



INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**OF EXTERNAL EXPERT COMMITTEE (EEC) ON
THE RESULTS OF VISITING OF THE KAZAKH-
RUSSIAN MEDICAL COLLEGE NEI**

INSTITUTIONAL ACCREDITATION

April 05 - 07, 2017

Almaty 2017

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

EXTERNAL EXPERT COMMITTEE

To: Accreditation Council



Independent agency for
accreditation and rating

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According to the Order of the Independent Agency for Accreditation and Rating No.14-17-OД dated March 16, 2017, for the period from April 05 to April 07, 2017, the External Expert Committee conducted an assessment of compliance of the educational activity of the Kazakh-Russian Medical College NEI with standards of institutional and specialized accreditation of the Independent Agency for Accreditation and Rating (IAAR).

The report of External Expert Committee contains an assessment of the activity of the Kazakh-Russian Medical College NEI upon criteria for institutional accreditation of the IAAR, recommendations for the Accreditation Council, recommendations for improving of the quality of activity of educational institution.

External Expert Committee has worked in the following membership:

1. Chairman of the Committee - Saule Sotsialovna Smakova, Teacher of special disciplines of the Medical and Technical College LLP (Astana)

2. Expert – Rysty Berekelovna Nurlanova, Consultant of the Republican Higher Medical College (Almaty);

3. Expert – Akmaral Aitbayevna Sherimbetova, Deputy Director on Academic Work of the Medical college of the Health Administration SME on REM of Almaty;

4. Expert – Farida Yeleusizovna Temirgaliyeva - Associate Professor of the Department of Pharmaceutical Sciences of the Kazakh National Medical University named after S.D. Asfendiyarov (Almaty);

5. Employer – Alexander Petrovich Li, Director of the Medline LLP physician-otorhinolaryngologist (Almaty);

6. Student – Makpal Maratovna Kabdoldanova 3 year student of Ayazhan Medical College EI (Almaty);

7. Observer from Agency – Alice Satbekovna Jakenova, Leader of Medical Projects of the Agency (Astana).

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1. PRESENTATION OF THE KAZAKH-RUSSIAN MEDICAL COLLEGE NEI

Kazakh-Russian Medical College NEI has been established in 2005 under Kazakh Medical Institute. **Kazakh-Russian Medical College NEI** has acquired the status of an independent legal entity and is a non-state educational institution since April 2016. The activity of the college is carried out on the basis of the following:

–Charter of the Kazakh-Russian Medical College NEI No.1118, approved by the Ministry of Justice of The RK on March 25, 2016.

–State license (series No.KZ30LAA00006839) and attachment to the state license (No.001), issued on 18.04.2016, on the basis of the Order No.142 dated 18.04.2016 issued by the Committee for Control in the field of education and science.

–Certificate on state registration of the legal entity, BIN 131140005924 dated 07.11.2013, re-registration of the legal entity from 29.03.2016.

The College implements educational programs on the following specialties: General Medicine, Pharmacy, Nursing care. In accordance with the State Compulsory Standard of Technical and Occupational Education 2010, 2016

Training of specialists on the General Medicine specialty is carried out since 2005.

Pharmacy from 2011, Nursing care since 2016. The contingent of students at the beginning of the academic year is equal to 473 students, for the moment of accreditation - 456, according to movement of the contingent. Training is carried out in the state and Russian languages. Form of training - full-time.

For 11 years of activity, the college has prepared 647 specialists, who successfully work in practical public health services of the Republic of Kazakhstan. Kazakh-Russian Medical College NEI conducts monitoring of employment of graduates, taking into account assessment of their competences by employers (<http://krmk.kz>).

The indicator of employment of the KRMC graduates has been increased from 53% to 73% for the last 5 years, which shows the high demand for specialists on the market.

The future of the college is forecasted through the Strategic Development Plan of the Kazakh-Russian Medical College NEI for 2016-2020, which defines the Mission and Vision of the College (<http://krmc.kz>). The strategic plan of the college determines the overall development strategy, the main directions, priorities and policies in the field of improving of the quality of education in accordance with the mission, vision and strategic goal of the Kazakh-Russian Medical College NEI.

The infrastructure of the college corresponds to current educational programs of technical and occupational medical education.

The college is located in a 4-floor building with a total area of 1600sq.m. on the basis of operational management.

Kazakh-Russian Medical College NEI has successfully passed the State Attestation in 2012 and now is a member of the Union of Medical Colleges of Kazakhstan Association of Legal Entities.

Since 2017, work on international cooperation with the colleges of the Russian Federation in Omsk, Dagestan has begun.

2. TOTAL ASSESSMENT OF EDUCATIONAL ACTIVITY KAZAKH-RUSSIAN MEDICAL COLLEGE NEI

Report on institutional self-assessment of the Kazakh-Russian Medical College NEI is submitted at 113 pages and contains 20 attachments according to the relevant standards. Submitted Report reflects the results of self-assessment, in accordance with the standards of institutional accreditation of medical colleges. Within the institutional self-assessment of the college, the Committees for self-assessment were formed, the responsibility of the Committee members was

determined, the self-assessment plan and independent student analysis were developed, working meetings of the Committee members with students and staff of the structural subdivisions, providing arrangement and conduction of the educational process were discussed, proposals and recommendations on the further improvement and development of the college were discussed.

3. DESCRIPTION OF THE EEC VISIT

The visit of the External Expert Committee to the Kazakh-Russian Medical College NEI was organized in accordance with the program coordinated with the chairman of the EEC, Director of the college and approved by Director of the IAAR (attachment).

Preliminary meeting of members of the External Expert Committee (EEC) of the IAAR was held on 04.04.2017. The visit program, the responsibility of the members of the EEC were specified in course of organizational meeting. A brief review of the Kazakh-Russian Medical College NEI institutional self-assessment report was carried out, additional information, which required to be requested from the college for full awareness of EEC members during institutional accreditation was determined.

To obtain objective information on the assessment of the activity of the college, EEC members used the following methods: visual inspection, observation, interviewing of employees of various structural subdivisions, teachers, students, graduates and employers, questioning of teaching staff and students. A total of 141 people were took part in the meetings (see table 1).

Table 1 Information on employees and students who participated in meetings with EEC of IAAR.

| Category of participants | Quantity |
|---|------------|
| Director | 1 |
| Deputy Directors on activity directions | 2 |
| Heads of Divisions | 2 |
| Chairmen of the CMC | 6 |
| Teachers | 35 |
| Students | 56 |
| Graduates | 25 |
| Employers | 14 |
| Total | 141 |

The program for the EEC visit is complete. The Kazakh-Russian Medical College NEI team ensured the presence of all persons indicated in the visit program.

During the visit, EEC members had conversations with the management, teachers and students of the college, graduates and employers. In accordance with the visit program, EEC members visited the following theoretical and practical sessions on the following topics: *Bleeding. Desmurgy* on Surgical diseases discipline in the group 304 of General Medicine specialty (teacher – A. Корabayeva), *Жүрек-қан тамыр аурулары* on Propaedeutic of Internal Diseases discipline in the group 201 on General Medicine specialty (teacher - Sh.A. Dyusenbayeva), *nervous system. Spinal cord* in Anatomy discipline in the group 106 of Nursing care specialty (teacher – Zh. Beikbolova), *Пациенттің функционалды жағдайын бақылау* on Nursing care foundations discipline in the group 101A on General Medicine specialty (teacher – A.B. Bekenova), final lesson on Child diseases discipline in the group 301 on General Medicine specialty (teacher – Z.A. Karakuziyeva).

