

No	Course Abbreviation	Title	Weeks	Start date	End date	Section number Please write each section's schedule in a separate row	Courses (Lectures etc) Please compose separately
1	MOSP 730	Organ System Pathophysiology Block II	17	08.01.2024	03.05.2024		
2	MOSP 731	Endocrine System	3.5	08.01.2024	31.01.2024	1	Lect
3	MOSP 732	Digestion and Nutrition	5	01.02.2024	06.03.2024	1	Lect
4	MOSP 733	Hematology and Oncology	2	07.03.2024	19.03.2024	1	Lect
5	MOSP 734	Skin and Musculoskeletal	2	20.03.2024	02.04.2024	1	Lect
6	MOSP 735	Developmental and Reproductive Biology	3.5	03.04.2024	26.04.2024	1	Lect
10	MOSP 736	Clinical Problem Solving	1	29.04.2024	03.05.2024	1	
11	MSRB 710	Scientific Reasoning Block II	37	15.08.2023	14.05.2024	1	
	MSRB 712	Applied Evidence-Based Medicine	14	09.01.2024	14.05.2024	1	
12				09.01.2024	15.05.2024	1	
13	MSCP 720	Scholarly project		06.05.2024	31.05.2024	1	
14	MPCB700	Patient Care Block II		10.01.2024	10.04.2024		
15	MPCB702	Advanced Medical Interviewing	6	10.01.2024	21.02.2024	1	SP
	MPCB704	Clinical Procedures	5	06.03.2024	10.04.2024	1	

• Appendix 1 **FORM TO EVALUATE CLINICAL SKILLS**

Student name: _____ Date: _____

	UNACCEPTABLE 40%	NEEDS IMPROVEMENT 60%	ACCEPTABLE 70%	ABOVE AVERAGE 85%	OUTSTANDING 100%	N/A
Clinical Knowledge	Major deficiencies: lacks basic knowledge to understand clinical problems <input type="checkbox"/>	Minor deficiencies: shows some minor gaps in understanding clinical problems <input type="checkbox"/>	Demonstrates basic understanding of clinical problems and basic differential diagnosis <input type="checkbox"/>	Demonstrates good understanding of clinical problems and provide accurate differential diagnosis <input type="checkbox"/>	Demonstrates broad and in-depth understanding of clinical problems and provide expanded differential diagnosis <input type="checkbox"/>	N/A <input type="checkbox"/>
Patient Interview	Inaccurate, major omissions, not patient-centered <input type="checkbox"/>	Basic but incomplete, unfocused, most times not patient-oriented <input type="checkbox"/>	Basic history, but accurate, often patient-oriented <input type="checkbox"/>	Precise, detailed, complete, always patient-oriented <input type="checkbox"/>	Precise, accurate, professionally patient-oriented and able to obtain detailed focused aspects on the clinical problems. <input type="checkbox"/>	N/A <input type="checkbox"/>
Physical Exam	Unreliable, unskilled <input type="checkbox"/>	Incomplete, sometimes inexact, insensitive to patient comfort <input type="checkbox"/>	Skilled and major findings identified <input type="checkbox"/>	Expert, organized, focused, relevant <input type="checkbox"/>	Professional, complete, organized and able to elicit subtle and relevant findings <input type="checkbox"/>	N/A <input type="checkbox"/>
Written notes (H&P, progress notes, procedure notes)	Inaccurate data <input type="checkbox"/>	Needs organization, omits relevant data <input type="checkbox"/>	Complete, logical <input type="checkbox"/>	Precise, concise, organized, addressing the main clinical problems <input type="checkbox"/>	Precise, complete, able to evidence and address analytically all clinical problems <input type="checkbox"/>	N/A <input type="checkbox"/>
Oral Presentation	Not organized, excessive use of written notes <input type="checkbox"/>	Major omissions: Often includes irrelevant facts <input type="checkbox"/>	Provide basic but accurate information <input type="checkbox"/>	Detailed, fluent, focused <input type="checkbox"/>	Detailed, accurate, fluent, well-rounded tailored and focusing the main aspects <input type="checkbox"/>	N/A <input type="checkbox"/>
Analysis, Synthesis, Judgment	Cannot interpret data correctly, major deficit in clinical reasoning <input type="checkbox"/>	Incomplete data analysis and interpretation, minor deficit in clinical reasoning <input type="checkbox"/>	Appropriate data interpretation and precise clinical reasoning <input type="checkbox"/>	Correct data interpretation and able to provide diagnostic and therapeutic plans <input type="checkbox"/>	Insightful data interpretation and analysis, able to prioritize clinical problems and provide detailed diagnostic and therapeutic plans <input type="checkbox"/>	N/A <input type="checkbox"/>
Patient management	Not up to date about patient problems <input type="checkbox"/>	Partially updated on patient problems, relies extensively on others to develop a management plan <input type="checkbox"/>	Updated on clinical problems and able to set up a clinical management plan <input type="checkbox"/>	Updated on clinical problems and able to propose single evidence-based clinical management <input type="checkbox"/>	Update on clinical problems, evidence-based approach and able to propose and organize alternative plans of clinical management <input type="checkbox"/>	N/A <input type="checkbox"/>

Average percentage _____

EVALUATOR(S): _____ SITE: OPD GYN L&D

Indicate time (hours, days) that you spent with this student prior to filling out this evaluation. _____


COMMENTS

observed the student perform a complete or partial history Yes No
observed the student perform a complete or partial physical examination Yes No

PROFESSIONALISM (evaluation form)

STUDENT NAME					
DATE OF ROTATION					
SUPERVISOR					
Professional behavior and communication	Significantly below expected competency (%)	Below expected competency (%)	At expected competency (%)	Above expected competency (%)	Not observed
1. Honesty and integrity	40	60	80	100	n/o
	Behaviour in professional situations is questionable and deficient.	Sometimes behaviour in professional situations is questionable.	Generally shows good judgment in handling professional situations. Behaviour in professional situations is proper.	Constantly shows good judgment in handling professional situations. Always honest with patients, peers, staff and professional work (presentation, documentation, communication).	
2. Reliability, responsibility and attendance	40	60	80	100	n/o
	Cannot be relied upon. Attendance and punctuality are erratic. Student's whereabouts often unknown. Needs prodding frequently. Am concerned over student's commitment.	Needs reminders in the fulfilment of ward responsibilities including patient care. Usually present but sometimes tardy or sporadic in attendance without good justification.	Reliable and conscientious. Punctual. Completes assigned tasks. Accepts responsibility for errors. Is almost never absent or late for morning meetings, rounds and learning events except for justified reasons.	Outstanding in attendance and punctuality in team activities and patient care responsibilities.	
3. Relationships with patients and altruism	40	60	80	100	n/o
	Lacking capacity for empathy.	Shows a minimal compassion.	Listens attentively and responds humanely to patients' and relatives concerns	Constantly demonstrates high degree of empathy with patients and families.	

Minutes of the Curriculum Committee meetings #24-11/10 dated May 30,2023

«Назарбаев университеті» дербес білім беру ұйымы	 NAZARBAYEV UNIVERSITY	Autonomous organization of education “Nazarbayev University”
ХАТТАМА №24-11/10		MINUTES OF MEETING No. 24-11/10
"30" мамыр 2023 ж.		dated May 30, 2023
Астана қаласы		Astana

Комитет / Committee	Медицина докторы бағдарламасының оқу жоспары бойынша комитет (бұдан әрі - Комитет) / MD Curriculum Committee (hereinafter - Committee)
Жиналыстың ашылу уақыты / Opening time of the meeting*:	4.30 pm
Жиналыстың өткізілу орны / Venue*:	913
Төраға / Төрайым / Chairperson	Арман Сапаров/Arman Saparov

Қатысқандар / Attendees:

No.	Мүшелер / Members*	бар / present	жоқ / absent
1	Dr. Massimo Pignatelli/Др. Массимо Пиньятели	X	
2	Dr. Dieter Riethmacher/Др. Дитер Ритмахер	X	

3	Dr. Alessandro Salustri/Др. Алессандро Салустри	X	
4	Dr. Arman Saparov/Др. Арман Сапаров	X	
5	Dr. Milan Terzic/Др. Милан Терзич	X	
6	Dr. Dimitri Poddighe/Др. Димитри Поддиге	X	
7	Dr. Byron Crane/Др. Байрон Крейн	X	
8	Dr. Alessandra Clementi/Др. Алессандра Клементи	X	
9	Dr. Yuliya Semenova/Др. Юлия Семенова	X	
10	Dr. Denis Bulanin/Др. Денис Буланин	X	
11	Dr. Lyazzat Toleubekova/Др. Ляззат Толеубекова	X	
12	Dr. Marina Khvan/Др. Марина Хван	X	
13	Dr. Nandini Nanjundeswar/Др. Нандини Нанжундесвар	X	
14	Dr. Gauri Varayeva/Др. Гаури Бапаева		X
15	Dr. Zaure Mukusheva/Др. Зауре Мукушева		X
16	Dr. Tatyana Ivanova/Др. Татьяна Иванова		X
17	Leila Askarova (MD student representative)	X	
18	Nurgul Yegembayeva (MD student representative)	X	

