



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission for assesment
compliance with the requirements of institutional accreditation standards
Lenger Medical College "Meir-Beys" educational program "Medicine" with qualification
0301013 «Physician assistant» and 0301023 «Medwife»
in the period from March 13 to March 15, 2018.

Lenger 2018

**INDEPENDENT AGENCY ACCREDITATION AND RATING
EXTERNAL EXPERT COMMISSION**

*Addressed to
accreditation
council of the NAAR*



Независимое агентство
аккредитации и рейтинга

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

SSGCE - State standard of general compulsory education;
FSA - Final state attestation;
MO – Medical organisation
TVE - Technical and vocational education
WEP - working educational programs
WEPI- working educational plan
TEP- typical educational program
TEPI- typical educational plan
KTP - calendar-thematic plan
QMS - management and quality system
EW - educational work
PE – production education
PP- professional practice
UMC - educational-methodical complex
UMCD – educational-methodical complex of discipline
CMC –cycle methodical commission
PC – personal computers
ICT - information and communication technologies
TS - teaching staff
PW - pedagogical workers
SanPiN - Sanitary rules and regulations
PAMP – physician assistant-midwife point
SED - social and economic disciplines
GED - general educational disciplines
G HD - general humanities disciplines

(I) INTRODUCTION

In accordance with the order of NAAR No. 11-18 of 02.02.2018, a visit of the external expert commission (EEC) from March 13 to March 15, 2018 was held at the “Meir-Beys” Lenger medical college with the activity of the EEC. Conformity assessment of educational programs was conducted: 0301000 "Medicine", with qualification 0301013-“Physician assistant”, 0301023 “Medwife” to the **standards of specialized accreditation of NAAR**

The composition of the EEC:

- **Chairperson of the commission** - Bibotayeva Zhanar Togaybayevna, head of the simulation center of the SHMC "Shymkent higher medical college" SKR (Shymkent);
- **Expert** - Erdessova Gulnar Kaztayevna, head of the quality management system department of the PCH "Medical college" of the public health administration of Almaty (Almaty);
- **Expert** - Seydakhmetova Aizat Ashimkhanovna, head of the department of emergency medical care and sisterhood of South Kazakhstan state pharmaceutical academy JSC (Shymkent);
- **Expert** - Karateeva Saule Taubayevna, Teacher of pharmaceutical disciplines of the SCCS "Shymkent higher medical college" SKR (Shymkent);
- **The employer** - Zhandar Nyshanov, head of the state committee of the city hospital Lenger city (Lenger);
- **Student** - Osipenkova Katerina Georgievna, student vocational and technical college No. 8 (Lenger);
- **An observer from the agency** - Alisa Satbekovna Dzhakenova, head of medical projects of the agency (Astana)

The report of the external expert commission contains an assessment of the compliance of the college activities with the criteria of the NAAR standards, recommendations for the accreditation council, recommendations for improving the quality of the activities of the education organization.

(I) REPRESENTATION OF EDUCATION ORGANIZATION

Lenger medical college «Meir-Beys» was opened in 2011. The form of ownership is private property. The main activity is educational.

The college is located at: 161100, Republic of Kazakhstan, South-Kazakhstan region, Tolebi district, Lenger, Amangeldy street, 20-A. Phone: 8 (725) 47-6-14-11. Email: med-lenger@mail.ru. Official website: www.medkoll-lenger.kz.

The director of Lenger medical college «Meir-Beys» is Zhankal Amankul Meirkhankyzy, candidate of medical sciences.

Since 2015, the quality management system for compliance with the requirements of the International Standards ISO 9001-2009 (ISO 9001-2008) has worked effectively in the college.

College in 2016, according to the rating of the Kazakhstan Independent Agency in the group "Rating of medical colleges of Kazakhstan - 2016" took the 10th place among state and non-state medical colleges of the Republic of Kazakhstan, which confirms the leading positions of the college in the educational space of technical and vocational education of the Republic Kazakhstan.

According to the rating of the Kazakhstan Independent Agency in the group "Rating of medical colleges in Kazakhstan - 2017" Lenger medical college "Meir-Beis" took the 5th place among the state and non-state colleges of the Republic Kazakhstan and is the only non-state medical college in Kazakhstan, .

The activity of the medical college is carried out in accordance with the constituent documents:

1. The charter of Lenger medical college «Meir-Beys», registered on 25 January 2012 in the department of Justice of Tolebi district, SK.
2. Certificate of state registration and re-registration in the department of Justice of South Kazakhstan LLP No. 599-1958-09 dated July 10, 2015, BIN No. 111240000428.
3. Statistical business register-code No. 51364979 OKPO.
4. Conclusion of the department for the protection of consumer rights of the Tolebi district of 11.05.2014 No. 17-r-10-3-79 and 30.12.2015, No. 17-r-10-4\223, and the conclusion of the Tolebi department of the South Kazakhstan department of emergency situations 01/16/2015 # 14.
5. License No. 0011980DX of February 15, 2013 on the provision of primary health care (perpetually).

On the basis of the state indefinite License No. 12004488 of 28.05.2012 issued by the department for monitoring educational activities in the South Kazakhstan of the Ministry of Education and Science of the Republic Kazakhstan, the college implements 3 educational programs in the following specialties:

0301000 "Medicine", (0301013 - "Physician assistant", 0301023 - "Medwife") - with a training period of 2 years 10 months, 3 years 10 months;

0302000 "Nursing", (0302033- "Nurse practitioner") - with a duration of 2 years 10 months, 3 years 10 months;

0306000 "Pharmacy" (0306013 - "Pharmacist") - with a training period of 2 years 10 months.

Training is conducted on a daily basis on the basis of basic secondary education and general secondary education. The language of instruction is state and Russian.

In accordance with the order of the chairman of the committee for control of medical and pharmaceutical activities of the Ministry of Health and Social Development of the Republic Kazakhstan dated October 14, 2016 No. 317 "On conducting the state certification of Lenger medical college «Meir –Beys», the college successfully passed the first state attestation and was certified for 5 years (Order No. 328 of October 28, 2016).

The college is located in a 3-storey educational building, with a total area of 3450.6 square meters, the training area of which is 2302.1 square meters. In the building there are offices of structural divisions, an assembly hall for 200 seats, a sports hall, a library with a

reading room for 32 seats, a dining room for 55 seats. The college's educational base is represented by 29 training rooms and 4 laboratories, a simulation center consisting of 5 classrooms, 2 computer classes, and access to the internet. The college has its own hostel, designed for 100 beds. Medical care for students is carried out by a medical center in accordance with an unlimited license No. 0011980DX issued by the regional department of health of the SK on February 15, 2013 for primary health care.

The first-aid post is located on the first floor with a separate entrance and consists of a procedural room with an area of 11.2 sq.m., an office for outpatient patients with an area of 11.2 sq.m., works in accordance with the acting law. Minister of National Economy of the Republic of Kazakhstan from February 24, 2015, No. 127 "On the Approval of Sanitary Regulations" sanitary and epidemiological requirements for health objects".

In the college there is a dining room for 55 seats.

The contingent of students in the 2017-2018 school year with a degree in "Medicine" qualification "Physician assistant" is 223 student (I, II, III, IV courses), qualification "Medwife" is 16 students (II year).

Teaching process currently carried 43 teachers, of which 29 are full-time, accounting for 67.4%. Teachers of the college have a corresponding basic education.