35 teachers and 56 students of Junior and Senior students were surveyed in accordance with the accreditation procedure В соответствии с процедурой аккредитации было проведено анкетирование 35 преподавателей и 56 обучающихся Studentов младших и старших курсов.

For work of the EEC, necessary conditions were created and access to all information resources was organized.

The Committee notes the high level of the corporate culture of the Kazakh-Russian Medical College NEI, the high degree of the team's openness in providing of information to the EEC members.

Recommendations for improving of activity of the college, developed by the EEC on the basis of expertise, were orally presented at the meeting with management dated April 7, 2017.

4. COMPLIANCE WITH THE STANDARDS OF INSTITUTIONAL ACCREDITATION

4.1 Standard – Mission and strategic goals

The college has an approved mission consisting in the formation of a socially-oriented medical college for preparation of competitive health care professionals that ensure high quality of medical services and strengthening of health of population of the Republic of Kazakhstan, in every way contributing to the formation of a professionally competent, harmoniously developed personality, education of a citizen, who is able to interpret, formulate and solve the problems of society with regard to the socio-ethical, cultural, environmental aspects, to be tolerant, morally responsible employee, easily adapting to the team, ready to work in a competitive environment. Mission and objectives were approved on October 28, 2016 at meeting of the Pedagogical Board. Document Mission and college goals posted at the official website of the (www.krmc.kz).

To ensure the effective operation of the KRMC the Strategic Plan for Development of the College for 2016-2020 was developed in April of 2016, on the basis of which the Comprehensive Work Plan for the Medical College for the 2016-2017 academic year was drawn up. The main goal of the strategic development of the KRMC NEI is the creation of a flexible model of a modern medical college, competitive in the domestic and foreign market of educational services through continuous training of personnel and development of human resources.

The mission and strategic plan for development of the college were widely discussed, formally approved and communicated to the staff of college, teachers, students and concerned parties.

The strategic directions of development of the college are supported by management and corresponding resources (material and technical base and intellectual ones).

The college's budget reflects the intention of the college's management to fully implement the strategy for its development. The strategic plan for development of the college for 2016-2020 corresponds to the stated mission of the college and ensures the achievement of final results of training.

The mission and strategic goals of the college are used as a basis for planning in all areas of activity, setting goals and objectives at all levels and development of the Complex Action Plan, taking into account the actualization of the strategy, objectives, organizational structure of the college.

EEC notes that the college has strong positions according to the 17 criteria of this standard.

Recommendations:

The strategy should reflect the results of these forward-looking market development needs of practical health care in middle-level specialists.

4.2 Standard – Management and administration

The College analyzes the strengths and weaknesses, opportunities in the labor market and plans measures to improve the quality of educational activity.

Transparency of the management system and taken decisions is ensured by publishing of information on the college website, by publishing in the bulletins, included in the Minutes for familiarization and execution, and by establishing of the powers and responsibilities of collegial authorities and relevant structural units participating in the educational process.

All decisions and recommendations adopted by the Pedagogical Board with established deadlines for their execution are formalized by the secretary in the form of extracts from the Minutes of the meetings. The secretary sends out extracts from the Minutes to the relevant structural subdivisions for their execution no later than the next day from conduction of the Pedagogical Board.

Internal control of the college activity is conducted with a periodicity of not less than once per year. Current inspections in the college are conducted by specially created committees from the most competent employees upon inspected activity direction in order to investigate and check the parameters of educational and teaching process and methodological work.

KRMC NEI has acquired legal independence in April of 2016, therefore, the work on implementation of the QMS was begun. In February of 2017, the management of the college and teacher's staff completed the training in the academic course upon the new version of international standard - *ISO 9001: 2015 Manager / Internal auditor of the quality management system on the ISO 9001: 2015*, conducted by the CERT INTERNATIONAL ACADEMY International Training Company.

The basic principles of the KRMC NEI activity in the field of improving of the quality of provided services are as follows:

- Continuous development and improvement of management mechanisms;
- High quality and competitiveness of provided educational services;
- Studying and meeting the needs of consumers and concerned persons;
- Flexible response to changes in the market needs;
- Awareness of the personal responsibility of employees to ensure the unity of the policy and objectives in the field of quality, the effective use of professional abilities and resources in achieving of set goals;

Top management of KRMC NEI is responsible for observance and implementation of the principles reflected in the company's policy and requirements of the ISO 9001: 2015, and also undertakes to be an example for all employees in the implementation of policies. With the purpose of professional growth of employees, the quality of services, the KRMC has developed a policy in the field of internal quality: the introduction of corporate culture and quality management system, management of human resources and performance of their activities. The policy in the field of quality assurance is adopted and approved by the Pedagogical Board (Minutes No.2 dated October 28, 2016).

The medical college has a management system and makes its activity on leadership, making of managerial decisions based on the analysis of reliable data on its activities and the involvement of all employees in the management process. The powers, responsibilities and relationships between the advisory authorities of the medical college, the administration, the teaching staff and employees are clearly described in the relevant documents.

The Expert Committee notes the effective and constructive interaction of the college with respect to its mission and educational program, provision of resources, training and clinical base and teaching staff with medical organizations that are practical bases for preparation of students. The College defines official mechanisms for ensuring of constructive interaction with practical health care and joint responsibility in implementation of educational, medical diagnostic and research processes.

Openness and accessibility of managers and administrators for trainees, teachers and parents is provided by presence of Director's blog on the website, weekly admission of natural and legal entities on issues of personal nature by Director, analysis of complaints, suggestions and appeals located in the box for physical communications, e-mail of the college - nuo_krmu@mail.ru for representatives of concerned parties.

Participation of concerned parties in management of the college is confirmed by the fact that the collegial authorities include employees, teachers, representatives of employers and students, who actively participate in making of decisions upon all issues, and make proposals to improve the main direction of activity; participate in teaching and educational work; in scientific and research projects (Student's Scientific Research Project SSRP); employers participate in meetings of the Board of Trustees; vacancy fair; in preparation and approval of examination materials, assessment of knowledge at the FSA. Participation of teachers in management of the college is carried out in accordance with the labor agreement, as well as with documents for management of the medical college, management documents for the structural subdivisions and governing documents for management of educational, scientific and extracurricular activities.

In college, the collegiate management authority (CMA), which considers the planning, monitoring and improvement of the educational system of the company, is the pedagogical board, the methodological board, the student's board, the cyclic methodological commissions, which are held according to the regulations of the college. Teachers, representatives of students, employers participate at the meetings of the CMA. All taken decisions are recorded.

The college, being a non-governmental educational institution, implements economic and organizational model, in a highly competitive domestic market.