КҮН ТӘРТІБІ / AGENDA:**Open Session**

1	2023-2024 оқу жылына арналған 1 және 2 курстарының кестелері	Schedules of Year 1 and Year 2 for the 2023-2024 academic year
2	2023-2024 оқу жылына арналған академиялық күнтізбелер	Academic calendars for the 2023-2024 academic year

Closed Session:



3	Аян Нүркештің Нейрология курсындағы Fail бағасы	Case of Ayan Nurkesh: Fail in Neuroscience course
4	2023-2024 оқу жылында жұқпалы аурулар практикасының жетекшілігі	Leadership of Infectious diseases Clerkship in the 2023-2024 academic year
5	2023 жылғы түлектердің арасынан үздік диплом	Diploma with honors for cohort 2023
6	БМ	АОВ

ТАЛҚЫЛАНДЫ / DISCUSSED:

1	<p>Доктор Сапаров Комитетті MD студенттерімен кездесулері туралы жаңартты, оның барысында кері байланыс алды. Бұл кері байланыс келесі оқу жылының жоспарында қарастырылды. Доктор Сапаров курс/блок жетекшілерімен алдын ала кездесулер өткізді. 1-ші және 2-ші курстарға арналған жоспар 1-қосымшаға сәйкес бекітілді.</p> <p>Доктор Толеубекова адам анатомиясы курсына қосымша қолдау көрсетуді сұрады. Аталған бағытты және қажетті қолдауды талқылау үшін бөлек отырыс өткізу туралы шешім қабылданды.</p>	<p>Dr. Saparov updated the Committee about his meetings with MD students, during which he received feedback. This feedback was considered in the schedule for the next academic year. Dr. Saparov held prior meetings with course/block Leads. Scheduled for Years 1 and 2 were approved in accordance with Appendix 1. Dr. Toleubekova asked for additional support for the Human anatomy course. It was decided that there will be a separate meeting to discuss the said course and the required support.</p>
2	<p>2023-2024 оқу жылына арналған Оқу күнтізбелері 2-қосымшаға сәйкес бекітілді.</p>	<p>The Academic Calendars for the 2023-2024 academic year were approved in accordance with the Appendix 2.</p>
3	<p>Доктор Хван Комитетке MD 2 курс студенті Аян Нүркешке қатысты мәселе туралы хабарлады: Студент 2021 жылдың көктемінде Нейрология курсынан өте алмады.</p> <p>Оның сәтсіздігі өту баллының 10% шегінде болды, сондықтан MD APP сәйкес ол блок ішінде өтеуге құқылы болды (OSP I).</p> <p>Алайда, I OSP сынағынан өте алмаған соң, Аян 2-ші курсты қайталауға мәжбүр болды. Сондықтан Нейрология курсын түзету 2021-2022 оқу жылында өтпеді.</p> <p>Доктор Сапаров Доктор Динара Алмабаева</p>	<p>Dr. Khvan informed the Committee about the issue with MD Year 2 student Ayan Nurkesh: The student failed the Neuroscience course in Spring 2021. His failure was within 10% of the passing score, therefore according to the MD APP, he was eligible to compensate within the block (OSP I).</p> <p>However, after failing the OSP I, Ayan had to repeat Year 2. Therefore the remediation for the Neuroscience course did not take place in the 2021-2022 academic year.</p>

	және Доктор Ритмахермен өтеу нұсқаларын талқылайды.	Dr. Saparov will discuss the options for remediation with Dr. Dinara Almbayeva and Dr. Riethmacher.
4	Доктор Поддиге жұпталы аурулар курсының бұрынғы жетекшісі Доктор Анара Аббай бұл қызметтен кеткені туралы Комитетті жаңартты. Сондықтан жаңа басшыны анықтау қажет. Доктор Пиньятелли ID ауруханасында клиникалық прецепторы анықтауды ұсынды.	Dr. Poddighe updated the Committee that the former lead of the Infectious Diseases clerkship Dr. Anara Abbay stepped down from this role. Thus there is a need to identify the new clerkship lead. Dr. Pignatelli suggested identifying a clinical preceptor in the ID hospital.
5	Комитет ең жоғары бағаға ие болған және IFOM BS және CS тестісін үздік тапсырған Жасұлан Исполовты үздік дипломмен марапаттау туралы шешім қабылдады.	The Committee decided to award diploma with honors to Zhassulan Ispolov, who received the highest number of honors and successfully passed both IFOM BS and CS at the top of his class.
6	1) Доктор Пиньятелли Комитеттен халықаралық элективті болашақта MD студенттері үшін қарастыру керек пе деп сұрады. Комитет халықаралық элективтің маңызды білім беру мәнін бермейтінін растады, сондықтан оның қажеті жоқ. 2) Доктор Салустри Мектепке студенттердің кері байланысын жинаудың тиісті бірыңғай жолын енгізу қажет деген пікірімен бөлісті. Комитет кері байланыс алдымен курс/жыл жетекшіге (Y1-2 үшін блок жетекші копияда тұру қажет) жіберілу керек деп келісті. Содан кейін деканның медициналық білім жөніндегі орынбасарына тапсыру керек. Соңында декан. Доктор Пиньятелли MD және резидентура студенттерімен кездесуден кейін іс-шаралар жоспары бар хаттама осы Комитетпен бөлісетінін айтты. Сондай-ақ Доктор Сапаров студенттермен семестрде бір рет кездесіп, олардың пікірлерін жинақтайтыны айтылды. 3) Келесі отырыстың күн тәртібінде бұрын Доктор Төлеубекова сәтті жүзеге асырған әріптестерді қолдау схемасы қарастырылады.	1) Dr. Pignatelli asked the Committee if the international elective should be considered in the future for the MD students. The Committee confirmed that the international elective does not provide a substantial educational value, therefore it is not needed. 2) Dr. Salustri shared an opinion that the School needs to implement a proper unified pathway of collecting student feedback. The Committee agreed that the feedback should first be addressed to the course/year lead (Block lead cc-ed for Y1-2). It should then be taken to the Vice-Dean for Medical Education. Finally, followed by the Dean. Dr. Pignatelli mentioned that following the meetings with MD and Residency students, the minutes with the action plan will be shared with this Committee. It was also mentioned that Dr. Saparov will meet with the students once per semester to collect their feedback.

	3) The next meeting will have in its agenda the peer support scheme, previously successfully implemented by Dr. Toleubekova.
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Төрага / Төрайым / Chairperson	 (қолы / signature)	Арман Сапаров / Arman Saparov
Хатшы / Secretary	 (қолы / signature)	Жазира Алтыбаева / Zhazira Altybayeva

Annex 17.
Ebel standard

Relevance	Difficulty	Number of Items judged (A)	Judged percentage correct (B)	Product (AxB)
Essential	Easy		80	0
	Medium	0	70	0
	Hard	0	60	0
	Subtotal	0		0
Important	Easy	18	70	1260
	Medium	52	60	3120
	Hard		50	0
	Subtotal	70		4380
Acceptable	Easy		60	0
	Medium	0	50	0
	Hard		40	0
	Subtotal	0		0
Questionable	Easy	0	50	0
	Medium		40	0
	Hard	0	30	0
	Subtotal	0		0
TOTALS		70		4380
PASSING PERCENTAGE		62,5714		

Q#	Essential Easy	Essential Medium	Essential Hard	Important Easy	Important Medium	Important Hard	Acceptable Easy	Acceptable Medium	Acceptable Hard	Questionable Easy	Questionable Medium	Questionable Hard
1					1							
2					1							
3					1							
4					1							
5					1							
6					1							
7					1							
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53				1								
54					1							
55					1							
56					1							
57					1							
58				1								
59				1								
60				1								
Total		0	0			0	0	0	0	0	0	0
61					1							
62					1							
63					1							
64					1							
65					1							
66					1							
67				1								
68					1							
69					1							
70					1							

Table taking into account the frequency of occurrence of each learning outcome in examination questions

https://docs.google.com/spreadsheets/d/1aONBgbCGLhx6KfAKcXYO_qEIGZ6e184I/edit?usp=sharing&ouid=101796550060576316771&rtpof=true&sd=true

ECAQA

Minutes of the Clinical Skills Committee Wednesday 21 February, 2018



NUSOM Clinical Skills Committee (CSC) Meeting

Wednesday 21 FEBRUARY 2018 5.00 PM

AGENDA:

1. Greetings
2. List of NUSOM clinical educators
3. Past and future courses issues
4. Curriculum clinical skills Year 1-2
5. SP Program
6. Assessment
7. Sim Center and self study
8. Equipment proposals to discuss
9. Independent Graders
10. AOB

Committee Members

Chair: A Clementi

Nursing Program Representative: Nancy Stitt

BMI Course Lead: Valentina Stolyarova

AMI Course Lead: Lyazzat Toleubekova (absent)