Among the full-time teachers: the highest and first qualification categories 18 people (62.1%), second - 2 persons (6.9%), 2 - candidates (medical, geographical) sciences (6.9%), 3 - Master (11.1%). 1 - the teacher studies in Boston USA under the "Bolashak" program.

**Table 1 - Employed of graduates with speciality
0301000 – Medicine**

| Academic year | Total | Number of employed | Employed ,% | Continue of education | Called to the service | They left outside RK | Are on the decree leave |
|---------------|------------|--------------------|--------------|-----------------------|-----------------------|----------------------|-------------------------|
| 2014/2015 | 79 | 47 | 59,5% | 2 | 2 | 0 | 7 |
| 2015/2016 | 79 | 48 | 60,7% | 1 | 7 | 2 | 10 |
| 2016/2017 | 56 | 36 | 64,3% | 0 | 4 | 0 | 9 |
| Total: | 214 | 131 | 61,2% | 3 - 1,4% | 13-6,1% | 2- 0,9% | 26- 12,1% |

Research projects

Lenger medical college "Meir-Beys" pays great attention to scientific and research work of students. In recent years, special attention has been paid to improving the quality of professional education for students, which is not possible without activating innovative processes in the educational process, increasing creative potential, integrating educational, scientific and practical activities.

Research work in the treatment department was replenished in 2014-2015 academic year with such works as: "The need for calories for LMC students", this work was done by Mirzamiddinova Shakhnoza; non-traditional methods of making soap were handled by Oser Zharkynbek and Bisenov Sultanbek; Imambek Jasmina was involved in the prevention of environmental problems in the Tolebi district. Scientific and practical works were defended in LMC "Meir-Beys", at an international conference in Kentau, materials were sent to Astana for an international scientific and practical conference among young people and students the Republic of Kazakhstan. They were awarded with a special diploma "Shapagat" of the Ministry of Justice the Republic of Kazakhstan Sirdebaeva Didar, Dunenbayeva Asem, Oser Zharkynbek and Bisenov Sultanbek.

The chamber of entrepreneurs of the South Kazakhstan region together with the NIS of Astana, on the basis of the college, a contest for the best business - idea on the topic "Southern Innovation", among the schools and colleges of the Tolebi district was held. LMC "Meir-Beys"

presented 11 research works. The competent jury summed up the results of the contest consisting of: master of arts, teacher of intellectual Nazarbayev school in Astana - Sarmurzin E.Zh; lawyer of RK "Universal" - Eshmagambetov, A.A., director of "Yesen-Aman KO" LLP - Torehan E.; director of the company "Milk product Kentau" - Utepbaev A .; head of the academy of languages - Zhanataev K.A.; head of department, associate professor of "Kazakh-Turkish University" - Yerdenov M; chairman of the chamber of entrepreneurs of the Tolebi district - M. Əserbayev. During the defense, the authors used multimedia presentations, video files in their speeches, demonstration of experience took place on stage, attracted the audience to the experiment. The evaluation of the works was carried out according to the following criteria:

- the scientific approach of research work, the depth of disclosure of the topic;
- compliance of the work structure with the established requirements;
- the relevance of the subject matter, the evidence of the provisions of the work;
- the practical value of the work;
- credibility, literacy and argumentation of the oral presentation of the topic by its author;
- design, originality of the approach to work and registration of results;
- business demand.

(IV) DESCRIPTION OF THE VISIT OF THE BEC

The work of the EEC was carried out on the basis of the program of the visit of the expert commission for the specialized accreditation of educational programs to the “Meir-Beys” Lenger college of medicine, from March 13 to March 15, 2018.

In order to obtain objective information about the quality of educational programs and the entire infrastructure of the college, to clarify the contents of self-assessment reports, meetings were held: with the director, the deputy director for educational work, the deputy director for educational work, the head of the personnel department, the chairmen of the CMC, the head of the department, chief accountant, teachers, students, graduates, employers. In all, 292 people took part in the meetings.

Table 2 - Information on the number and categories of meeting participants

| <i>Category of participants</i> | <i>Number</i> |
|---------------------------------|---------------|
| Director | 1 |
| Vice-director (deputy director) | 2 |
| Heads of departments | 8 |
| Chief account | 1 |
| Head of human resources HR | 1 |
| Methodist | 1 |
| Teachers | 20 |
| Students | 217 |
| Graduates | 37 |
| Employer, social partners | 4 |
| Total | 292 |

1. During the work of the EEC, a visual inspection of the college infrastructure was carried out: classrooms, computer classes, a library, a reading room, a medical center, a food station, a simulation center, pre-clinical practice rooms. The documentation of the cycle methodological commissions, departments implementing accredited educational programs was also studied. Practical training bases of accredited programs are visited: the State Hospital of the city of Lenger, the Lenger city polyclinic.

2. For the conduct of educational, industrial and professional practice, the college concluded agreements with the heads of medical and preventive organizations of the district. There is a close relationship with the basic MO. The social partnership in the field of medical education is aimed

at bringing the level of professional training closer to the needs of employers, strengthening the ties of the college with the MO. In order to strengthen and develop social partnership with medical organizations and college, certain joint work is carried out in the following areas: forecasting the training of qualified specialists, patient-centered approach to training, improving the relationship between the educational institution and the Ministry of Defense. In the current practice, such forms of cooperation as practical training of students in real workplaces, participation of employers in the certification of students, joint activities, meetings with schoolchildren and parents, organization of excursions around the college, familiarity with the profession are often used.

In the basic MO, the necessary conditions for qualitative practice have been created, 2 study rooms for students of the college have been allocated: in the family house (1), in the therapeutic department (1).

When visiting practical bases, the experts got acquainted with the material and technical base of medical organizations, visited the administrative building, specialized departments where students pass professional practice. The members of the EEC met the chief doctors, chief and senior nurses, head of the department, who spoke about the requirements for trainees, the process of passing the practice. It is noteworthy that GKKB Lenger city hospital, GKKB Lenger city polyclinic, not only provides jobs for the period of training and production practice, but also actively participates in adjusting the content of programs for the conduct of training and production, pre-graduation practices, as well as in assessing knowledge, skills and skills of students after the completion of training practices. Feedback from the leaders of the Ministry of Education about students and college graduates is positive. The proof of qualitative training of specialists is that graduates of the «Meir-Beys» Lenger college of medicine work in all departments.

A meeting with the chief doctor of the Lenger city hospital (Lenger) - Nyshanov Zhandar Sadykbekovich, as well as the main nurse of the state clinical hospital of the Lenger city hospital - Amirbekova A.K., during the conversation it was revealed that the administration of the hospital works in close contact with the medical college "Meir-Beys." Many doctors of the hospital conduct practical classes at their workplaces, actively participate in the implementation of the EP, take part in assessing the quality of knowledge and skills of students, college graduates.

During a conversation with the head nurse, she talked with members of the VEC that graduates of the medical college "Meir-Beys" are on probation at the hospital when they go to work, and rotation among middle-level medical workers is often carried out, which allows achieving good results in serving the population.

At the clinical bases, 2 classrooms for practical classes are open.

An interview was conducted with alumni (10 people) of the medical college «Meir-Beys», working in different departments (therapeutic, children's, polyclinic, OSMP, receiving rest, etc.).