The principles of the funds distribution and formation of tangible assets are based on development strategy of the college, consistent with the mission and objectives. The target indicator of strengthening of the material and technical base is creation of the necessary material and living conditions for students, employees and teachers. The distribution of funds is carried out in accordance with approved estimate of expenditures for the current year. The estimate takes into account all the activities provided by the college development strategy, the dynamics of expenditures for a number of years, recruited contingent of educators and is compiled on the basis of approved financial ratios.

In modern conditions, ability of the college to quick respond to changes in market conditions, its flexibility due to the adequacy of all resources, including personnel. The latter can be achieved through the use of a set of such organizational and economic instruments, such as the price of training, a payroll, legal responsibility, etc.

The following risks are important for the activity of a non-governmental educational institution:

- Reduced profitability of educational activities;
- Fall of the population's solvency;
- Underdevelopment of educational crediting;
- Tuition is the main source of funding, regardless of the form of ownership.

Revenues are formed from receipts of paid educational activities. The expenditure part of the college budget is formed from salary payments, calculations with the budget for compulsory payment types, the costs of maintaining of the college, the acquisition of scientific and methodological literature, assets, economic and other costs.

Financing of educational activities is formed at the expense of funds received from paid types of educational services. Paid types of services are provided based on the provision - On procedure of provision of paid educational services, stipulated by the College's Charter, the Regulations on provision of paid services for activities of the educational institution, approved by the Resolution of the Government of the Republic of Kazakhstan No.1102 dated July 20, 2009.

During compilation of the budget, an application is sent for the signature of Director to form a consolidated application for the college. Applications are received from all structural subdivision of the college.

After collection of information, applications, the issue of budget allocation is considered by the management of the college.

The issues of necessity and importance of acquiring, if necessary, of the possibility of replacing with other names, or with more advanced materials are considered. After reviewing, the management form the budget, taking into account needs of the college (pricing policy, the num-

ber of items purchased). After making of adjustments, supplemented and amended version of the college budget is considered at the Board of Trustees and approved by Director of the college.

The policy of financial management of the college includes the following processes of financial resources management:

- 1) Strategic and current financial planning, compilation of various estimates and budgets for any activities;
- 2) Definition of the price policy and forecasting of student's contingent;
- 3) Provision of funding sources. Search for internal and external sources of short-term and long-term financing, choosing of the best combination of these;
- 4) Accounting, control and analysis. Selection of accounting policy. Processing and presentation of accounting information in the form of financial statements. Analysis and interpretation of the results. Comparison of reporting data with plans and standards. Internal audit.

The college carries out planning of incomes for perspective, taking into account strategic purposes of development of the college. A prospective financing development plan for the period of 2015-2017 is aimed at diversification of the sources of funding and provided services.

Table 2 Revenue structure

| Revenue structure | 2015-2016 | 2016-2017 |
|--------------------------|------------------|------------------|
| Individual order | 97,5% | 98,0% |
| Remuneration on deposits | 1,5% | 1,0% |
| Sponsor aid | 1,0% | 1,0% |
| Total | 100% | 100% |

Financial resources are directed to development of material, technical, educational and laboratory, information and technical, socio-cultural bases, information-methodical and library support of educational process. Having estimated the efficiency of the allocation of financial resources on the basis of the mission, it should be noted that the stable profitability of the college allows you to reinvest the net income in the core activities and thereby contributes to improve the quality of educational provided services.

During creation of the budgets, a mixed model is used. Bottom-up planning is applied to the priority expenses that are necessary to ensure the quality provision of educational services, they include the following:

- development of material resources: purchase of furniture, other equipment and materials;
- development of the educational and laboratory base: the acquisition of equipment, technical means of training;
- development of the educational and laboratory base: purchase of computer equipment, software, maintenance and repair of copying and computer equipment;
- organization of events and educational work;
- advanced training of the Board of Trustees and students;
- purchase of the literature on hard copy and electronic media;
- representational expenses;
- expenses for methodical work,
- acquisition of diplomas, training documentation, training programs and other,
- expenses for image work;
- expenses for admission committee.

For other types of costs, the top-down model is applied.

The college has a rational property structure. Analysis of the balance sheet indicates the low receivable and payable accounts, the adequacy of its own assets, independence from bor-

rowed funds and sufficient profitability, which makes it possible to effectively implement set tasks.

The most probable levels of financial risks are the following:

–at the macro level - the risk associated with changes in the demographic situation in the country and inflation, as well as changes in the tax policy in the field of education, the absence of incentives from the state for business activity of innovative industries, entrepreneurial structures, etc.;

–at the meso level - high degree of competition in the region;

–at the micro level - the property risk associated with the probability of loss due to theft, negligence, overstrain of the technical system and commercial risk, which is a danger of reducing of the contingent of students and as a consequence of the source of funding.

The college has a flexible system of payment for tuition, there is a system of providing of social support for the period of study for students who are disabled for health reasons, orphans and children left without parental care and under guardianship. The benefits in tuition fee is also established for this category of students.

In general, development strategy of the college assumes the probability of only permissible risks, the level of losses from which is much lower than the expected economic feasibility. Having evaluated the effectiveness of financial resources management processes based on the mission, it should be noted that the sustainable profitability of the college, allowing to reinvest the net income in core activities and thereby contributing to the improvement of the quality of the educational services provided, makes it possible to talk about the viability of the college and good level of management processes in relation to financial and physical resources.

The mechanism of effectiveness assessment of financial resources use and the formation of tangible assets are based on development strategy of the college, consistent with the mission and objectives. The distribution of funds is carried out in accordance with approved estimate of expenditures for the current year. The estimate takes into account all the activities provided by the college development strategy, the dynamics of expenditures, the recruited contingent of students and is developed on the basis of approved financial ratios.

EEC notes that according to the 13 criteria of this Standard, the college has strong positions, one criterion is satisfactory.

Recommendations:

Systematically identify satisfaction degree of the needs of teachers, staff trained in the management system of the college.

4.3. Standard – Educational Program

The College implements 3 educational programs in the following specialties: Nursing care with General Practitioner Nurse qualification (SCES 2016), General Medicine with Paramedic qualification (SCES 2010, 2016), Pharmacy with Pharmacist qualification (SCES 2010, 2016).

The educational program clearly states the goals aimed at achieving of the quality of training specialists, which corresponds to the mission of the college. The content of the program, its structure and resource support meet the requirements of the SCEC. The methods for implementing of the program correspond to the goals.

14 basic medical organizations were approved as practical bases for conducting educational, training and pre-diploma practice in the college, with which contracts were concluded for one year. The Expert Committee visited 5 basic medical and pharmaceutical companies – Emergency Aid Hospital, Municipal Clinical Children's Hospital No.2, Medline Medical Center, Municipal Clinical Hospital No.4, No.47 drug store. All necessary conditions for qualitative passage of all types of practices are created in these medical companies: there is a wardrobe for students, training rooms for students, equipped with simulation equipment, visual aids, methodical literature. Seminars, trainings and master classes are held in the conference rooms of the MC.

The KRMC NEI graduates take part in the mobile medical complexes created at the KRMU, which provide specialized diagnostic medical assistance to the population of remote regions of the Republic of Kazakhstan.

The revision of the curricula and syllabi is conducted annually in accordance with the goals and results of the educational program implementation and affects all elements of educational program with formation of plans for preparation of educational, methodological, personnel and logistical support for training process for the next year.