BPE-CP-CE1 Course Lead: Vitaliy Sazonov

APE I-II Course Lead: Marina Khvan

CE2 Course Lead: Dmitriy Viderman

Admin Staff Simulation Center: Aidyn Samylyrov

1. Greetings
2. List of clinical educators is accepted
3. Overall discussion about the past and future courses of **PATIENT CARE BLOCK I-II**:
 - a. Clinical educators need to have an even basic clinical knowledge (see BPE Fall 17, the evidence is that some instructors at their first experience were not in line with teaching competencies because they did not have the chance to be observers before)
 - b. An ophthalmologists is needed for sessions in BPE and APE, we would like to contact Professor Vento to explore this possibility.
 - c. Otoscopic sessions so far have been conducted by Dr Nandini Nanjundeswar that received good feedback, still if there is the chance to have the support of one ENT doctor would be appreciated.
4. Some suggestions have been requested for the future plan of revising the **curriculum of clinical skills**. The following are the main suggestions:

- **BPE** course needs more time (sessions) to achieve complete learning outcomes
 - **APE I–II** could be contracted in one longer course in year 2, more in line with students' knowledge and giving more time to develop basic skills (BPE). After the summer break, during APE 2 looks like students forgot most of APE I and takes a while to be in line again with skills.
 - **CE1 and CE2** are just a repetition and redundant in two parts, for future reference and in vision to modify the curriculum would be better to merge this two courses in a longer one at the beginning of year 1.
5. **SP Program.** It is always a work in progress, Dr Stolyarova is doing a good job coordinating the activity. There are still some difficulties in administration linked to the fact that if one SPs is doing sessions exceeding the total sum of 240.000 tenge for solar year(1 January-31 December), a contract for SP has to be prepared.
- It has been considered the use of SP for Nursing Program speaking Russian: when the learning outcomes of courses and the resources needed will be written with all details this option could be explored.
 - There will be difficulties in presenting cases in Kazakh language.
6. **Assessment:** Course leads presenting assessment plans to the NUSOM assessment committee have difficulties in communication and effective understanding of the courses needs, linked to the lack of experience for assessing clinical courses by basic scientists in the committee (Chair included). Dr Clementi, member of the Assessment Committee, agrees on this point. One solution proposed is to create a separate NUSOM Assessment Committee for Clinical Courses with only physicians that could evaluate courses of all PCB I, II and Clerkships.
7. Again the committee is discussing the fact that is not possible for students to use equipment for **self-practice in clinical skills** for an apparent conflict related to equipment damage responsibility. We highlighted as educators that this is an important point: students keep asking, faculty could not be invigilators and it is unfortunate that state of the art facilities cannot be used for practice. This situation, that has been discussed by Dr Clementi at the TLC last semester, will be put again at the attention of the TLC Committee and the Dean.
8. **Equipment:** Approval of the following :
- a. extra beds for practice clinical skills in couple for students in the Sim Center
 - b. The simulator mannequin for ultrasound skills
 - c. The simulator stethoscopes for training in clinical sounds and exams (Auris)
 - d. Teaching stethoscopes to be used in couple required by Nursing program
- It has been noted that the list prepared for the NUSOM Equipment Committee about Simulation has not been shared within the Committee members, for future reference, promoting transparency of the process is usual practice in NU, so It is important to agree on all requested equipment during committee meetings (like in other NU/NUSOM committees).
9. **Independent Graders:** it is an important feature and signature of our School, it is helpful for unbiased evaluation of students and for even understanding of students' clinical skills progression, but logistically is complicated and it is important to create in advance a **clinical**



skills exam calendar with key dates so that clinical educators will know when they will be needed as graders.

10. **Multilingual Medical Education:** communication about the fact that next academic year the Class 2022 for the first time will attend the course English-Russian-Kazakh Medical Terminology (ERK) delivered by Instructor in SHSS.

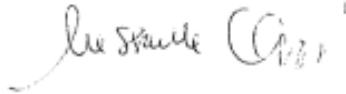
11. **AOB**

- a. It has been underlined that the **OSCE Day** for Clerkship – 6 March 2018- is also APE 1 session day. This could be a potential conflicted schedule for independent graders and some solutions have been explored, like moving APE 1 from Tuesday to Wednesday. The situation will be put at the attention of Professor Vento, in fact there are 12 stations and very likely 13 graders will be needed.
ADDENDUM: Dr Khvan swapped session with EBM II and moved Ape 1 session to Wednesday, in that case more graders will be available if needed.
- b. **Recording Studio NU:** communication and possible use of recording SP encounters in different languages for NUSOM clinical skills. It has been clarified that a script will be needed before the recording.

End of Meeting 6.30 pm

Edited by Alessandra Clementi

Assistant Professor NUSOM



Minutes of the MD Curriculum Committee # 24-11/17 dated November 23, 2023

«Назарбаев университеті»
дербес білім беру
ұйымы



Autonomous organization
of education
“Nazarbayev University”

NAZARBAYEV
UNIVERSITY

ХАТТАМА №24-11/17

MINUTES OF MEETING
No. 24-11/17

"23" қараша 2023 ж.

dated November 23, 2023

Астана қаласы

Astana

Комитет / Committee	Медицина докторы бағдарламасының оқу жоспары бойынша комитет (бұдан әрі - Комитет) / MD Curriculum Committee (hereinafter - Committee)
Жиналыстың ашылу уақыты / Opening time of the meeting*:	4.30 pm
Жиналыстың өткізілу орны / Venue*:	913
Төраға / Chairperson	Арман Сапаров / Arman Saparov

Қатысқандар / Attendees:

No.	Мүшелер / Members*	бар / present	жоқ / absent
1	Д-р Арман Сапаров (Медициналық оқу бойынша вице-декан, Комитет төрағасы) / Dr. Arman Saparov (Vice-Dean for Medical Education, Chair of the Committee) - Д-р Сапаров /Dr. Saparov	X	
2	Д-р Массимо Пиньятели (НУММ деканы) / Dr. Massimo Pignatelli (Dean of the School of Medicine) - Д-р Пиньятели / Dr. Pignatelli	X	
3	Д-р Алессандро Салустри (Профессор) / Dr. Alessandro Salustri (Professor) - Д-р Салустри / Dr. Salustri	X	

4	Д-р Димитри Поддиге (Қауымдастырылған профессор) / Dr. Dimitri Poddighe (Associate Professor) - Д-р Поддиге / Dr. Poddighe	X	
5	Д-р Абдужаппар Гаиров (Қауымдастырылған профессор) / Dr. Abduzharraf Gairov (Associate Professor) - Д-р Гаиров / Dr. Gairov		X
6	Д-р Марина Кряжевская (Қауымдастырылған профессор) / Dr. Marina Kriajevskaia (Associate Professor) - Д-р Кряжевская / Dr. Kriajevskaia	X	
7	Д-р Денис Буланин (Ассистент профессор) / Dr. Denis Bulanin (Assistant Professor) - Д-р Буланин / Dr. Bulanin	X	
8	Д-р Гулжанат Аймагамбетова (Ассистент профессор) / Dr. Gulzhanat Aimagambetova (Assistant Professor) - Д-р Аймагамбетова / Dr. Aimagambetova	X	
9	Д-р Александра Клементи (практика ассистент профессоры) / Dr. Alessandra Clementi (Assistant Professor of Practice) - Д-р Клементи / Dr. Clementi	X	
10	Д-р Байрон Крейн (практика ассистент профессоры) / Dr. Byron Crape (Assistant Professor of Practice) - Д-р Крейн / Dr. Crape	X	
11	Д-р Марина Хван (Нұсқаушы) / Dr. Marina Khvan (Instructor) - Д-р Хван / Dr. Khvan	X	
12	Д-р Ляззат Толеубекова (Нұсқаушы) / Dr. Lyazzat Tolcubekova (Instructor) - Д-р Толеубекова / Dr. Tolcubekova	X	
13	Д-р Нандини Нанджундесвар (Нұсқаушы) / Dr. Nandini Nanjundeswar (Instructor) - Д-р Нанджундесвар / Dr. Nanjundeswar	X	
14	Д-р Гаури Бапаева / Dr. Gauri Bapayeva	X	
15	Д-р Татьяна Иванова / Dr. Tatyana Ivanova		X
16	Д-р Зауре Мукушева / Dr. Zaurе Mukusheva		X
17	Лейла Аскарова (студенттер өкілі) / Leila Askarova (MD student representative)		X
18	Нургул Егембаева (студенттер өкілі) / Nurgul Yegembayeva (MD student representative)		X

КҮН ТӘРТІБІ / AGENDA:

	Ашық сессия	Open session
1	Жыл/блок жетекшілері мен студенттер өкілдерінің жанартулары	Updates from year/block leads and student representatives
	Жабық сессия	Closed session
1	LSP жобаларын талқылау (д-р Кряжевская)	Discussion on LSP projects (Dr. Kriajevskaia)
2	Жаңартылған бағалау саясатын және Intro to psychiatry курсының сиплабусын бекіту (д-р Хван, қосымша қоса берілген)	Approval of the updated assessment policy and the syllabus for the Intro to psychiatry (Dr. Khvan, attachment is included)
3	OSCE Y4 (д-р Клементи)	OSCE Y4 (Dr. Clementi)
4	Практикалық емтихандар үшін стандартталған пациенттер: логистика мәселелері (д-р Хван)	Standardized patients for practical exams: issues with logistics (Dr. Khvan)
5	MD Y1 курс нәтижелерін талқылау (д-р Буланин)	Discussion of MD Y1 course results (Dr. Bulanin)

ТАЛҚЫЛАНДЫ / DISCUSSED:

	Ашық сессия	Open session
1	<p>Д-р Буланин Комитетке MD Y1-де барлығы жақсы екенін хабарлады. Генетика пәнінен бір студент өте алмады. Анатомия курсы сәтті өтті.</p> <p>Д-р Клементи Комитетке пациенттерге күтім көрсету блогы туралы ақпарат берді, MD Y1 BMI курсы аяқтап, Basics of Physical Examination курсы бастады.</p> <p>Д-р Толеубекова PPS блогы туралы ақпарат берді. MD Y2-ның English-Russian-Kazakh terminology курсынан тіл мәселесіне байланысты қиналған халықаралық студент бар; студент курстан өтті, бірақ келесі жылы</p>	<p>Dr. Bulanin informed the Committee that everything is good in MD Y1. One student failed the Genetics course. The Anatomy course was successful.</p> <p>Dr. Clementi updated the Committee about Patient Care Block, MD Y1 finished BMI course and started the Basics of Physical Examination course.</p> <p>Dr. Toleubekova updated about PPS Block. There is one international student in MD Y2, who struggled with the English-Russian-Kazakh terminology course because of language issues; the student passed the course, but he might have issues</p>

<p>киналуы мүмкін. Біз 4-ші жылға дейін белгілі бір (тіл) талаптарды қоюымыз керек. Студент орыс тілін өздігінен үйренеді.</p> <p>Д-р Крейп Дәлелдерге Evidence-Based Medicine блогы туралы ақпарат берді. Д-р Крейп жаңа нұсқаушыға оның курстарға үйренгенше көмектесетін болады.</p> <p>Д-р Кряжевская LSP жобалары туралы ақпарат берді. Ольга Левковичпен қаржылық мәселелер талқыланды, дәл сол қаржылық қолдау көрсетілетін болады. Бір жобаға 1 студент болуы керек. MD Y4, 3 және 2 ғылыми жетекшілерімен кездесу болады. Барлық оқытушылар өз жобаларын ұсынуы керек.</p> <p>Д-р Хван OSP 1 блогы туралы ақпарат берді. Барлығы жақсы. Кейбір студенттер Renal system курсының қорытынды емтиханын және Cardiovascular курсын түзетуді қажет етеді. Студенттер саясатқа сәйкес жыл соңына дейін қайта тапсыру керек. Қорытынды емтиханды қайта тапсыру үшін standard setting қолданылады.</p> <p>Доктор Салустри Комитетке 2 студент Cardiovascular курсын түзетуі керек екенін хабарлады. 1 студент тапсырманы тапсырды, екіншісі студент әлі тапсырған жоқ (ол тапсыру мерзімін ұзартуды сұрады). Студенттің академиялық әдвайзері д-р Аймағамбетова ол студентпен сөйлесті.</p> <p>Д-р Хван Y2 халықаралық студентінің тіл мәселелері туралы хабарлады. Ол орыс тілін өз бетімен үйренеді. Практикалық сабақтарда оған мобильді аудармашыны</p>	<p>next year. We need to set certain (language) requirements by Year 4. The student is learning Russian by himself.</p> <p>Dr. Crape updated about the Evidence-Based Medicine Block. Dr. Crape will assist the new instructor until he gets used to the courses.</p> <p>Dr. Kriajevskaia updated about LSP projects. Financial issues were discussed with Olga Levkovich, and same financial support will be provided. There should be 1 student per a project. There will be a meeting with PIs of MD Y4, 3 and 2. All faculty members have to submit a project.</p> <p>Dr. Khvan updated about OSP Block 1. Everything is ok. Some students will need to resit final exam of Renal system course and remediate Cardiovascular course. The students have to resit before the end of the year according to the policy. Standard setting will be used for the resit of final exam.</p> <p>Dr. Salustri informed the Committee that 2 students have to remediate the Cardiovascular course. 1 student submitted the assignment, the other student has not submitted yet (she asked for extension of the submission deadline). The student's academic advisor Dr. Aimagambetova talked to the student.</p> <p>Dr. Khvan informed about language issues of the Y2 international student. He learns the Russian language by himself. During practical sessions he was allowed to use a mobile translator.</p> <p>Dr. Saparov informed that he would email the MD international students about the language issue.</p>
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<p>пайдалануға рұқсат етілді.</p> <p>Д-р Сапаров MD халықаралық студенттеріне тіл мәселесі бойынша хабарлама жібереді.</p> <p>Д-р Нанжундесвар OSP 2 блогы туралы ақпарат берді. Барлығы жақсы. Курстар қаңтарда басталады.</p> <p>Д-р Поддиге MDY3 туралы ақпарат берді. Ешқандай маңызды проблемалар жоқ. Алдыңғы талқылаудан кейін д-р Поддиге MD Y3 халықаралық студент Назия Ислам IM клеркширі кезінде оның пациенттермен байланысы резиденттер арқылы болғанын хабарлады. Қазір студент қатысып жатқан педиатриялық курстағы оның жағдайы туралы хабарланатын болады. Шетелдік студенттердің ауруханадағы науқастармен (және, мүмкін, прецепторлармен) байланыс мәселесі талқылануы керек. Жұқпалы аурулар клеркширі бойынша – директордың орынбасарымен кездесу үшін ауруханаға бардық. Ағылшын тілін меңгерген 2 клиникалық прецептор анықталды. Олар өздерінің қатысуын, жұмыс сипаттамасын талқылау үшін Медицина мектебіне шақырылды. Мүмкін, келесі жылы Infectious Diseases клеркширі қайта қаралып, IM клеркширімен біріктірілетін болады.</p> <p>Д-р Салустри MDY4 туралы ақпарат берді. 3 клеркширі (Cardiac Pathologies, Family Medicine, Intensive Care) аяқталды; 1 желтоқсанда өтетін OSCE-ге дайындық жүріп жатыр. Электив пәндері кейінірек талқыланатын болады.</p>	<p>Dr. Nanjundeswar updated about the OSP Block 2. Everything is fine. The courses will start in January.</p> <p>Dr. Poddighe updated about MDY3. No major problems were reported. Following the previous discussion, Dr. Poddighe that MD Y3 international student Nazia Islam reported that during the IM clerkship, her communication with patients happened through residents. He will report about her situation during the pediatric clerkship that she is currently attending. The communication issue of international students with patients at the hospital (and, perhaps, preceptors) should be discussed.</p> <p>For Infectious Diseases clerkship - there was a visit to a hospital to meet a deputy director. 2 clinical preceptors, who speak English, were identified. They were invited to the School of Medicine to discuss their involvement, job description.</p> <p>Perhaps, next year, the Infectious Diseases clerkship will be revised and integrated into Internal Medicine clerkship.</p> <p>Dr. Salustri updated about MDY4. 3 clerkship (Cardiac Pathologies, Family Medicine, Intensive Care) were finished; preparing for OSCE to be held on December 1. Electives will be discussed later.</p>
Жабық сессия	Closed session