They shared with the members of the EEC about the successes in their work, their achievements, expressed gratitude for the profound knowledge gained in the walls of the college.

The members of the EEC visited the theoretical and practical classes "Anatomy", "Surgery with the fundamentals of resuscitation", "Nursing", "Propedeutics of Internal diseases", an educational event "Ruhani zhangyru". The analysis of the attending classes showed that the teachers have developed pourochnye and calendar-thematic plans, approved work programs, CMD. In general, all classes attended were conducted at a sufficient methodological level.

(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Previously, there was no accreditation in this institution.

(VI) CONFORMITY TO THE SPECIALIZED ACCREDITATION STANDARDS

6.1 Mission and Leadership Standard

The Evidence

The activity of the institution is aimed at realizing the mission of the college. The mission relates to the College Development Program. The strategic goal and objectives of the mission are consistent with the goals and objectives of the college.

The mission, vision and strategic goal of the college are consistent with the goals, objectives and priorities of the national education system, which is expressed in the desire of the college to constantly improve the level of training of specialists to provide quality medical services to the population of Kazakhstan.

The college attracts the pedagogical staff and employers to the development plan for the PS. Accounting for the interests of employers is laid down at the level of determining the goals of training specialists. Employers annually formulate their needs for specialists and the requirements for their training.

Employers are actively involved in the process of adjusting work curricula in the specialty, taking into account the need for practical health care, making their suggestions for change. On the part of employers, nominees for MO staff are invited to participate in the work of the state attestation commission.

In college, there is transparency of the processes in the formation of the development plan for the EP. Information on the content of the development plan for the EP is communicated to interested persons.

Formation and regular revision of the development plan for the EP and monitoring of its implementation is carried out in the organization of education.

This institution analyzes the information on the implementation of the EP and revises the development plan for the EP.

Plans for the development of the specialty program are held in public discussion with representatives of all stakeholders, taking into account the identified shortcomings, comments and proposals, adjust and introduce amendments.

Within the framework of monitoring, the evaluation of the implementation of individual plans and work plans for self-education is conducted. During each half-year, the monitoring and analysis of the performance of the main performance indicators of the CMC is carried out, which are compared with their planned level. Based on the results of the audit, corrective actions are designed to prevent the occurrence of identified non-conformities in the future.

Other areas of the monitoring system are the issues of improving the EP: monitoring the quality of methodological support of the learning process, the introduction of new and improving existing methods, tools and methods of training, improving all types of practices,

The college documents all the structural units that regulate the implementation of the EP. Each employee of the college knows his duties, functions and rights.

In this organization, there is an order of approval, periodic review (review) and monitoring of educational programs and documents regulating this process.

The presence and effective functioning of the information and feedback-oriented information and communication system are demonstrated, and the quality assurance system of the OP is demonstrated.

The college conducts an analysis of the external and internal environment. The degree of satisfaction of teachers, students is determined in the course of sociological monitoring. Monitoring is organized and conducted in accordance with established requirements. Surveys and questionnaires in the college are conducted among students, graduates, employers and teachers in order to reveal their opinion about the quality of the professional activity of teachers, the quality of management activities and other important issues of the educational process. The mission, objectives of the EP and the expected outcomes of the training of trainees are

periodically reviewed to reflect not only the TVE professional standards for medical specialties, but also the needs and expectations of the stakeholders.

Analytical part

By the standard "Mission and leadership" we want to note that the success of the implementation of the EP is determined mainly on the basis of a planned, focused and effective implementation of the EP development plan, which, accordingly, should be the most transparent and accessible to all stakeholders.

This college is constantly developing and adjusting the development plan for the EP, taking into account the needs of stakeholders and students. When developing a development plan, the EPs are consistent with the national development priorities and the development strategy of the college.

Strengths / best practice

The strengths include:

- Teachers, employers, students, parents take an active part in the development of the college.
- "Meir-Beys» Lenger college of medicine demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, delineation and independence of the financing system.
- The management of the OP demonstrates evidence of openness and accessibility for students, teachers, parents, employers.

REVIEW OF RECOMMENDATION FOR IMPROVING QUALITY:

«Mission and leadership» standard

- } Involve teachers and the representation of students in the management of the educational program and ensure their quality.
- } To systematize and improve the work of the quality management system.
- } Actively introduce innovative educational technologies and teaching methods based on modern principles of education, which stimulate, prepare and support students and ensure the formation of students' responsibility for the process of their education.
- } Improve compliance with the principles of studying the cycle of disciplines, integrated into modules on the principle of integrated learning.

Conclusions of the WEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

- strong -5
- satisfactory - 0
- suggest improvement-2
- unsatisfactory -0

6.2 Standard "Educational program"

The Evidence

The college defines the content, scope, logic of the interrelationship of educational disciplines quite well.

The quality of training of specialists and their professional competence is confirmed by the characteristics and feedback from the leaders of the Ministry of Defense.

In accordance with the WEP and model training programs, the WEPI and the training programs have been developed. At the heart of the WEP is also the SSGE, the opinion of teachers and employers. WEPI include a list of mandatory disciplines with an indication of the number of hours, regulate the ratio of the basic, profiling and general education cycles, determine the scope of the discipline.

In this college there is a list and content of the disciplines available to students. Great is the role of professional practices, which are a direct component of the professional training of students.

In the organization of education, the educational programs are updated, taking into account the interests of employers.

In the college of instruction is conducted in two languages, state and Russian languages.

Individual assistance and counseling of students on the issues of the educational process are traced. Conditions are created for effective development of the OP. The educational process takes into account the individual characteristics of students, is supported in the implementation of the educational process and is a monitoring system for their achievements.

Trainees can get advice from teachers, as well as write on the director's blog, which is available on the website www.medkoll-lenger.kz and receive a detailed answer.

Analytical part

The standard "Educational program" is developed in accordance with the mission, objectives and expected results of students. Implementation of the UE allows to provide a sufficient material and technical base, personnel potential, active cooperation with medical organizations of public health services and a stable financial position.

Strengths / best practice

The strengths include:

- The management of the EP demonstrates the presence of a professional context in the content of the training disciplines;
- The list and content of the disciplines are available for students. Disciplines cover all issues, problems in the field taught;
- The management of the EP provides equal opportunities for students, including regardless of the language of instruction
- The management of the EP ensures the availability and effective functioning of the system of individual assistance and counseling of students on the educational process
- Management creates conditions for the effective development of the EP
- The management of the EP demonstrates the use of the advantages, individual characteristics, needs and cultural experience of students in the implementation of the EP
- The management of the EP demonstrates individual support for students in the implementation of the EP
- The management of the EP provides for the possibility of passing the educational, training and production and pre-diploma practice in the specialty "Nursing"

REVIEW OF RECOMMENDATION FOR IMPROVING QUALITY:

Actively introduce innovative educational technologies and teaching methods based on modern teaching principles that stimulate the educational process. Prepare and support students and ensure the formation of students' responsibility for the process of their education.

Actively introduce discipline in the priority areas of health into the specialization component, taking into account national and regional needs.