In order to study the requests and interests of employers in development of educational programs, meetings, collegial bodies, joint CMC meetings, round tables with employers with participation of concerned parties and persons are held annually, questionnaires, interviews are conducted as well. Based on the analysis of the data obtained in this way, decisions making specific changes in the EP are made upon necessity. The focus of the EP on the development of occupational skills is realized through constant monitoring of the quality of teaching of updated disciplines and the conformity of learning outcomes with requirements stated in WC.

The opinion of teachers is considered at the meeting of the CMC, where a decision on ways to meet them are made. Wishes of students are analyzed based on the results of questionnaire. Proposals for making changes in the content of educational programs are made by all concerned parties at the meeting of the CMC and the Methodological Board. Decisions on recommended changes and additions to educational programs are made jointly at the meetings.

On the basis of the developed directions, jointly with partners, the old ones are being improved and new services are being developed: overview lectures, provision of practice bases. Creative activity, new technologies, innovations are actively used, and work has begun on the introduction of distance learning technologies in order to determine the competitiveness of their educational services: adoption of international practice in organization of learning process by participating in projects for introduction of the dual system of education, development of modular educational programs. To ensure the competitiveness of the graduate in accordance with demands of the labor market, with requirements of the time and the need to introduce innovations, a list of new disciplines is being developed, determined by the organization of education in the specialties that contribute to improving the quality of graduate education and adapting them to professional activity. Thus, in the WC on the General Medicine, the Emergency aid discipline in the VI semester, with volume of 48 hours was added, the form of control - offset. This discipline was chosen by the decision of the CMC, in order to improve the professional skills of a specialist before the Final State Attestation.

Monitoring of quality assurance of educational program is carried out on the basis of results of intermediate certification in the form of tests and examinations, the final attestation.

The quality guarantee of training is provided by the following: monitoring and periodic revision of the educational program; ensuring of the competence of teaching staff; regular evaluation of activities and comparison of the results with the results of other educational institutions; involvement of employers to the final certification of graduates.

To encourage the participation of students and teachers in research work, various types and forms of motivation are used. Such as, project competitions, awarding of successful studies with the issuance of diplomas, diplomas, prizes; publication of research papers in collections, magazines, speeches in the mass media. Teacher of the college, Doctor of Biological Sciences Z.B. Tungushbaeva took part in the International Congress of Biologists in Germany and was awarded a diploma in 2012. There are *Biologist* and *Psychology* scientific circles in the College. Research works of students on the following topics were conducted in the current academic year: *Кадмийдің әсерінен бауыр ұлпаларында дамидын морфологиялық өзгерістер* (student - P. Rakhatova, Supervisor Z.B. Tungushbaeva), *Құрттар - адам паразиттері* (student - A. Nagashbekova, Supervisor – A.T. Yereshova), *Sporozoa class* (student – M. Yelubai, Supervisor - Z.B. Tungushbaeva), *ДНК молекуласының репликациялануы* (student – A. Satybaldiyeva, Supervisor – A.Zh. Usein), *Тұқым қуалайтын ауруларды зерттеу әдістері* (student - A. Seitkali, Supervisor – A.T. Yereshova).

Reports on the results of SSRP are presented at the annual final student conference which is held annually and confined to the Day of Science. The best works of students are distinguished at the sessions of the cycle commissions, they are awarded with valuable gifts and diplomas.

During implementation of the educational program, its compliance with the market requirements is proved by indicator of the employment of graduates (73% average), as well as by positive feedback from employers who, in questionnaires and interviewing, note that the graduates of the educational program have the established basic competences, skills in professional and interpersonal communication, personal and general professional competences.

Members of the EEC had conversations with teachers, employers, graduates of different years, student of different courses. Chief doctors, Deputy chief doctors, chief and senior nurses, Head of drug store were attended from the side of employer.

The evaluation of the quality of educational programs was carried out on the basis of the analysis of curricula, the AMCD, the questioning of students and teacher's staff, attending of the classes.

Questioning of students, interviewing the participants of the educational process, the examined material and technical base shows that the interactive process of conducting classes, as well as information and computer technologies.

EEC notes that according to the 19 criteria of this Standard, the college has strong positions, two criteria are satisfactory.

Recommendations:

Continue the work on adoption of scientific researches in the EP of education.

4.4 Standard - Teachers

The qualification of teachers, their quantitative composition corresponds to training directions of students, meet the licensing requirements. Qualification requirements for teachers are defined in job descriptions, Regulations on subdivisions, documented procedures.

The basic education of the entire teaching staff fully complies with the requirements for the content of student training and meets the goals, objectives and directions of educational activity of the college.

56 teachers are involved in training of students, according to the staff schedule in 2016-2017 academic years, among which 41 (73.2%) are staff and 15 (26.8%) are part-timers. The followings are among the full-time teachers: Doctors of science. - 1, Ph.D. - 1, Masters - 10, i.e. 30.8% of having scientific and academic degrees, having the highest qualification category - 4 (9.8%), the first - 5 (12.1%), the second - 10 (24.4%).

The priority factor of the college in involving of the teachers is the competence of teachers in the field of taught discipline, their creative and responsible attitude to work, the ability to show professionally significant qualities and skills.

Each teacher has an individual work plan for a year, where he/she demonstrates the professional and personal goals, which are directly related to the specialty of education for educational program.

Teachers of the college report on the implementation of individual plans for all sections at the final meeting of the CMC, as well as provide a written report on executed work, which shows productivity of teaching staff.

The following results are the criteria for success of individual reporting plans of teacher for the last 3 years: 8 articles published in periodicals, 119 training and methodical complexes.

Systematic assessment of competence of teachers, assessment of effectiveness of the quality of teaching is realized by the following: internal evaluation - open training sessions, mutual visits of classes, teacher reports on implementation of individual work plans, identifying of the opinion of the internal consumers (students) on the quality of educational services and the

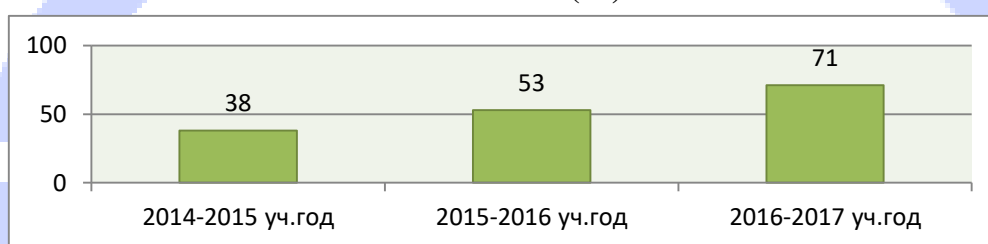
level of competence of teachers in the process of regular questioning. *Lecturer through the eyes of the student* and external assessment (questioning of employers).

College has an effective system of academic support for professional activities of young teachers. 12 young specialists were employed for 3 years, 5 of them with higher medical education.

Monitoring of performance and effectiveness of innovation and the use of active methods for teaching college teachers is carried out through systematic analysis of methodological service, the results of innovation are heard at the meetings of the methodological council, pedagogical and scientific-practical conferences, published by teachers in scientific journals.