1	<p>Д-р Хван психиатрия курсының жаңартылған бағалауын ұсынды (1-қосымша). Белсенді сессиялардың салмағы төмендетілді.</p> <p>Комитет психиатрия курсының жаңартылған бағалауын бекітті.</p>	<p>Dr. Khvan presented the updated assessment to the Introduction to Psychiatry course (Attachment 1). The weightage of active sessions were reduced.</p> <p>The Committee approved the updated assessment to the Introduction to Psychiatry course.</p>
2	<p>Д-р Клементи 1 желтоқсанда OSCE туралы ақпарат берді. Комитет станциялар санын талқылап, әрбір клеркшип үшін 3 станция болуы керек деп келісті.</p> <p>СП-ге қатысты мәселе көтерілді. Әрқашан СП тапшылығы мәселесі болғандықтан, 1 СП-ге жұмыс орнын беру ұсынылды. Ол СП СП-ларды қабылдаумен, басқарумен, ұйымдастырумен және оқытумен айналысатын болады.</p> <p>Д-р Пиньятелли осы лауазымға лауазымдық нұсқаулықты дайындауды сұрады және ол әрі қарай қарастырылады.</p>	<p>Dr. Clementi informed about the OCSE on December 1. The Committee discussed the number of stations and agreed that there should be 3 stations for each clerkship. The issue with SP's was raised. Since there is always a problem with shortage of SPs, it was suggested to offer a position to 1 SP. She will be involved in SP recruitment, manage, organize and train SPs.</p> <p>Dr. Pignatelli asked to prepare a job description for this position and it will be considered further.</p>
3	<p>Д-р Хван СП-мен логистикалық проблемалар туралы хабарлады.</p> <p>Д-р Пиньятелли д-р Хваннан осы мәселелерді электрондық пошта арқылы жіберуін сұрады.</p>	<p>Dr. Khvan informed of logistics problems with SPs.</p> <p>Dr. Pignatelli asked Dr. Khvan to email him these issues.</p>
4	<p>Д-р Буланин MD Y1 бағаларын ұсынды (2-қосымша). Бағалары жалпы бірдей болды. Статистика студенттер топтарына қарай жүргізеді (тікелей түскен студенттер, BSN түлектері, BMS-тен өткендер).</p>	<p>Dr. Bulanin presented MD Y1 grades (Attachment 2). Grades are almost similar. However, the number of honors is higher in the BMS group. Statistics will be kept by groups of students (direct students, BSN graduates, progressed from BMS).</p>
5	<p>БМ</p> <p>Д-р Хван, егер студент қайталау емтиханын тапсыра алмаса, не істеу керек деп сұрады. Бұл жағдайда Регистрар кеңсесіне «өтпеді» деген баға беріп,</p>	<p>АОБ</p> <p>Dr. Khvan asked what should be done if a student fails a resit exam? It was advised that, in this case, for the OR to submit "Fail" grade, and then the resit exam</p>

<p>келесі семестрде қайтадан қайталау ұсынылды.</p>	<p>will be administered again next semester.</p>
<p>MD APP Комитетке электрондық пошта арқылы жіберіледі.</p>	<p>The MD APP will be emailed to the Committee.</p>
<p>Доктор Пиньятели аккредиттеу агенттігі мектепке 27-29 ақпанда келетінін, барлық қажетті құжаттар дайын болу қажет екенін хабарлады. OSCE туралы ақпарат, станциялардың сипаттамасы және протокол да дайын болу керек. Клеркшиптер және белсенді тағылымдамаларға қатысуы мүмкін.</p>	<p>Dr. Pignatelli informed that accreditation agency will visit the School on February 27-29, all necessary documents need to be prepared. Information about OSCE, description of stations and protocol should be prepared as well. Clerkships and Acting Internships will be visited.</p>
<p>Д-р Пиньятели MD студенттері үшін халықаралық тәжірибе туралы хабарлады. Оны халықаралық алмасу ретінде енгізу керек.</p>	<p>Dr. Pignatelli informed about international experience for MD students. It should be introduced as an international exchange.</p>
<p>Мектеп Sidra (Катар) және Дубай Мұхаммед Бин Рашид институтымен серіктестікті дамытуда. Бұл алмасу болуы керек, мектеп біздің студенттердің жол шығындарын, серіктес мекеме өз студенттерінің жол шығындарын өтейді. Комитет серіктес студенттердің клиникалық іс-шараларға қатысса тіл мәселесін туындайтынын талқылады; опция ретінде резиденттер көмектесе алады. Бұл қиындықтар серіктеске түсіндірілетін болады. Зертханалық іс-шаралар серіктеске опция ретінде ұсынылуы мүмкін.</p>	<p>The School is developing partnership with Sidra (Qatar) and Dubai Mohammed Bin Rashid institution. It should be an exchange, School covers trip expenses of our students, a partner institution covers the trip expenses of their students. The Committee discussed the issue of language for the exchange students from a partner institution if in case of their involvement in clinical activities; as an option, if needed, residents can help it in clinical settings. This issue will be discussed with a partner institution. Laboratory activities can be offered to a partner as an option.</p>

Топара / Chairperson	 (қолы / signature)	Арман Сапаров / Arman Saparov
Хатшы / Secretary	 (қолы / signature)	Бауыржан Сейтбаев / Bauyrzhan Seitbayev

Extract from the minutes of the MD Curriculum Committee meeting (#24-11/14 dated 31.08.2023)

Extract from minutes of the MD Curriculum Committee (hereinafter - MD CC)
№ 24-11/14 dated 31.08.2023

Committee members

1. Dr. Arman Saparov
2. Dr. Massimo Pignatelli
3. Dr. Alessandro Salustri
4. Dr. Dimitri Poddighe
5. Dr. Abduzhappar Gaipov
6. Dr. Marina Kriajevskaia
7. Dr. Denis Bulanin
8. Dr. Gulzhanat Aimagambetova
9. Dr. Alessandra Clementi
10. Dr. Byron Crape
11. Dr. Marina Khvan
12. Dr. Lyazzat Toleubekova
13. Dr. Gauri Bapayeva
14. Dr. Zaure Mukusheva
15. Dr. Tatyana Ivanova
16. Leila Askarova
17. Nurgul Yegembayeva

Agenda:

1. Year Leads and Student Promotion Committees (Dr. Saparov)

Discussion:

“Dr. Saparov suggested to appoint Year Leads for Y1 and Y2, similar to Y3 and Y4. It was suggested to appoint:

- a) Dr. Bulanin as the Y1 Lead who will also serve as the Chair of CSPY1
- b) Dr. Khvan as the Y2 Lead who will also serve as the Chair of CPSY2.

The updated CSP ToRs were presented to the Committee (Appendix 2).”

Having considered the presented information, the MD CC **decided**:

1. The Committee unanimously approved the appointments and supported the updated documents (Appendix 1 to the minutes).

Chair of the MD CC A. Saparov A. Saparov

Secretary B. Seitbayev B. Seitbayev

Terms of Reference: Committee on Student Promotion Year 1

The Committee for Student Promotion is a standing faculty committee that shall report its recommendations directly to the Teaching and Learning Committee (TLC) for approval and implementation.

Responsibilities:

- Review academic progress of the students;
- Make decisions with respect to academic standing, promotion, pass/fail, remediation, and re-sit;
- Make recommendations to TLC regarding student grades and promotion, in accordance with relevant MD Program Academic Policies and Procedures.
- Discuss any special issues related to students' attendance and performance

The Committee's operation procedure:

The Committee will have representatives from all the courses taught in that particular year, and will be chaired by a faculty, appointed by the Dean. Each of these committee members or their appointed deputy will have one vote representing their particular course. A single individual may be selected to represent more than one course, if that individual is involved with the courses for which he/she is selected. Two-third of the eligible members or their deputies shall constitute a quorum for each meeting. Attendance will be recorded. Decisions by the committee for promotion, pass/fail, remediation, re-sit, or dismissal of a student shall require approval by two thirds (2/3) of the members of the committee present and voting. Decisions by the committee for repeating the academic year or promotion shall be passed by a simple majority (more than 50%) of the committee members present and voting.

Time and purpose of meetings:

Meetings are to be held after each course examination to deliberate the course results. Special meetings may be called at the discretion of the Chair or at the request of the members of the committee.

The Committee meets at the call of the Committee Chair.

Composition: The Committee will have representatives from all the courses taught in that particular year, chaired by a faculty, appointed by the Dean. The current membership of the committee is as follows:

First and last name	Position	Voting privilege
Denis Bulanin	Chair	Yes
Arman Saparov	Course lead- Introduction to being a physician	Yes
Srinivasa Bolla	Course lead - Medical Anatomy	Yes
Prim Singh	Course lead - Human Genetics	Yes
Ghazal Ghahramany	Course lead - Fuel metabolism	Yes
Mohamad Aljofan	Course lead - Pharmacology	Yes
Matthew Tanko	Course lead - Cellular pathologic Basis Disease	Yes
Arman Saparov	Course lead - Immunology	Yes
Hani Abidi	Course lead - Medical Microbiology	Yes
Vitaliy Sazanov	Course lead - Clinical Experience, Basic Physical Examination	Yes
Dinara Almabayeva	Course lead - Basic Medical Interviewing	Yes
Faye Foster	Course lead - Behavioral Medicine, MEP	Yes
Kainar Kadyrzhanuly	Course lead - Scientific Reasoning	Yes
Ruslan Bilal	Course lead - ERK	Yes
Byron Crape	SRB Lead	no
Lyazzat Toleubekova	PPS Lead	no
Alessandra Clementi	Patient Care Block Lead	no

Terms of Reference: Committee on Student Promotion Year 2

The Committee on Student Promotions is a standing faculty committee that shall report its actions directly to the Dean for implementation and inform the faculty of these actions at its regular meetings.

Responsibilities:

- review the academic progress of students;
- make decisions with respect to standing, promotion, remediation, re-sit;
- make recommendations to TLC regarding student grades and promotion, in accordance with relevant MD Program Academic Policies and Procedures.
- discuss any special issues related to students' attendance/ performance

The Committee's operation procedure:

Each of these committee members and an alternate shall be selected by the Department, and each will have one vote at each meeting of the Promotions Committee. A single individual may be selected to represent more than one course (assuming that individual is involved with the course for which he/she is selected). Two thirds of the eligible members or their alternates shall constitute a quorum for each meeting. Attendance will be recorded. Decisions by the committee for dismissal of a student shall require approval by two thirds (2/3) of the members of the committee present and voting. Decisions by the committee for repeating the academic year or promotion shall be passed by a simple majority (more than 50%) of the committee members present and voting. All meetings of the Committee on Student Promotions shall be open to interested faculty, who are welcome to participate but cannot vote.