Introduce various evaluation methods that reflect the established basic and professional competencies, and assess the achievement of the learning outcomes of the students.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

Strong-5

Satisfactory -3
Supposed to improve - 1
Unsatisfactory-0

6.3 Standard "Efficiency of the educational program"

Strengths / best practice

The strengths include:

- ┌ Performance indicators of OPs are developed taking into account practical health requirements
- ┌ Evaluation of effectiveness is monitoring of educational achievements of students, which is conducted in groups and courses
- ┌ The College has developed a continuous mechanism for monitoring the effectiveness of the implementation of the OP, ensuring the monitoring of the implementation of the curriculum and tasks at the level of the CMC, head of department, methodical cabinet, deputy. director of SD.
- ┌ Forming the teaching staff is carried out in strict accordance with the qualification requirements for the licensing of educational activities

The Evidence

The number of teaching staff, specializing in 0301000 - "Medicine", is: Staff teachers of the specialty "Medicine" on average have an annual load of 108 hours, freelance - 36h. When distributing the hours of the academic load, education, qualification level, length of service, professionalism, lack of penalties, public activity of teachers are taken into account.

Among the full-time teachers there are: the highest and first qualification categories are 18 people (62.1%), the second - 2 people (6.9%), 2 candidates (medical, geographical) sciences (6.9%), 3 - or (11.1%). 1 - the teacher studies in Boston USA under the Bolashak program.

The pedagogical process is currently carried out by 43 teachers, of which 29 are full-time teachers, which is 67.4%. Of these, the Republic of Kazakhstan awards "Densaulyq saқтау isiniñn uzdigі" - 2 or 7.4%, "Excellent social security" - 1 or 3.7%.

The results of interviewing employers indicate the effectiveness of the educational program.

Analytical part

According to the "Efficiency of the educational program" standard, one can note the qualitative and quantitative composition of teachers for the implementation of the OP, the high level of professional development of teachers and feedback from the heads of practical bases on the sufficient level of training.

REVIEW OF RECOMMENDATION FOR IMPROVING QUALITY:

- ┌ Improve the mechanism for regular evaluation and monitoring of the educational program and issues.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

Strong-6
Satisfactory -1
Supposed to improve - 0
Unsatisfactory-0

6.4 Standard "Teachers and Teaching effectiveness"

The Evidence

The educational process of the college attracts teachers with extensive experience, with scientific and academic degree, teachers of the highest and first category, successfully mastered new educational technologies, skillfully combining work with public life. Monitoring of the monitoring of visits by teachers to seminars, conferences, and refresher courses is being monitored.

Further training of teachers in the college is carried out on the basis of an advanced training plan in various forms: courses for the upgrading of teachers at the branch office of the national center for advanced training in healthcare, an internship in health facilities in the South Kazakhstan region.

Continuous improvement of the management system of the college is carried out. An assessment of the quality of teachers' activities has been developed, which includes evaluation indicators and their effectiveness.

Each teacher at the end of the school year reports on the implementation of the plan for educational and methodical work. All reports of teachers are discussed at the sessions of the CEC and are evaluated. At the same time, the main criterion for assessing the methodical work of the teacher is - the compliance of the executed work with the planned measures in terms of volume and quality. The conclusion about the teacher's work is recorded in the minutes of the meeting of the CMC, pedagogical and methodological councils.

Analyzing the results presented in the reports and monitoring the activity of teachers is a means of diagnosing and forecasting pedagogical activity, determining the directions for its improvement on a scientific basis, the tactical method of activating the control.

Among the teachers, a questionnaire is systematically conducted, the results of which are communicated to the management and are dealt with by the Pedagogical Council.

The number of open lessons for 2016-2017 compared with 2015-2016 increased by 2.5 times, which indicates the intensification of the work of teachers.

Visited open lessons have shown that teachers form strong knowledge and competences among students, which help them to prepare them for life and profession, professionally master the technology of training sessions taking into account the competence approach, use information and communication technologies.

The workload of teachers is no more than 1080 hours, includes educational - production, methodical, educational work. According to the load there is a calendar-thematic planning.

An individual plan for the professional development of the teacher is compiled. Individual plan for the professional development of the teacher ensures the systematic and consistent teaching, methodological, research, educational and creative activities of the teacher. As a result, by the end of the academic year, the result of teaching activities is summarized.

Analytical part

According to the standard "Teachers and Teaching effectiveness", one can note the level of professional development and visits to various schools and creative classes. Work is annually carried out to attract specialists, inquiries have been sent to the employment and social programs department of the Tolebi district and to the higher educational institutions of the SKFAA with a view to attracting and finding employment in the college of nurses with higher education.

In the college, all the teachers carry out the planned workload. The human potential corresponds to the specifics of the OS, and targeted work is being carried out to support young teachers.

Strengths / best practice

- The rights and duties of college teachers are regulated by job descriptions, which are reviewed and analyzed annually in accordance with qualification requirements.
- The management of the UE monitors the activities of the teaching staff, a systematic

assessment of the competence of teachers, an integrated assessment of the quality of teaching

- Workload of teachers includes various activities. The management of the EP demonstrates the evidence of the teachers' fulfillment of all types of planned workload
- The management of the EP provides targeted actions for the development of young teachers
- The leadership of the EP demonstrates the mechanisms for stimulating the professional and personal development of teachers and workers.

REVIEW OF RECOMMENDATION FOR IMPROVING QUALITY:

) To take an active part in the continuous development of teachers and to receive support for teaching and distance learning.

) Actively introduce clinical activities and research in teaching and learning.

) In order to stimulate cooperation and integration, actively study the methods of teaching special disciplines.

) Actively monitor the activities of the teaching staff, systematically assess the competence of teachers, and evaluate the effectiveness of the quality of teaching.

) Develop the competence of teachers to systematically assess activities that are consistent with the goals and outcomes of the educational program.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

strong-4

satisfactory -6

suggest an improvement of -0

unsatisfactory-0

6.5 Standard "Learners"

The Evidence

Work on formation of the contingent is conducted in the context of all qualifications: the basic level of education of the applicant, the full-time form of education, the languages of instruction (Kazakh and Russian). All information on the formation of the student contingent is posted on the college's website. Acquaintance of applicants with the conditions of admission with visual information materials, videos, as well as on the college's website. Professional orientation work is conducted annually in general schools in Lenger, Tolebi district and other areas of the South Kazakhstan region.

For academic support of students who do not have time for disciplines, who have missing because of illness, for family reasons, teachers organize additional classes and consultations.

Students who passed the final certification and confirmed the assimilation of the relevant professional training program, the SAC decision is awarded the appropriate qualification "Physician assistant" or "Medwife" and is issued a state diploma.

A survey of students' satisfaction with the activities of the organization is conducted and feedback is functioning, including the prompt presentation of information on the results of evaluation, learning outcomes.

The management conducts work on the organization of high-quality passage of professional practices at the bases of the city and regional municipalities, while at the same time it solves problems of employment of graduates. The students are satisfied with the learning process.

Particular attention is paid to admission to the college entrants from the category of persons with disabilities, orphans and left without parental care. Such students receive special benefits for training. 13 students are trained on the provided benefits in the amount of 15% of the

total cost of education.

Much attention is paid to the student self-government in Lenger medical college, acting on the basis of the charter. The chairman of the student government is elected by voting for one year and carries out its activities in accordance with the "Regulations on the President of the student government of the Lenger college of medicine."

Analytical part

According to the "Learning" standard, it can be noted that the college places the interests of the students at the head of the corner. The students are provided with all the conditions for mastering the OT and students are satisfied with the quality of educational services.

In general, work with students is conducted at a high methodical and practical level.