The TS advanced training is carried out by participation in international projects, participation in national and international conferences, the work of scientific and methodological seminars and trainings in the college and outside of the college, through attending open classes, self-education.

Advanced training of the teacher's staff of the medical college (%)



2014-2015 ac. year 2015-2016 ac. year 2016-2017 ac. year

The medical college provides teachers with equal opportunities for continuous professional development in their careers, contributes to the achievement of mission and learning outcomes.

Over the past 3 years, teachers have upgraded their qualifications in the cycles of increasing the qualification conducted in the Tabys training center on the use of innovative technologies in the educational process - 8 people; in February of 2017, the management of the college and teacher's staff were trained in a training course on the new version of international standard - *ISO 9001: 2015 Manager / Internal Auditor of the Quality Management System for ISO 9001: 2015*, conducted by the CERT INTERNATIONAL ACADEMY International Training Company. There is a system of staff motivation (intercollege awards, stimulation of scientific and research activities of teachers through material funding, premiums).

EEC notes that according to the 10 criteria of this Standard, the college has strong positions, 1 criterion is satisfactory.

Recommendations:

Activate work on the use of innovative technologies, active methods of teaching.

To improve the work on the generalization of the teachers' advanced pedagogical experience.

4.5 Standard - Students

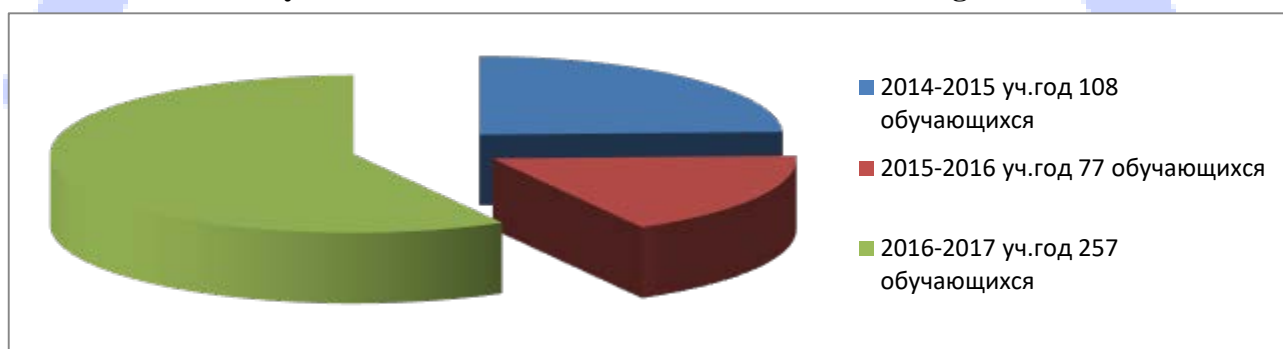
The Kazakh-Russian Medical College NEI focuses on the number and quality of students accepted (quantity, because it directly depends on the amount of funding and quality, as it is the main parameter in the policy of the colleges to achieve the mission). There are information materials on admission to the college on the website of the college: the specifics of formation of the contingent of students, the rules for entering the college, the list of documents, conditions, profile subjects in specialties, passing scores, a list of preferential categories, enrollment, model

rules. This page is accessible to an external user. For entrants, stands are made in Kazakh and Russian languages with the necessary information on admission.

During the period when the number of TOEs grew in the sphere of education, when the number of entrants decreased, the college took measures to attract consumers of educational services. Potential consumers of the educational services of the college were identified for the effectiveness of the policy.

Organizational work of all college structures is being carried out at Kazakh-Russian Medical College NEI to adapt freshmen students and 1st year students. In particular, special attention is paid to the work of supervisors with specified contingent, acquaintance of new arrivals with the Student Guidebook which includes the following: Internal code of conduct, mode of operation of all structures, full name of Director, Heads of subdivisions, procedure of payment for training, the criteria for evaluating of the results of training, information on educational programs, the college's e-mail, educational information for the freshman, with the day office work for student orientation in educational process (for example: distribution of students of new employment to educational groups, preparation and execution of educational documentation, student cards, credit books).

Dynamics of admission of students to medical college



2014-2015 ac. year (108 students)

2015-2016 ac. year (77 students)

2016-2017 ac. year

(257 students)

The total contingent of students is equal to only 473, 90 of which are expected to release on 2016-2017 academic year.

Trainees annually participate in intercollege, city and republican competitions of scientific works. There are publications prepared jointly with teachers in student collections.

Students have the opportunity to actively participate in public life of the college through various student organizations, associations such as: Student Council, sports sections and interest groups.

In order to improve the quality of the educational process, internal monitoring of students' satisfaction with the quality of the work of the college is conducted. As part of the monitoring, questionnaires of different groups of students are systematically conducted on a regular basis: annual questionnaires of graduates, student's thematic surveys, targeted surveys, student assessment of pedagogical activity of teachers.

Analysis of the results of the final state attestation shows that the knowledge, skills, abilities of graduates meet the qualification requirements and the State Compulsory Education Standard for all specialties.

The results of the final attestation on the General Medicine, Pharmacy testify on 100% performance of the graduates and quality of knowledge, stable at least 81.2% of knowledge.

The structural subdivisions of the KRMC, engaged in the employment of graduates, is the department of practical training, headed by Deputy Director on training and practical work. Employment of graduates is carried out according to applications and petitions of medical compa-

nies of Almaty oblast and Almaty. The Action plan for employment of graduates includes the following:

- Systematization of vacant places of medical companies in Almaty and Almaty oblast;
- Conclusion of contracts with medical companies in Almaty and Almaty oblast;
- Conducting of the Vacancy Fair;
- Updating of the database of the *Graduate* informational system;
- Monitoring of the employment of graduates.

Work is carried out to communicate with graduates by departure to the regions of the oblast, visiting medical companies, questioning and interviewing of employers and graduates.

The feedback system with students, graduates and employers is carried out by the following:

- Questioning of students, employers;
- Open doors day;
- Vacancy fair on employment of graduates by inviting of Leaders of the MC of the city and oblast;
- Reports of employers on graduates of the college.

The functioning of this system makes it possible to improve the effectiveness of the educational activity of the college.

During implementation of educational program, its compliance with market requirements is ensured by a rather high percentage of graduates' employment (average up to 73%), as well as positive feedback from employers that graduates of the educational program note - the availability of basic competencies, skills in professional and interpersonal communication, personal and general professional competencies, which is reflected in the diagrams 5,6.

The college monitors the employment of graduates. For all graduates, a data bank is formed on their distribution, which includes the following information: the name, address of the company to which the graduate is assigned, and the proposed position. The percentage of employment from 2012 to 2016 is increased from 53% to 73%, which confirms the demand of KRMC graduates in practical health care.