Time and purpose of meetings:

Meetings are to be held after each course examination to officially promote each class of students, based on academic performance, and/or to recommend disposition of unsatisfactory students to correct their deficiencies. Special meetings may be called at the discretion of the Chair or at the request of three members of the committee.

The Committee meets at the call of the Committee Chair.

Composition: The Committee on Student Promotions members should be from all the courses taught in that particular year, chaired by a Chair, appointed by the Dean. The current membership of the committee is as follows:

First and last name	Position	Voting privilege
Marina Khvan	Chair of the committee Renal Organ System course lead Advanced Physical Examination course lead Organ System Pathophysiology Block I lead	Yes

Arman Saparov	Director of the MD Program	No
Lyazzat Toleubekova	Patient, Physician and Society Block lead	No
Alessandra Clementi	Patient Care Block II lead	No
Milan Terzic	Organ System Pathophysiology Block II lead	No
Antonio Sarria-Santamera	Health System and Administration course lead	Yes
Byron Crape	Population Health course lead Applied Evidence-Based Medicine course lead	Yes
Alessandro Salustri	Cardiovascular system course lead	Yes
Dmitriy Viderman	Pulmonary System course lead	Yes
Dinara Almabayeva	Neuroscience course lead	Yes
Valentina Stolyarova / Yerbol Nurkatov	Introduction to Psychiatry course lead	Yes
Kuralay Atageidiyeva	Endocrine System course lead	Yes
Gulzhanat Aimagambetova	Developmental and Reproductive Biology course lead	Yes
Ainetta Nurmagambetova	Digestion and Nutrition course lead	Yes
Nandini Nanjundeswar	Hematology and Oncology course lead, Skin and Musculoskeletal system course lead	Yes
Anna Midlenko	Clinical Problem Solving course lead	Yes
Vitaliy Sazonov	Clinical Procedures course lead	Yes
Marina Kriajevskaia	LSP course lead	Yes

Terms of Reference: Committee on Student Promotion Year 3

The Committee on Student Promotions is a standing faculty committee that shall report its actions directly to the Dean for implementation and inform the faculty of these actions at its regular meetings.

Responsibilities:

- review the academic progress of students;
- make decisions with respect to standing, promotion, remediation, re-sit;
- make recommendations to TLC regarding student grades and promotion, in accordance with relevant MD Program Academic Policies and Procedures.
- discuss any special issues related to students' attendance/ performance

The Committee's operation procedure:

Each of these committee members and an alternate shall be selected by the Department, and each will have one vote at each meeting of the Promotions Committee. A single individual may be selected to represent more than one course (assuming that individual is involved with the course for which he/she is selected). Two thirds of the eligible members or their alternates shall constitute a quorum for each meeting. Attendance will be recorded. Decisions by the committee for dismissal of a student shall require approval by two thirds (2/3) of the members of the committee present and voting. Decisions by the committee for repeating the academic year or promotion shall be passed by a simple majority (more than 50%) of the committee members present and voting. All meetings of the Committee on Student Promotions shall be open to interested faculty, who are welcome to participate but cannot vote.

Time and purpose of meetings:

Meetings are to be held after each course examination to officially promote each class of students, based on academic performance, and/or to recommend disposition of unsatisfactory students to correct their deficiencies. Special meetings may be called at the discretion of the Chair or at the request of three members of the committee.

The Committee meets at the call of the Committee Chair.

Composition: The Committee on Student Promotions members should be from all the courses taught in that particular year, chaired by a Chair, appointed by the Dean. The current membership of the committee is as follows:

First and last name	Position	Voting privilege
Dimitri Poddighe	Chair of the committee	Yes
Arman Saparov	Director of the MD Program	No
Guizhanat Aimagambetova	MDY3 Clinical Clerkship deputy lead	Yes

Vitaliy Sazonov	Anesthesiology Clerkship course lead,	Yes
Milan Terzic	OBGYN Clerkship course lead	Yes
Anna Midlenko	Surgery Clerkship course lead	Yes
Abduzhappar Gaipov	Internal Medicine Clerkship course lead	Yes
Dinara Galiyeva	Pediatric Clerkship course lead	Yes
Erbol Nurkatov	Psychiatry Clerkship course lead	Yes
TBD	Infectious Diseases Clerkship course lead	Yes
Marina Kriajevskaia	LSP course lead	Yes

Terms of Reference: Committee on Student Promotion Year 4

The Committee on Student Promotions is a standing faculty committee that shall report its actions directly to the Dean for implementation and inform the faculty of these actions at its regular meetings.

Responsibilities:

- review the academic progress of students;
- make decisions with respect to standing, promotion, remediation, re-sit;
- make recommendations to TLC regarding student grades and promotion, in accordance with relevant MD Program Academic Policies and Procedures.
- discuss any special issues related to students' attendance/ performance

The Committee's operation procedure:

Each of these committee members and an alternate shall be selected by the Department, and each will have one vote at each meeting of the Promotions Committee. A single individual may be selected to represent more than one course (assuming that individual is involved with the course for which he/she is selected). Two thirds of the eligible members or their alternates shall constitute a quorum for each meeting. Attendance will be recorded. Decisions by the committee for dismissal of a student shall require approval by two thirds (2/3) of the members of the committee present and voting. Decisions by the committee for repeating the academic year or promotion shall be passed by a simple majority (more than 50%) of the committee members present and voting. All meetings of the Committee on Student Promotions shall be open to interested faculty, who are welcome to participate but cannot vote.

Time and purpose of meetings:

Meetings are to be held after each course examination to officially promote each class of students, based on academic performance, and/or to recommend disposition of unsatisfactory students to correct their deficiencies. Special meetings may be called at the discretion of the Chair or at the request of three members of the committee.

The Committee meets at the call of the Committee Chair.

Composition: The Committee on Student Promotions members should be from all the courses taught in that particular year, chaired by a Chair, appointed by the Dean. The current membership of the committee is as follows:

First and last name	Position	Voting privilege
Alessandro Salustri	Chair of the committee	Yes
Arman Saparov	Director of the MD Program	No

Alessandra Clementi	Family Medicine clerkship lead	Yes
Dmitriy Viderman	Intensive care and Emergency Medicine Clerkship lead	Yes
Milan Terzic	OBGYN internship course lead	Yes
Dinara Galiyeva	Pediatric internship course lead	Yes
Anna Midlenko	Surgery internship course lead	Yes
Abduzhappar Gaipov	Internal medicine internship co-lead	Yes
Marina Kriajevskaia	LSP course lead	Yes

Minutes of the MD Curriculum Committee # 24-11/01 dated January 25, 2024 (App 1,2)

Appendix 1 to the Minutes of the MD Curriculum Committee #24-11/01 dated January 25, 2024

2024 жылғы 25 қаңтардағы № 24-11/01 Медицина докторы бағдарламасының оқу жоспары бойынша комитететіні кездесуінің 1-хаттамасы

MCAT and GPA Data

GPA Total	MCAT Total										
	472-485	486-489	490-493	494-497	498-501	502-505	506-509	510-513	514-517	518-521	All
3.80-4.00	96% 43/45	93% 232/249	90% 863/977	88% 2,253/2,281	86% 4,352/4,390	84% 5,811/5,838	82% 5,492/5,505	80% 5,758/5,786	78% 24,813/24,902		
3.60-3.79	92% 35/38	89% 233/244	87% 819/944	85% 1,815/1,855	83% 3,287/3,317	81% 4,135/4,157	79% 3,094/3,107	77% 2,022/2,025	75% 15,445/15,594		
3.40-3.59	89% 41/43	87% 170/194	85% 575/599	83% 1,062/1,122	81% 1,720/1,753	79% 1,985/2,006	77% 1,398/1,363	75% 780/786	73% 7,715/7,854		
3.20-3.39	86% 20/26	84% 107/117	82% 313/330	80% 543/565	78% 728/745	76% 742/753	74% 491/494	72% 220/220	70% 3,167/3,254		
3.00-3.19	83% 13/16	81% 54/63	79% 152/190	77% 268/277	75% 292/301	73% 290/297	71% 144/144	69% 85/85	67% 1,303/1,355		
2.80-2.99	80% 16/19	78% 40/46	76% 86/94	74% 103/108	72% 70/71	70% 38/39	68% 21/22	66% 388/410			
2.60-2.79	77% 9/10	75% 14/18	73% 34/36	71% 23/26	69% 18/18	67% 19/18	65% 123/134				
2.40-2.59	74% 13/14	72% 11/11	70% 50/53	68% 22/23	66% 22/23	64% 50/53					
2.20-2.39											
2.00-2.19											
Less than 2.00											
All	91% 10/11	71% 24/34	61% 191/177	50% 630/606	40% 2,783/2,888	30% 6,110/6,245	20% 10,521/10,657	10% 13,095/13,150	0% 640/10,676	8.875/8,893	53,027/53,645

Note: Blue shading (+) = pass rates of 90%-100%, green shading (-) = pass rates of 80%-89%, orange shading (x) = pass rates of 70%-79%. Dashes = cells with fewer than 10 observations; blank cells = cells with zero observations. For students who took the MCAT exam multiple times, the most recent MCAT total score was used in this analysis.