Graduation in the specialty: "Nursing" in 2015 was -28 graduates; in 2016 - 68 graduates; in 2017 - 45 graduates; the expected release in 2018 is 53 people. The contingent of students in the specialty: "Nursing" in 2017-2018 school year is 166 students

Educational program and contingent of students 0301000 - "Medicine" 2014-2015

| | Period of education | Start of education according SSGE (year) | Number of students | | Applications for education have been submitted | Gone through the competition | Enrolled for education in the current year | | Enrolled for education | Cost of education |
|--------------------|---------------------|--|--------------------|-----------|--|------------------------------|--|-----------|------------------------|-------------------|
| | | | government order | agreement | | | government order | agreement | | |
| in Kazakh language | 3 years 10 months | 2010, | - | 197 | 53 | 49 | - | 34 | 34 | 150000 |
| in Russian | 3 years 10 month | 2010, | - | 84 | 11 | 9 | - | 10 | 10 | 150000 |
| In English | - | - | - | - | - | - | - | - | - | - |
| Total | | | | 281 | 64 | 58 | - | 44 | 44 | 150000 |

Educational program and contingent of students 0301000 - "Medicine" 2015-2016

| | Period of education | Start of education according SSGE (year) | Number of students | | Applications for education have been submitted | Gone through the competition | Enrolled for education in the current year | | Enrolled for education | Cost of education |
|-----------|---------------------|--|--------------------|-----------|--|------------------------------|--|-----------|------------------------|-------------------|
| | | | government order | agreement | | | government order | agreement | | |
| in Kazakh | 3 year 10 | 2010, 2016 | - | 159 | 35 | 35 | - | 30 | 30 | 150000 |

| | | | | | | | | | | |
|------------|-----------------------|---------------|---|-----|----|----|---|----|----|--------|
| | month | | | | | | | | | |
| in Russian | 3 year 10 month | 2010, 2016 | - | 36 | 15 | 15 | - | 14 | 14 | 150000 |
| in English | - | - | - | - | - | - | - | - | - | - |
| Total | | | | 229 | 50 | 50 | - | 44 | 44 | 150000 |

Educational program and contingent of students 0301000 - "Medicine" 2016-2017

| | Period of education | Start of education according SSGE (year) | Number of students | | Applications for education have been submitted | Gone through the competition | Enrolled for education in the current year | | Enrolled for education | Cost of education |
|------------|----------------------------|--|--------------------|-----------|--|------------------------------|--|-----------|------------------------|-------------------|
| | | | government order | agreement | | | government order | agreement | | |
| In Kazakh | 3 year 10 months | 2016 | - | 146 | 47 | 47 | - | 42 | 42 | 150000 |
| In Russian | 3 years 10 months | 2016 | - | 42 | 14 | 14 | - | 13 | 13 | 150000 |
| In English | - | - | - | - | - | - | - | - | - | - |
| Total | | | | 188 | 61 | 61 | - | 55 | 55 | 150000 |

Контингент обучающихся 0301000 - «Лечебное дело» на 2014-2015гг

| | Код программы, Код специальности | Принято обучающихся, всего | Обучается на курсах | | | | Итого обучается на всех курсах | Количество отличенных обучающихся | Количество переведенных обучающихся из других медицинских колледжей | Выпуск. ожидаемый за 2014-2015 год |
|-----------------------------|-------------------------------------|----------------------------|---------------------|----|----|----|--------------------------------|-----------------------------------|---|------------------------------------|
| | | | 1 | 2 | 3 | 4 | | | | |
| Обучающиеся по гос. заказу | - | - | - | - | - | - | - | - | - | - |
| Обучающиеся по хоз.договору | 0301000 «Лечебное дело» | 44 | 39 | 64 | 92 | 86 | 289 | 13 | 12 | 79 |
| Итого: | | 44 | 39 | 64 | 92 | 86 | 289 | 13 | 12 | 79 |

Contingent of students 0301000 - «Medicine» 2015-2016

| | Code of program, Code of speciality | Admitted students, total | Studied on | | | | Studied in all courses | Number expelled students | Number of students transferred from other medical | Release for expected 2015-2016 year |
|--------------------------------|--|--------------------------|------------|----|----|----|------------------------|--------------------------|---|-------------------------------------|
| | | | 1 | 2 | 3 | 4 | | | | |
| Students from government order | - | - | - | - | - | - | - | - | - | |
| Students from agreement | 0301000 - «Medicine» | 44 | 32 | 45 | 63 | 89 | 229 | 19 | 1 | 79 |
| Total: | | 44 | 32 | 45 | 63 | 89 | 229 | 19 | 1 | 79 |

Contingent of students 0301000 - «Medicine» for 2016-2017

| | Code of program, Code of specialty | Admitted students, total | Studied on course | | | | Studied in all courses | Number of expelled students | Number of students transferred from other medical colleges | Release expected for 2015-2016 year |
|-------------------------------|---------------------------------------|--------------------------|-------------------|----|----|----|------------------------|-----------------------------|--|-------------------------------------|
| | | | 1 | 2 | 3 | 4 | | | | |
| Students for government order | - | - | - | - | - | - | - | - | - | |
| Students for agreement | 0301000 «Medicine» | 55 | 40 | 49 | 40 | 59 | 188 | 15 | 4 | 56 |
| Total: | | | | | | | | | | |

Qualitative indicators of educational practice in the specialty "Medicine" in the context of three years 2014-2017 academic year

| № | Specialty | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|-----------|------------|------------|------------|------------|------------|------------|
| | | Avg. score | Quality.,% | Avg. score | Quality.,% | Avg. score | Quality.,% |
| 1 | Medicine | 3,8 | 80 | 3,9 | 81 | 4 | 82 |

Qualitative indicators of educational practice in the specialty "Medicine" in the context of three years 2014-2017 academic year

| № | Specialty | 2014-2015 | 2015-2016 | 2016-2017 |
|---|-----------|-----------|-----------|-----------|
| | | | | |

| | | Avg. score | Quality.,% | Avg. score | Quality.,% | Avg. score | Quality.,% |
|---|----------|------------|------------|------------|------------|------------|------------|
| 1 | Medicine | 3,9 | 81 | 4,1 | 89 | 4,25 | 93 |

Qualitative indicators based on the results of pre-diploma practice in the specialty "Medicine" in the context of three years 2014-2017 academic year

| № | Specialty | 2014-2015 | | 2015-2016 | | 2016-2017 | |
|---|-----------|------------|------------|------------|------------|------------|------------|
| | | Avg. score | Quality.,% | Avg. score | Quality.,% | Avg. score | Quality.,% |
| 1 | Medicine | 4,2 | 96 | 4,2 | 97,6 | 4,3 | 97,8 |

**Results of state examinations of graduates
0301000 - "Medicine" 2014-2015**

| Specialty «Medicine» | Code of specialty 0301000 | Total | Citizen of RK | Including received | | | Receive diploma with honors |
|--|------------------------------|-------|---------------|--------------------|---|--------------|-----------------------------|
| | | | | Just excellent | Excellent and good or just satisfactory | Satisfactory | |
| Allowed to pass state examinations Total | 79 | 79 | 79 | 17 | 58 | 5 | 12 |
| Students with education in Kazakh | 47 | 47 | 47 | 9 | 41 | 5 | 9 |
| Students with Russian language education | 32 | 32 | 32 | 8 | 17 | - | 3 |
| Total | 79 | 79 | 79 | 17 | 58 | 5 | 12 |