Table 3 Information on employment of graduates of the KRMC NEI

| Academic year | Number of graduates | | Number of employed | | |
|--|---------------------|-----------------|--------------------|-----------------|------|
| | Total | On a paid basis | Total | On a paid basis | % |
| 0306000 Pharmacy on the base of 11 grades | | | | | |
| 2013-2014 | 9 | 9 | 9 | 9 | 100% |
| 2014-2015 | 16 | 16 | 10 | 10 | 63% |
| 2015-2016 | 10 | 10 | 8 | 8 | 80% |
| 0301000 General Medicine on the base of 11 grades | | | | | |
| 2012-2013 | 32 | 32 | 17 | 17 | 53% |
| 2013-2014 | 46 | 46 | 24 | 24 | 52% |
| 2014-2015 | 76 | 76 | 58 | 58 | 76% |
| 2015-2016 | 38 | 38 | 30 | 30 | 79% |

| 0301000 General Medicine on the base of 9 grades | | | | | |
|---|------------|------------|------------|------------|------------|
| 2014-2015 | 28 | 28 | 24 | 24 | 86% |
| 2015-2016 | 54 | 54 | 46 | 46 | 85% |
| Total: | 309 | 309 | 226 | 226 | 73% |

The college constantly improves the mechanism of constructive interaction between authorities of the Student Self-Government and the administration of the college by participation of representatives of student government in the activity of advisory authorities, in preparation of documents relating to decisions, strategically important for the college, the problem of student life.

Work on obtaining of the feedback from students and improving of the conditions for personal development, education and advising of students in the college is carried out regularly and are systemic. In accordance with the Action plan and on the basis of the survey of students in the college, the Student Support Services are regularly assessed in the college.

At anonymous questioning of students (56 persons) respondents note full satisfaction of the following:

- 53 people are fully satisfied by the level of accessibility and responsiveness of the management - (94,6%);
- 50 people are fully satisfied by support of educational materials during educational process - 89,3%
- 52 people are fully satisfied by the level of availability of library resources - (92,9%);
- 51 people are fully satisfied by teaching resources of the college - (91,1%);
- 50 people are fully satisfied by availability of computer classes and Internet resources - (89,3%);
- 54 people are fully satisfied with the quality of preparation of educational programs - (96,4%);
- 54 people are fully satisfied with quality of teaching - (96,4%);

The analysis of the results of the questionnaire testifies on satisfaction of the students with educational services provided in KRMC.

The total contingent of students are students, who study on a state order and on a paid basis of a full-time form of education, total 473, 90 of which are expected to release for 2016-2017 academic year.

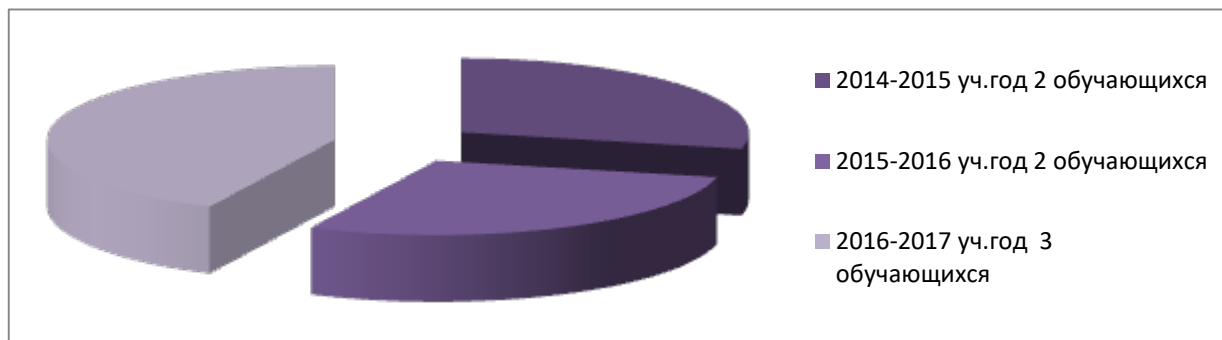
The psychological service of the college provides psychological and pedagogical conditions, most favorable for the mental and personal development of students. It contributes to the creation of a favorable psychological climate in the collective of the college. Provides comprehensive psychological support to all subjects of educational process.

The policy of the college with respect to the individuality of students allows to get a decent education for various categories of students.

All this allows to maintain the competitiveness of the college in the market of educational services and labor.

Students jointly with teachers are members of collegiate authorities: the Pedagogical Board and the Student Board, where they can take an equal part in discussion and resolution of all issues. In addition, students are part of the student's self-government as a special form of initiative, innovative, independent, responsible and public activities of the students to address important issues related to the arrangement of training, life, leisure, social support for student youth, development of its social activity, support of students' social initiatives. Recommendations and suggestions of employers and students are considered, and made in Minutes of the relevant meetings of the Teachers' Board.

Dynamics of participation of the studentship in collegiate authorities (members of the Pedagogical Board)



2014-2015 ac. year (2 students)

2015-2016 ac. year (2 students)

2016-2017 ac. year (3 students)

There is a Student support service in the college. The main objectives of the Student Support Service are as follows: the recording and protection of Student's interests by providing reliable information about the quality of educational services, the professional orientation of the entrants, including informing about the conditions and resources of the student's training and support; Monitoring of the effectiveness of providing of educational services. Formation of attitudes towards students, not as a client and consumer, but as an equal participant in educational process.

The college provides a system for encouraging of students to achieve academic and creative work. For the conscientious attitude to study, the desire for self-improvement, active participation in the public life of the college, the following incentive mechanism is established, according to the Rules of Internal Regulations: material incentives include discounts on education, and to moral incentives - certificates, public recognition, thanks to the director. Student's achievements are published in the Orders of Director, colorful posters are posted and published on the college website.

Since this school year, the college has provided discounts on tuition fees equal to 50%, who left without parental care - 3 students; having certificates of education with distinction - 8 students; II, III group II disabled persons - 4 students.

EEC notes that according to the 11 criteria of this Standard, the college has strong positions.

Recommendations:

Increase the number of students who actively participate in research groups.

4.6 Standard – Resources: Material and technical, informational and educational

The college is located in a 4-floor building with a total area of 1600 sq.m. In order to implement educational programs, the college has 24 classrooms, 3 lecture halls, 2 computer classes. There is Internet access (ADSL). The college management has workstations equipped with computers. The technical equipment of the cabinets of special disciplines complies with the requirements of the Sample list of equipment of cabinets is equal to 80.8% as average.

Standard sports hall is intended for physical education classes. It has equipment for general physical training, equipped with locker rooms women and men, showers, coaching room for teachers.

Medical care of students carried out by a medical office in accordance with the license for provision of pre-medical care.

There is a canteen for 50 places with hot meals in the college.

The total area of the library is 323.20 square meters, a reading room with 120 seats. The book fund is equal to 25779 copies, 960 of which are in the state language. In the library and in the reading room all the conditions for qualitative and in-depth knowledge acquisition are created: an interactive panel, an electronic catalog, exhibition shelves of new editions of educational and methodical literature. To help students for self-preparation, the library has 15 computers, access to the Internet, Student's consultant - the electronic library of the medical college, electronic textbooks, animated medical discs, there are also has a MFP (3 in 1: printer / copier / scanner). Test center with 72 computers for current, intermediate and final certification. The amount of computer technology used in the educational process is 100 computers. The number of students per computer - 4.

There are simulation rooms for nurse technologies, for children's diseases, surgery, obstetrics and gynecology, and internal diseases. The training and clinical center functions to master and consolidate practical skills. The offices are equipped with new training simulators, mannequins, phantoms, ergonomic equipment, medical furniture. The equipage is 80.8%.