GPA Total	MCAT Total										All	
	472-485	486-499	500-513	514-527	528-541	542-555	556-569	570-583	584-597	598-611		
3.00-4.00	96%	95%	96%	96%	96%	>96%	>96%	>96%	>96%	>96%	>96%	96%
	43/45	232/249	803/877	2,253/2,281	4,352/4,380	5,811/5,838	5,480/5,505	5,758/5,790	24,813/24,962			
3.60-3.79	92%	96%	97%	96%	>96%	>96%	>96%	>96%	>96%	>96%	>96%	96%
	35/38	233/244	819/844	1,815/1,855	3,287/3,317	4,135/4,157	3,094/3,107	2,022/2,025	15,445/15,594			
3.40-3.59	95%	92%	96%	97%	96%	96%	>96%	>96%	>96%	>96%	>96%	96%
	41/43	178/194	575/568	1,062/1,122	1,720/1,753	1,985/2,006	1,356/1,362	760/760	7,715/7,954			
3.20-3.39	92%	91%	95%	96%	96%	96%	96%	96%	97%	97%	97%	97%
	20/25	80/117	313/338	543/565	728/745	742/753	491/494	220/220	3,167/3,254			
3.00-3.19	89%	86%	92%	97%	97%	97%	97%	97%	97%	97%	97%	97%
	13/16	54/63	152/166	268/277	292/301	290/297	144/144	85/85	1,303/1,355			
2.80-2.99	94%	94%	94%	95%	95%	95%	95%	95%	95%	95%	95%	95%
	16/19	40/40	89/94	103/100	70/71	36/39	21/22	368/410				
2.60-2.79	90%	90%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
	9/10	14/18	34/36	23/25	18/18	18/18	123/134					
2.40-2.59	93%	93%	93%	93%	93%	93%	93%	93%	93%	93%	93%	93%
	13/14	11/11										
2.20-2.39	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%	96%
	22/23											
2.00-2.19												
Less than 2.00												
All	91%	71%	91%	93%	96%	96%	96%	96%	96%	96%	96%	96%
	10/11	24/34	161/177	838/904	2,783/2,888	6,110/6,248	6,521/6,657	3,065/3,154	8,640/8,676	8,875/8,893	53,027/53,640	

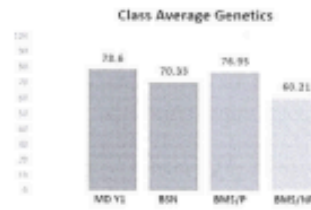
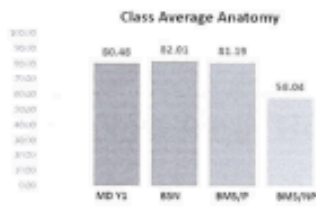
Note: Blue shading (•) = pass rates of 96%-100%; green shading (•) = pass rates of 87%-95%; orange shading (•) = pass rates of 70%-79%. Dashes (-) cells with fewer than 10 observations; blank cells (-) cells with zero observations. For students who took the MCAT exam multiple times, the most recent MCAT total score was used in this analysis.

Appendix 2 to the Minutes of the MD Curriculum Committee #24-11/01 dated January 25, 2024

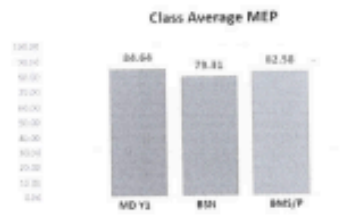
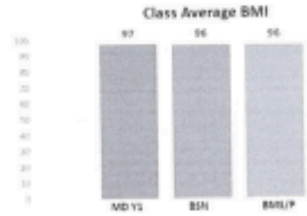
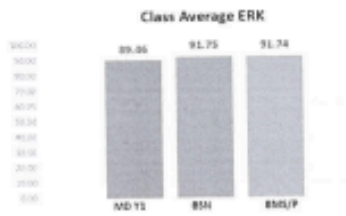
2024 жылғы 25 қаңтардағы № 24-11/01 Медицина докторы бағдарламасының оқу жоспары бойынша комитеттің кездесуінің 2-хаттамасы

MD Y1 and BMS Y4 Students Performance

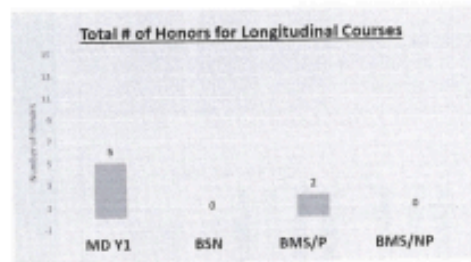
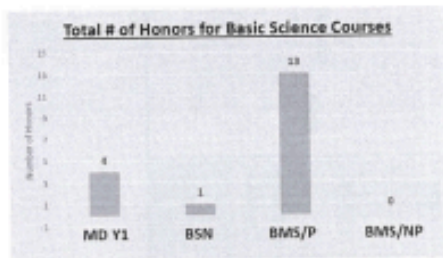
Basic Science Courses



Longitudinal Courses



Number of Honors



Annual review evaluation of faculty members

Annual review evaluation year

NAZARBAYEV UNIVERSITY	Annual Review Evaluation	Period covered
School of Medicine		2022-2023

Name: Dinara Galiyeva

Rank: Instructor

Department: Medicine

Self Reflection (For faculty member to fill prior to meeting reflecting the entire period in relation to all job responsibilities)

During the entire period I have developed the following courses:

- a. • Pediatric Acting Internship: as a course lead, I developed the course in particular a syllabus, practical sessions, organizing students' clinical activity in the hospital, lockers, computers, printing, etc.
- b. • Pediatric clerkship: as a course lead I was organizing students' hospital activities, practical sessions with clinical preceptors, students' schedule, developing CBLs.
- c. • Pediatric electives in 2019: as a co-lead I was developing syllabus, learning objectives, structure of the course, clinical organization
- d. • Pediatric fellowship program: I have contributed in developing internal documents for School with a detailed description of the sub-specialty fellowships
- e. Pediatric residency: I have contributed in the development of pediatric residency program by arranging teaching responsibilities of residents with MDY 3 students
- f. • Epi Methods course in MPH program: I have contributed in developing the course with my part being "systematic review".

During the entire period I am also involved in teaching in the following courses:

1. Advanced physical examination
2. Basic physical examination
3. Basic medical interviewing
4. Immunology

Research activity

Starting from March 2022 I received a grant for young scientists from the Ministry of Education and Sciences (MES). The title of my project is: "Epidemiology of Non-Communicable Diseases in Children in Kazakhstan Using Big Healthcare Data and Innovative analytical approach". This is a three-year project that will be running until the end of 2024. I am using national registry data extracted from the Unified National

Annual review evaluation year

NAZARBAYEV UNIVERSITY School of Medicine	Annual Review Evaluation	Period covered 2022-2023
---------------------------------------------	--------------------------	-----------------------------

Name: Dinara Galiyeva

Rank: Instructor

Department: Medicine

Self Reflection (For faculty member to fill prior to meeting reflecting the entire period in relation to all job responsibilities)

During the entire period I have developed the following courses:

- a. • Pediatric Acting Internship: as a course lead, I developed the course in particular a syllabus, practical sessions, organizing students' clinical activity in the hospital, lockers, computers, printing, etc.
- b. • Pediatric clerkship: as a course lead I was organizing students' hospital activities, practical sessions with clinical preceptors, students' schedule, developing CBLs.
- c. • Pediatric electives in 2019: as a co-lead I was developing syllabus, learning objectives, structure of the course, clinical organization
- d. • Pediatric fellowship program: I have contributed in developing internal documents for School with a detailed description of the sub-specialty fellowships
- e. Pediatric residency: I have contributed in the development of pediatric residency program by arranging teaching responsibilities of residents with MDY 3 students
- f. • Epi Methods course in MPH program: I have contributed in developing the course with my part being "systematic review".

During the entire period I am also involved in teaching in the following courses:

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PLoS One. 2022 Jun 30;17(6):e0270497. doi: 10.1371/journal.pone.0270497. PMID: 35771887; PMCID: PMC9246213.