**Results of state examinations of graduates
0301000 - "Medicine" 2015-2016**

| Specialty «Лечебное дело» | Code of specialty 0301000 | Total | Citizen from RK | Including received | | | Received honors diploma |
|------------------------------|------------------------------|-------|-----------------|--------------------|-------------------------------|--------------|-------------------------|
| | | | | Just excellent | Excellent and good, just good | Satisfactory | |
| | | | | | | | |

| | | | | | | | |
|--|----|----|----|----|----|---|----|
| Allowed to pass state examinations Total | 79 | 79 | 79 | 42 | 32 | 6 | 13 |
| Students with Kazakh language education | 61 | 61 | 61 | 32 | 25 | 5 | 7 |
| Students in Russian | 18 | 18 | 18 | 10 | 7 | 1 | 6 |
| Total | | 79 | 79 | 42 | 32 | 6 | 13 |

**Results of state examinations of graduates
0301000 - "Medicine" 2016-2017**

| Specialty «Medicine» | Code of specialty 0301000 | Total | Citizen from RK | Including received | | | Received honors diploma |
|---|------------------------------|-------|-----------------|--------------------|-------------------------------|----------------|-------------------------|
| | | | | Just excellent | Excellent and good, just good | Satisfactorily | |
| Allowed to pass state examination Total | 56 | 56 | 56 | 17 | 24 | 15 | 4 |
| In Kazakh | 45 | 45 | 45 | 12 | 19 | 14 | 2 |
| In Russian | 11 | 11 | 11 | 5 | 5 | 1 | 2 |
| Total | 56 | 56 | 56 | 17 | 24 | 15 | 4 |

REVIEW OF RECOMMENDATION FOR IMPROVING QUALITY:

Develop, a system of academic counseling for their students, plans, programs for training mentors.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

strong-7

Satisfactory -1

suggest an improvement of -0

unsatisfactory-0

6.6 The standard "Educational resources"

The Evidence

The medical college has a sufficient and appropriate material and technical base, information resources, educational and information technologies and resources for the theoretical and clinical training of students, which the medical college uses to achieve its mission and strategic goals and meet the requirements of the implemented OS in the specialty: 0301000 "

"With qualifications 0301013" Physician assistant "and 0301023" Midwife";

To the learning environment are: 3-storey educational building, a total area of 3450.6 sq.m., the training area of which is 2302.1sq.m.. In the building there are offices of structural divisions, an assembly hall for 200 seats, a sports hall with an area of 146 sq.m. equipped with modern simulators, a volleyball, basketball court, a mini football field with an area of 1002.6 sq.m.. The college has its own hostel for 100 beds, in which there is a sports hall with an area of 55 square meters, an assembly hall with an area of 48.4 square meters, a recreation room of 35 sq.m., a reading room of 24.8 sq.m..

The first-aid post is located on the first floor with a separate entrance and consists of a procedural room with an area of 11.2 sq.m., an office for outpatient patients with an area of 11.2 sq.m., works in accordance with the acting law. Minister of National Economy of the Republic of Kazakhstan from February 24, 2015, No. 127 "On the Approval of Sanitary Regulations" Sanitary and Epidemiological Requirements for Health Objects ".

In the college there is a dining room for 55 seats.

The quantity and quality of the existing premises, the equipment corresponds to the educational programs being implemented, sanitary norms. The college is provided with information resources and is connected to broadband high-speed access to the Internet through media. The dynamics of the development of material and technical resources is positive. The provision of students with computer and information resources is sufficient for conducting a quality educational process, meets licensing and certification requirements. The site operates in Kazakh and Russian languages, offers readers complete and qualitative information about the college, answers to questions, career guidance - the main objectives of the site.

Analytical part

According to the "Educational resources" standard, it can be noted that accessibility for trainees of organized information is provided for the learning process in all subjects taught.

Training equipment and computer technology meet the safety requirements for operation.

The implementation of the PP takes into account the individual needs and opportunities of students. Each student is given the opportunity to practice practical skills and skills in pre-clinical practice rooms, a simulation center, clinical facilities. In the college free access to educational Internet resources is organized, information technologies are introduced.

The equipment of the cabinets and laboratories is carried out in accordance with Tabel and the norms of the resources of the cabinets and laboratories of secondary medical and pharmaceutical education, with the order of Minister of the Ministry of Health of the Republic of Kazakhstan dated 29.05.2015 No. 423 "Standards for equipping preclinical simulations of medical colleges" and "Cabinet regulations" . The simulation center is equipped with modern mannequins, phantoms and dummies for processing practical skills and abilities in special disciplines.

Computer and office equipment provided the training part, personnel department, the office of the director, deputy director, the office of the head, methodologist. Acquired modern PCs for replacing obsolete models in cabinets and laboratories. The educational process uses 630 electronic textbooks. Computer equipment is acquired through extrabudgetary funds coming from the implementation of paid educational services.

The library's fund is staffed with all main types and types of documents, there is a scientific, educational, educational-methodical, artistic, other literature, as well as a fund of traditional and non-traditional carriers.

The book fund for the 2017-2018 academic year is 18598 books, for one student there are 42 books. The number of book issues in 2017 - in 9788 including tons.

1. Textbooks - 5914 copies.

2. Scientific and methodical literature - 3874 copies.

The library constantly receives applications from teachers and chairpersons of the cycle commissions for the necessary missing literature on the disciplines read. Applications are

executed on 75%. 25% are those applications for literature, which have not yet been republished, or are preparing for publication. The library of the college cooperates with book-selling and book-publishing organizations, only in January, 2018 books for the sum of 500000 tenge

The 3rd new modern, standard 4-storeyed (with a basement floor), an educational building with a standard sports hall is being constructed, now 4 floors of the building are built, taking into account the basement, the foundation for the sports hall is laid.

Strengths / best practice

- Training equipment and software used to develop the OP meet the safety requirements for operation.
- The institution creates a learning environment that promotes the formation of basic and professional competencies and takes into account the individual needs and opportunities of students
- The college creates conditions for the development of applied skills of students and teaching staff in the disciplines under study
- The college conducts an assessment of the dynamics of development of material and technical resources and information support for the EP.
- The college has the necessary number of classrooms equipped with modern technical training facilities that meet sanitary and epidemiological standards and requirements.
- Free access to educational Internet resources.
- The management of the EP demonstrated the reflection on the web-resource of information characterizing the EP

REVIEW OF RECOMMENDATION FOR IMPROVING QUALITY:

- } Replenish the library fund with textbooks in the state and Russian languages, educational literature on electronic and paper carriers, and actively publish the work of teachers. (QMS, training manuals)
- } Increase the number of technical training tools.
- } Increase resources in terms of volume, level, diversity and quantity to support the EP, the research program, and the intellectual and cultural development of students, teachers and staff.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

Strong-3

Satisfactory -3

suggest improvement-4

unsatisfactory-0

(VII) REVIEW OF STRONG SIDES / BEST PRACTICES FOR EVERY STANDARD

7.1 Mission and leadership standard

The Lenger medical college "Meir-Beys" attracts the pedagogical staff and employers to the development plan for the EP.

- "Meir-Beys» Lenger college of medicine demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority, delineation and independence of the financing system.
- The management of the EP demonstrates evidence of openness and accessibility for students, teachers, parents, employers.