The material and technical base of the college corresponds to sanitary and hygienic standards and fire safety requirements. To ensure the availability of human resources, each group assigned to curators, helping mentors – Heads of Departments, college psychologist, Deputy Director on teaching and educational work, students can refer to Head of the Department for social and material assistance. Additional classes are organized in each room, the schedules of which are placed on informational stands on each floor. The information stands that contain all the necessary information for students are developed.

The college has a sufficiently equipped material and technical base, which makes it possible to practice skills in the simulator center of the college.

Sufficient number of classrooms at clinical base of practices with modern equipment for conduction of classes, ensures the acquisition of adequate clinical experience by the students and has the necessary resources for acquiring of practical skills for students and mastering professional competences.

EEC notes that according to the 15 criteria of this Standard, the college has strong positions, 1 position is satisfactory.

Recommendations:

Replenish the library fund with educational literature in the state language of education.

5. PARAMETERS OF THE INSTITUTIONAL PROFILE

| No. | Assessment criteria | Educational institution position | | | |
|---|--|----------------------------------|--------------|---------------------|----------------|
| | | Strong | Satisfactory | Assumes improvement | Unsatisfactory |
| Standard - MISSION AND STRATEGIC GOALS | | | | | |
| 1 | The medical college involves representatives of concerned parties and the health sector in the formation of their mission and strategic objectives. | + | | | |
| 2 | The statement on mission and strategic goals are consistent with the goals and objectives in the national system of technical and professional, post-secondary education, development of the region. | + | | | |
| 3 | Statement of mission and strategic goals describes educational process that allows you to prepare a specialist with a secondary medical education, with basic, professional and special competencies in accordance with the specialty and able to perform professional tasks in the health system. | + | | | |
| 4 | The medical college has a strategic development plan approved by the authorized body of the college that determines all types of its activities and contains the following: | + | | | |
| 5 | Compliance of the strategic plan of the mission with the strategic goals and goals of the medical college; | + | | | |
| 6 | Priority directions of the medical college; | + | | | |
| 7 | Assessment of strengths and weaknesses, development of functional capabilities in the market and current external and internal threats to development of the medical college and mechanisms for their prevention (SWOT analysis); | + | | | |
| 8 | The analysis of available resources and their sufficiency for implementation of the set goals; | + | | | |
| 9 | Information on interaction with employers. | + | | | |
| 10 | The medical college systematically collects, accumulates and analyzes information about its activities, on the basis of which it determines policies and develops strategic and tactical plans. | + | | | |
| 11 | The mission and strategic goals of the medical college are periodically reviewed to reflect the following: | + | | | |
| 12 | Standards of technical and professional, post-secondary education in medical and pharmaceutical specialties; | + | | | |
| 13 | Needs and expectations of society. | + | | | |
| 14 | The medical college defines the mechanisms for formation and regular revision of the mission and strategic goals, monitoring of their implementation and systematic evaluation of effectiveness. | + | | | |
| 15 | The mission and strategic goals of the medical college correspond to the available resources, the capabilities of the medical college and the requirements of the labor market. | + | | | |

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|--|--|----|---|--|--|
| 16 | The medical college defines ways to support resources and provides access to information about the mission and strategic goals for the public. | + | | | |
| 17 | The medical college demonstrates the individuality and uniqueness of the mission and strategic objectives. | + | | | |
| TOTAL | | 17 | | | |
| Standard – EDUCATIONAL PROGRAMS | | | | | |
| 18 | The organizational, functional and staff structure of the medical college is consistent with its mission and strategic objectives. | + | | | |
| 19 | The medical college demonstrates the evidence of participation of teachers, students and other concerned parties, including representatives of the health sector and the public in the membership of collegial authorities. | + | | | |
| 20 | The medical college provides transparency of the management system and decisions that are published in the bulletin boards, placed on the website of the medical college, included in the Minutes for examination and execution. | + | | | |
| 21 | The medical college ensures the availability of constituent documents, documents regulating the internal schedule of activities of the company, distribution documents, including the following: | + | | | |
| 22 | Documents on the organizational structure and management of medical college; | + | | | |
| 23 | Written guidelines on structural subdivisions, their powers and responsibilities for ensuring of the management; | + | | | |
| 24 | Guidelines for the management of educational, scientific and extracurricular activities. | + | | | |
| 25 | The medical college demonstrates the availability of a certified QMS and its continuous improvement. | | + | | |
| 26 | The medical college interacts constructively with the health and public sector, which includes the exchange of information, cooperation and initiatives of the company. | + | | | |
| 27 | The medical college demonstrates the openness and accessibility of leadership and administration for students, teachers, and parents. | + | | | |
| 28 | The medical college demonstrates the degree of satisfaction of the needs of teachers, staff and students with a management system and provides evidence of the deficiencies found out in the measurement process. | + | | | |
| 29 | The prospective financing plan is consistent with the mission and strategic goals of the medical college and identifies the main sources of funding for the organization. | + | | | |
| 30 | The medical college defines mechanisms for monitoring of the adoption and distribution of financial resources, as well as mechanisms for assessing of the effectiveness of financial resources use. | + | | | |
| 31 | The medical college has an effective financial reporting mechanism. | + | | | |
| TOTAL | | 13 | 1 | | |
| Standard – EDUCATIONAL PROGRAMS | | | | | |
| 32 | The medical college implements educational programs with clearly defined objectives that are consistent with the mission and strategic goals of the company and that correspond to the needs and expectations of the interests of employers and society. | + | | | |
| 33 | The structure and content of standard and work plans, standard and working curricula of specialties meet the requirements of the State Compulsory Educational Standards. | + | | | |

| | | | | | |
|----|---|---|---|--|--|
| 34 | The terms and contents of the curricula of practical classes, production training and professional practice are determined in accordance with the working syllabi, working curricula and qualification requirements. | + | | | |
| 35 | Establishment of a sequence of study of academic disciplines, the distribution of study time for each of them at the courses and semesters are made taking into account interdisciplinary connections. | + | | | |
| 36 | The medical college defines and includes the achievement of basic biomedical sciences in the educational program in order to form the students' understanding of scientific knowledge, concepts and methods that are fundamental for acquisition and application of clinical knowledge. | + | | | |
| 37 | The medical college defines and includes in social sciences, medical ethics and medical law educational program that will provide knowledge, concepts, skills and attitudes that contribute to the analysis of the problems of society, effective communication, the adoption of clinical decisions and medical practice based on ethical principles. | + | | | |
| 38 | The medical college provides contacts of trainees with patients in relevant practical health care bases and the acquisition of sufficient knowledge and practical skills in order to assume responsibility for health promotion, disease prevention and medical care for patients. | + | | | |
| 39 | The medical college determines the content, scope, logic of building an individual educational trajectory of students, the impact of disciplines and professional practices on the formation of the professional competence of graduates. | + | | | |
| 40 | The medical college plans and implements innovations in the educational program through the structural subdivision responsible for the implementation of the educational program. | + | | | |
| 41 | The medical college creates conditions for development of the scientific potential of students, as well as stimulates the research activities of students using various forms of motivation. | | + | | |
| 42 | The medical college ensures the renewal of educational programs of disciplines taking into account requirements of teachers, students, interests / needs of employers and the labor market. | + | | | |
| 43 | The medical college demonstrates the effectiveness of regular analysis of the conditions for the implementation of the discipline program, including the following: | + | | | |
| 44 | Material and technical procurement of the discipline; | + | | | |
| 45 | Map of the provision of discipline with educational and methodological literature; | | + | | |
| 46 | Informational support of training. | + | | | |
| 47 | The teacher's staff of the medical college and employers participate in the development and management of educational programs, in ensuring of their quality. | + | | | |
| 48 | The medical college provides equal opportunities for students, including those which are regardless of the language of education. | + | | | |
| 49 | The medical college demonstrates an effective, continuous mechanism of internal quality assessment and expertise of educational programs that provide control over the implementation of the curriculum and objectives, as well as feedback for their improvement. | + | | | |
| 50 | The quality learning the educational program by the students is systematically evaluated by the corresponding services of the medical college in | + | | | |