5. Poddighe D, Romano M, Dossybayeva K, Abdukhakimova D, Galiyeva D, Demirkaya E. Celiac Disease in Juvenile Idiopathic Arthritis and Other Pediatric Rheumatic Disorders. *J Clin Med*. 2022 Feb 18;11(4):1089. doi: 10.3390/jcm11041089. PMID: 35207358; PMCID: PMC8878661.
6. Yerdessov S., Kadyrzhanuly K., Sakko Y., Gusmanov A., Galiyeva D., Salustri A., Gaipov A. Epidemiology of Arterial Hypertension in Kazakhstan: Data from Unified Nationwide Electronic Healthcare System 2014–2019 *Journal of Cardiovascular Development and Disease*, 2022, 9(2), 52

A: Teaching	Excellent <input checked="" type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>

B: Research	Excellent <input type="checkbox"/> Very Good <input checked="" type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>

C: Service	Excellent <input type="checkbox"/> Very Good <input checked="" type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>

D: Overall Evaluation and Suggestions
<p>Dinara Galiyeva is an Instructor at the Department of Medicine since 2018 with a background in Pediatrics. She is actively involved in teaching, research, and service. Over the last few years, she developed six courses and is involved as a teacher in other four courses. In 2022, she has received a MES grant for young scientists. Moreover, she is (co)supervisor in three LSP and three MPH thesis. She has published six articles with a h-index of 4. Apparently, her research output has increased in the</p>

last year.

I have encouraged Dinara to move further to the next step that should be the promotion to Assistant Professor. At this aim, research is of paramount importance for her and I have advised to liaise with professor Gaipov too for other suggestions and possibly common research field.

Departmental Chair's Signature:

Date: 05/06/2023

I have read this performance evaluation.

Faculty Member's Signature: *Fauz -*

Date: *06/06/2023*

Annual review evaluation year 2022

NAZARBAYEV UNIVERSITY	Annual Review Evaluation	Period covered
School of Medicine	Oct-Nov. 2022 in person	2020-2022

Name: Denis Bulanin

Rank: Assistant Professor

Department: Biomedical Sciences

Self Reflection (For faculty member to fill prior to meeting reflecting the entire period in relation to all job responsibilities)
The past several years were very unusual in our lives. Many activities were affected by COVID. Regardless of the situation we were able to adjust and get a new experience in living, teaching, service and research during the pandemic. I feel that I was able to adapt and fulfill my job responsibilities in all the areas except the research.

A: Teaching	Excellent <input type="checkbox"/> Very Good <input checked="" type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
<p>Currently I am involved in teaching of the following courses.</p> <ol style="list-style-type: none"> 1. Human Genetics MD, MBSB 612 (27 direct contact teaching hours) 2. Molecular Basis for Genetic Diseases MMMM 504 (Course Lead) 3. Developmental Biology, MMMM 60 (Course Lead) 4. Medical Microbiology, MBSB 616 (6 direct contact teaching hours/four lectures) 5. Research Methods in Molecular Biomedicine, MMMM 511 (Course Lead) 6. Research Methods in Pharmacology, MPTX 508 (Course Lead) 7. Introduction to Genetics & Molecular Therapeutics, NUR 202 (9 direct contact teaching hours/6 lectures) 8. Introduction to Immunology, Microbiology and Genetics - NUSM 301 (6 direct contact teaching hours/four lectures) 9. MMM student research project (2 students class 2020, 2 students class 2021, 1 students class 2022) 10. LSP for MD students (2 students class 2021, 1 student class 2022, 2 students class 2024). 	

At the moment, it seems as that this is the very significant amount of time that I can allocate for the teaching commitments. Teaching takes a lot of my time and energy, and I fulfill my teaching obligation and beyond.


B: Research	Excellent <input type="checkbox"/> Very Good <input type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input checked="" type="checkbox"/> Unsatisfactory <input type="checkbox"/>
<p>Currently I obtained one gran from MES, with the start date in September 2022. I am also involved in the other grants in NUSOM and awaiting for the reply from ORAU for two CRP grants as Co-investigator. COVID brought some uncertainties in our life, and grant application during that time the research activities were challenging and unpredictable. The present situation has changed, and I will initiate my research input to my full capacity considering my involvement in other duties.</p> <p>Grants:</p> <p>1.Evaluation of CCR5 inhibition in breast cancer using novel, potent inhibitors (PI)</p> <p>2. Inhibition of the CCL5/CCR5 signaling pathway for analyzing the potential effect in preventing the progression of colorectal cancer, cancer of the uterus and stomach cancer (Co-investigator).</p> <p>Publications:</p> <p>Umbayev B, Askarova S, Almabayeva A, Saliev T, Masoud AR, Bulanin D. Galactose-Induced Skin Aging: The Role of Oxidative Stress. Oxid Med Cell Longev. 2020 Jun 17;2020:7145656. doi: 10.1155/2020/7145656. PMID: 32655772; PMCID: PMC7317321.</p>	

C: Service	Excellent <input type="checkbox"/> Very Good <input checked="" type="checkbox"/> Good <input type="checkbox"/> Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/>
<p>Currently I fulfilling the deputy role for the Director of MMM program at NUSOM. Also I am member of the following committees:</p> <ol style="list-style-type: none"> 1. CSPY1 committee 2. MD Genetics Course committee 3. Microbiology course committee 4. Standard setting committee 5. NUSOM Biological and Chemical safety committee 6. MMM program committee 7. Accreditation committee standard #6 (Alessandro Salustri -head). 	

8. NUSOM representative in the local, Kazakhstani University Research Committees (participated once)
Considering that I have to contribute 20% of my time to service, I believe that I fulfill all my service obligations and beyond.

D: Overall Evaluation and Suggestions

The appraisee is doing a lot of teaching and has usually good feedback. It would be desirable to involve more innovative teaching methods in future. The research outcome is currently satisfactory, but recently the appraisee secured grant funding and it would be expected that his research output would increase during the next period. As a younger faculty more successful research grant applications are vital to further career development. The service provision is very good based on the quantity. The appraisee should be assigned a mentor that on a regular basis provides feedback and advice (ideally the appraisee can provide some suggestions to the Dean and Departmental Chair by end of November 2022).

Departmental Chair's Signature:  Date: 08.11.2022

I have read this performance evaluation.
Faculty Member's Signature: _____ Date: dd.mm.yyyy

Action plan 2018-2020 for implementation of the strategic plan of the school of medicine for 2016-2020 (chapters 3.1.3; 3.2.2; 5.2.2)

<p>A 3.1.3 To develop together with UPitt 4 year Bachelor in Nursing program</p>	<p><i>Program developed</i></p>	<p align="center">+</p>	<p align="center">+</p>	<p>Four-year bachelor of nursing program has been developed in collaboration with Upitt (consulting services contract #1073-2019 dated May 30, 2019; service delivery was successfully completed in December 2020 in accordance with the contract). In August 2019, NUSOM welcomed the first cohort of Bachelor students in Nursing. / Четырехлетняя программа бакалавриата сестринского дела была разработана в сотрудничестве с Университетом Питтсбурга (контракт на консультационные услуги № 1073-2019 от 30 мая 2019 года; оказание услуг по контракту было успешно завершено в декабре 2020 г.). В августе 2019 года Школа приветствовала когорту первых студентов бакалавриата в области сестринского дела.</p>
<p>A 3.2.2 To establish relations with other medical universities to identify the needs of the local context</p>	<p><i>Activities</i></p>	<p align="center">+</p>	<p align="center">+</p>	<p>Close contacts (joint research projects, attendance of conferences, conduction of PDP courses for senior management) with a number of medical schools of the Republic are established – Asfendiyarov Kazakh National Medical University, West Kazakhstan Marat Ospanov State Medical University, Semey Medical University, Astana Medical University, Karaganda State Medical University. Furthermore, the grant received by the School of medicine from Erasmus+ on realization of project in the field education of nurses allows the School to activate partnership with other medical schools of Kazakhstan, which also participate in the project. / Имеются тесные сотрудничества (совместные исследовательские проекты, участие в конференциях, проведение курсов PDP для высшего руководства) с рядом медицинских школ республики - Казахский национальный медицинский университет им. Асфендиярова, Государственный медицинский университет имени Марата Оспанова в Западном Казахстане, медицинский университет г. Семей, Медицинский университет Астана, Карагандинский государственный медицинский университет. Кроме того, грант, полученный Школой медицины от Erasmus + по реализации проекта в области обучения медсестер, позволил Школе активизировать партнерства с другими</p>

				медицинскими школами Казахстана, которые также участвуют в проекте.
A 5.2.2 To encourage faculty to apply for internal and external research grants	<i>Activities</i>	+	+	The School of Medicine faculty actively uses opportunities, and apply for ORAU and MES grants, and for external financing (in 2019 there are 3 MES funded projects, 1 ORAU grant, 6 Small grants, 1 Commercialization grant, 3 external grants) / ППС «Школы медицины» активно использует возможности и подает заявки на гранты ORAU и МОН и на внешнее финансирование (в 2019 г. 3 проекта, финансируемых МОН, 1 грант ORAU, 6 Small гранта, 1 грант коммерциализации, 3 внешних гранта).

ECSAQ