7.2 Standard "Educational program"

- The management of the EP demonstrates the presence of a professional context in the content of the training disciplines;

- The list and content of the disciplines are available for students. Disciplines cover all issues, problems in the field taught;
- The management of the EP provides equal opportunities for students, including regardless of the language of instruction
- The management of the EP ensures the availability and effective functioning of the system of individual assistance and counseling of students on the educational process
- Management creates conditions for the effective development of the EP
- The management of the OP demonstrates the use of the advantages, individual characteristics, needs and cultural experience of students in the implementation of the EP
- The management of the EP demonstrates individual support for students in the implementation of the EP
- The management of the EP provides for the possibility of passing the training, training and production and pre-diploma practice in the specialty "Nursing" with the qualification "General Nurse", monitor the satisfaction of students, managers of medical organizations and employers.

7.3 The standard "Efficiency of the educational program"

- The effectiveness of OV in the college is assessed in accordance with the requirements of practical health care.
- The college monitors the academic achievements of students.
- The college has developed a continuous mechanism for monitoring the effectiveness of the implementation of the EP, ensuring the monitoring of the implementation of the curriculum and tasks at the level of the CMC, head of department, methodical cabinet, deputy director of SD

7.4 Standard "Teachers and Teaching effectiveness"

- The rights and duties of college teachers are regulated by job descriptions, which are reviewed and analyzed annually in accordance with qualification requirements.
- The management of the UE monitors the activities of the teaching staff, a systematic assessment of the competence of teachers, an integrated assessment of the quality of teaching
- Workload of teachers includes various activities. The management of the EP demonstrates the evidence of the teachers' fulfillment of all types of planned workload
- The management of the EP provides targeted actions for the development of young teachers
- The leadership of the EP demonstrates the mechanisms for stimulating the professional and personal development of teachers and workers

7.5 Standard "Students"

- The management of the college informs the students in a timely manner about changes in the policy, procedures of the ET.
- The management of the college makes the utmost efforts to provide graduates with employment and keep in touch with alumni.
- The leadership of the EP actively encourages students to self-education outside the main program (in the framework of extracurricular activities)
- OT management provides an opportunity for learners to exchange and express opinions
- Management guarantees the quality of the EP based on regular feedback from employers.

7.6 The Educational Resources Standard

- Training equipment and software used to develop the EP meet the safety requirements for operation.
- The institution creates a learning environment that promotes the formation of basic and professional competencies and takes into account the individual needs and opportunities of

students

- The College creates conditions for the development of applied skills of students and teaching staff in the disciplines under study
- The college conducts an assessment of the dynamics of development of material and technical resources and information support for the EP.
- The college has the necessary number of classrooms equipped with modern technical training facilities that meet sanitary and epidemiological standards and requirements.
- Free access to educational Internet resources.
- The management of the EP demonstrated the reflection on the web-resource of information characterizing the EP

(VIII) REVIEW OF RECOMMENDATION ON IMPROVEMENT OF QUALITY

8.1 Mission and Leadership Standard

| Involve teachers and the representation of students in the management of the educational program and ensure their quality.

| To systematize and improve the work of the quality management system.

| Actively introduce innovative educational technologies and teaching methods based on modern principles of education, which stimulate, prepare and support students and ensure the formation of students' responsibility for the process of their education.

| Improve compliance with the principles of studying the cycle of disciplines, integrated into modules on the principle of integrated learning.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

strong -5

satisfactory - 0

suggest improvement-2

unsatisfactory -0

8.2 Standard "Educational program"

| Actively introduce innovative educational technologies and teaching methods based on modern teaching principles that stimulate the educational process. Prepare and support students and ensure the formation of students' responsibility for the process of their education.

| Actively introduce discipline in the priority areas of health into the specialization component, taking into account national and regional needs.

| Introduce various evaluation methods that reflect the established basic and professional competencies, and assess the achievement of the learning outcomes of the students.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

Strong-5

Satisfactory -3

Supposed to improve - 1

Unsatisfactory-0

8.3 Standard "Efficiency of the educational program"

| Improve the mechanism for regular evaluation and monitoring of the educational program and issues.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

Strong-6

Satisfactory -1

Supposed to improve - 0

Unsatisfactory-0

8.4 Standard "Teachers and Teaching Effectiveness"

| To take an active part in the continuous development of teachers and to receive support for teaching and distance learning.

| Actively introduce clinical activities and research in teaching and learning.

| In order to stimulate cooperation and integration, actively study the methods of teaching special disciplines.

| Actively monitor the activities of the teaching staff, systematically assess the competence of teachers, and evaluate the effectiveness of the quality of teaching.

| Develop the competence of teachers to systematically assess activities that are consistent with the goals and outcomes of the educational program.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

Strong -4

Satisfactory -6

Assume an improvement of -0

Unsatisfactory -0

8.5 Standard "Learners"

| Develop, a system of academic counseling for their students, plans, programs for training mentors.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

Strong-7

Satisfactory -1

Assume an improvement of -0

Unsatisfactory-0

8.6 Standard "Educational Resources"

| Replenish the library fund with textbooks in the state and Russian languages, educational literature on electronic and paper carriers, and actively publish the work of teachers. (QMS, training manuals)

| Increase the number of technical training tools.

| Increase resources in terms of volume, level, diversity and quantity to support the EP, the research program, and the intellectual and cultural development of students, teachers and staff.

Conclusions of the EEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)

Strong-3

Satisfactory -3

Supposed to improve-4

Unsatisfactory-0

(IX) REVIEW OF THE RECOMMENDATION ON THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION

) Improve the quality of the graduate's preparation, taking into account the employers' requirements for the OP.

) Continue involvement of the Ministry of Defense in the development of the material and technical base of the college.



Appendix 1. Evaluation table "PARAMETERS OF THE SPECIALIZED PROFILE"

| № | Criteria of assesment | Position of education organisation | | | |
|--|--|------------------------------------|--------------|------------------|----------------|
| | | Strength | Satisfactory | Assems improving | Unsatisfactory |
| «Mission and leadership» standard | | | | | |
| 1 | The medical college must determine the mission, goals and expected results of the educational program and bring them to the attention of the stakeholders. | + | | | |
| 2 | The mission, goals and expected outcomes of students are periodically reviewed to reflect: | | | | |
| | professional standards of technical and professional, post-secondary education in medical and pharmaceutical specialties; | + | | | |
| | needs and expectations of stakeholders. | + | | | |
| 3 | The medical college must have a strategic development plan that corresponds to the stated mission of the educational program and ensures the achievement of the final results of the training. | + | | | |
| 4 | The medical college must guarantee representation from teachers and students in the management of the educational program, ensuring their quality. | | | + | |
| 5 | Documentation and publication should be accurate and reliable. References to proposals, results, accreditation / approval status of the program, schedule of the training process, staff policy and admission policy, evaluation policy, requirements for completion of the program for qualification, training costs should be accurate and reliable. | | | + | |
| 6 | The academic policy of the medical college is coordinated with the training program for specialists with secondary medical and pharmaceutical education. This policy is aimed at achieving the mission, goals and expected results of students and is fair, fair, published, revised to improve the quality of the educational program. | + | | | |
| TOTAL | | 5 | 0 | 2 | 0 |
| «EDUCATIONAL PROGRAMS» standard | | | | | |
| 7 | Educational and programmatic documentation: the model of the curriculum, typical working curricula and programs, individual curricula correspond to the goals, the content of the educational program for achieving the expected learning outcomes | | + | | |
| 8 | The medical college should use the educational program and teaching and learning methods based on modern teaching principles that stimulate, prepare and support students and ensure the formation of students' responsibility for the process of their education. | | + | | |