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|----------------------------|--|----|---|--|--|
| | accordance with the established criteria, which are certainly brought to the attention of the students. | | | | |
| 51 | Procedures for assessing of the level of knowledge of students are compiled in accordance with the planned learning outcomes, meets the objectives of the educational program, meets its purpose and is built on the basis of clear generally accepted criteria. | + | | | |
| 52 | The medical college provides an objective evaluation of the level of professional preparedness of students and the appropriation of qualifications. | + | | | |
| TOTAL | | 19 | 2 | | |
| 53 | The pedagogical composition of the medical college corresponds to qualification requirements and the specifics of educational programs. | + | | | |
| 54 | Selection of personnel in a medical college is carried out on the basis of an analysis of the needs of educational programs. | + | | | |
| 55 | The medical college ensures the completeness and adequacy of individual planning of the work of teachers in all types of activities, monitoring the effectiveness and effectiveness of individual plans. | + | | | |
| 56 | The medical college demonstrates evidence of the performance by teachers of all types of planned workload. | + | | | |
| 57 | The medical college demonstrates the competence of members of the teaching staff in the application of information and communication technologies in the teaching process, the application of innovative methods and forms of training. | + | | | |
| 58 | The medical college determines the degree of introduction of informational technologies in the educational process, monitors the use and development of innovative teaching technologies by teachers, including on the basis of information and communication technologies. | | + | | |
| 59 | The medical college monitors the activities of the teaching staff, a systematic assessment of the competence of teachers, a comprehensive assessment of the effectiveness of teaching quality. | + | | | |
| 60 | The medical college monitors the satisfaction of the pedagogical team with the conditions that ensure effective implementation of educational process. | + | | | |
| 61 | The medical college provides targeted actions for development of young teachers and formation of a staff reserve. | + | | | |
| 62 | The medical college demonstrates the availability of a system for increasing of the qualification, professional and personal development of the teaching staff, administrative and managerial staff. | + | | | |
| 63 | The medical college has developed a system for stimulating the professional and personal development of teachers and staff. | + | | | |
| TOTAL | | 10 | 1 | | |
| Standard - STUDENTS | | | | | |
| 64 | The medical college determines number of students accepted in accordance with the material and technical and educational opportunities at all stages of education and training. | + | | | |
| 65 | The medical college periodically reviews the number and contingent of student acceptance during meetings with relevant concerned parties responsible for planning and development of human resources in the health sector and regulates to meet the health needs of the population and society | + | | | |

| | | | | | |
|---|--|----|--|--|--|
| | as a whole. | | | | |
| 66 | The medical college has a policy of representation of students in college management authorities and their respective participation in the development, management and evaluation of educational program, as well as other issues of student life. | + | | | |
| 67 | Medical college has the mechanism for monitoring the satisfaction of students with the activities of a medical education organization. | + | | | |
| 68 | The medical college actively promotes employment of graduates, monitors their professional activities and career growth and promotes the labor market. | + | | | |
| 69 | The medical college creates the conditions necessary for the students to effectively master the educational program in accordance with their interests and needs, providing the appropriate resources. | + | | | |
| 70 | The medical college provides a qualitative level of organization and conduct of professional practices in the specialty, development of professional competencies during the period of professional practice. | + | | | |
| 71 | The medical college provides the conditions for personal development and education of students (educational activities of the medical college). | + | | | |
| 72 | The medical college provides information support and service departments for students, determines the mechanism of regular evaluation of the support services for students, whose work is aimed at meeting of educational, personal and career needs of students | + | | | |
| 73 | The medical college демонстрирует функционирование системы обратной связи, включающей оперативное представление информации о результатах оценки знаний обучающихся The medical college demonstrates functioning of the feedback system, which includes the rapid presentation of information on the results of students' knowledge assessment. | + | | | |
| 74 | The medical college assists and supports student activities and student organizations. | + | | | |
| TOTAL | | 11 | | | |
| Standard – RESOURCES: MATERIAL AND TECHNICAL, INFORMMATIONAL AND EDUCATIONAL | | | | | |
| 75 | Material and technical, informational and educational resources used to organize the process of training in the medical college are sufficient and correspond to requirements of educational program being implemented. | + | | | |
| 76 | Student's learning environment, including material and information resources, are available to all students, and corresponds to the stated mission, strategic objectives of the medical college. | + | | | |
| 77 | The medical college provides teachers and trainees with opportunities to use information and communicational technologies in educational process. | + | | | |
| 78 | The medical college provides acquisition of students with adequate clinical experience and has the necessary resources for practical training, including a sufficient number and categories of patients and a base for the practical training of trainees | + | | | |
| 79 | The logistical support of the educational process includes the availability of the following: | | | | |
| 80 | Auditoriums equipped with modern technical means of teaching: study rooms and laboratories, training rooms for preclinical practice, corresponding to the educational programs being implemented; | + | | | |
| 81 | Computer classes, reading rooms, multimedia, linguaphone and scientific- | + | | | |

| | | | | | |
|---------------------|--|-----------|----------|--|--|
| | methodical rooms; | | | | |
| 82 | Duplicating of the equipment and its availability for use by trainees and teachers. | + | | | |
| 83 | Informational and methodological support of the educational process includes the availability of the following: | | | | |
| 84 | Fund of the basic educational, methodical and scientific literature, on paper and electronic carriers, periodic subscription of publications in the context of the languages of instruction and specialties; | | + | | |
| 85 | Normative and legal documents; | + | | | |
| 86 | Own educational and methodological developments; | + | | | |
| 87 | Video libraries, music libraries and media libraries, etc.; | + | | | |
| 88 | Software and informational support; | + | | | |
| 89 | Modern informational means of communication, including external - Internet, local - Intranet. | + | | | |
| 90 | The medical college demonstrates the availability of web resource reflecting the mission, strategic goals and objectives of the medical college, as well as the effectiveness of its use. | + | | | |
| 91 | The medical college improves the learning environment for students by regular updating, expansion and strengthening of the material and technical base, which should correspond to development in the practice of teaching. | + | | | |
| 92 | The medical college assesses the dynamics of development of material and technical resources and informational support, the effectiveness of using of the results of assessment for adjustments in planning and budget allocation. | + | | | |
| TOTAL | | 15 | 1 | | |
| TOTAL AMOUNT | | 85 | 5 | | |