| | | | | | |
|---|---|---|---|---|---|
| 9 | The college of medicine should provide a description of the content, volume and sequence of courses and other elements of the curriculum to ensure adherence to the principles of studying the cycle of disciplines integrated into modules by the principle of integrated learning. | + | | | |
| 10 | The college of medicine must set a certain amount of time for the profile specialization component, which includes disciplines in the priority areas of health, taking into account national and regional needs. | | | + | |
| 11 | The medical college must ensure that students acquire sufficient knowledge and clinical and professional skills in order to assume the appropriate responsibility for health promotion, disease prevention and patient care. | + | | | |
| 12 | The agreements, written agreements with medical organizations that were clinical bases for the practice, are in effect, determine the expectations of all participants and provide protection for students. | + | | | |
| 13 | The college of medicine guarantees a variety of assessment methodologies that reflect established core and professional competencies, and assess the achievement of the learning outcomes of students. | | + | | |
| 14 | Work curricula and curricula should be regularly reviewed in accordance with the goals and outcomes of the educational program to ensure integrity, rigor and relevance. | + | | | |
| 15 | The medical college should provide an operational link between the educational program and the subsequent stages of professional training (bachelor's degree, specialization, NDP / NM) or practices to which the student will begin after the completion of training. | + | | | |
| TOTAL | | 5 | 3 | 1 | 0 |
| «EFFECTIVENESS OF EDUCATIONAL PROGRAMS» standard | | | | | |
| 16 | Within the framework of the educational program, a student evaluation plan is defined and implemented, in which the fact of reaching the alumni of the program of expected results of students' education is determined and the effectiveness of the program is assessed. | + | | | |
| 17 | Polls and other sources of data are used to collect information about the level of satisfaction of students, former students and employers and demonstrate the achievements of graduates. The data collected include, inter alia, the percentage of graduates, the percentage of successfully passed the certification examination, and the percentage of employment. | + | | | |
| 18 | Data on the cumulative results of students indicate the effectiveness of the program in achieving its mission and objectives, as well as the expected results. | + | | | |
| 19 | The aggregate results of the teachers correspond and contribute to the achievement of the mission and objectives of the educational program and the expected results of the students. | + | | | |
| 20 | The educational program provides an understandable and open policy regarding complaints from students, and, if necessary, information obtained from official complaints, is used to facilitate the continuous improvement of the program. | + | | | |

| | | | | | |
|--|---|---|---|---|---|
| 21 | The monitoring system of the educational program includes the determination of the degree of satisfaction with the quality of education of students and employers. | + | | | |
| 22 | The medical college has mechanisms for approving, regularly evaluating and monitoring the educational program and issues. | | + | | |
| TOTAL | | 6 | 1 | 0 | 0 |
| «Teachers and effectiveness of teaching» standard | | | | | |
| 23 | The medical college must ensure that the qualifications of the teachers correspond to the profile of the subjects taught. | | + | | |
| 24 | The teaching staff that ensures the implementation of the program should be represented by specialists in the specialized fields of knowledge covered by the educational program. | + | | | |
| 25 | Mentors, if available, should be qualified professionals with relevant experience of practical work and their job responsibilities should be clearly documented. | + | | | |
| 26 | The number of full-time teachers should be sufficient to ensure that the results of student learning and the results of the program will be achieved. | + | | | |
| 27 | Teachers should take part in continuous development and receive support for educational and distance technologies. | | + | | |
| 28 | The college of medicine must identify and implement an employee performance and development policy that: | | | | |
| 29 | ensures that clinical activities and research are used in teaching and learning; | | + | | |
| 30 | guarantees the adequacy of the knowledge of each employee of the educational program, which includes knowledge of the methods of teaching / learning and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration; | | + | | |
| 31 | includes training, development, support and evaluation of the activities of teachers, which involves all teachers, not only newly recruited, but also teachers, drawn from practical health care. | + | | | |
| 32 | The medical college monitors the activities of the teaching staff, systematically assesses the competence of teachers, and a comprehensive assessment of the effectiveness of the quality of teaching. | | + | | |
| 33 | The medical college monitors the activities of the teaching staff, systematically assesses the competence of teachers, and a comprehensive assessment of the effectiveness of the quality of teaching. | | + | | |
| TOTAL | | 4 | 6 | 0 | 0 |
| «STUDENTS»standard | | | | | |
| 34 | Changes in policies, procedures and information about the educational program are reported clearly, consistently and in a timely manner to the students. | + | | | |
| 35 | The college of medicine guarantees the quality of programs and releases on the basis of regular feedback from employers, | + | | | |

| | | | | | |
|---|--|---|---|---|---|
| | representatives of industrial practice and other relevant organizations. | | | | |
| 36 | Trainees should be clearly informed about the evaluation strategy used in their program, about exams or other methods and criteria for evaluating their knowledge, skills and attitudes. | + | | | |
| 37 | The college of medicine must: | | | | |
| 38 | have a system of academic counseling for their students, which includes issues related to the choice of optional classes, career planning, the appointment of mentors (mentors) for individual students or small groups of students. | | + | | |
| 39 | offer a student support program that addresses social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial problems, access to health care, immunization programs and health insurance, as well as financial assistance services in form of material assistance, scholarships. | + | | | |
| 40 | allocate resources to support students | + | | | |
| 41 | Ensure confidentiality regarding counseling and support. | + | | | |
| 42 | The college of medicine must identify and implement a policy of representation of students and their respective participation in the development, management and evaluation of the educational program, and other student-related issues that includes student self-government, the participation of student representatives in the boards of the medical college and other relevant bodies, and in public activities and local health projects. | + | | | |
| TOTAL | | 7 | 1 | 0 | 0 |
| «EDUCATIONAL RESOURCES» standard | | | | | |
| 43 | The medical college must ensure that the resources used to organize the learning process are sufficient and meet the requirements of the educational program being implemented. | | | + | |
| 44 | The budget and material resources are in sufficient quantities to ensure that the program achieves its mission, goals and expected results. Verification of the sufficiency of resources is made on a periodic basis and, if necessary, the resources are modified. | | + | | |
| 45 | Academic support services provide quality and are regularly checked for compliance with the educational program and the needs of students. There is a certain procedure for regular verification of the sufficient volume of academic support services provided under the program. | + | | | |
| 46 | Academic support services, available through the educational program, ensure the implementation of the mission and achievement of the expected results of students and at least include the following: | | | | |
| 47 | computer and technological services; | | | + | |
| 48 | library services; | | | + | |
| 49 | support of distance education, if necessary; | | | | |

| | | | | | |
|--------------|--|-----------|-----------|----------|----------|
| 50 | consultancy services, including career counseling in health care; | | + | | |
| 51 | other support services for students (for example, literary centers, support services for persons with disabilities), if they are relevant to the program. | + | | | |
| 52 | The resources are sufficient in volume, level, variety and quantity to support the OP, the research program, and the intellectual and cultural development of students, teachers and staff. | | | + | |
| 53 | The medical college has the necessary resources for acquiring practical skills for students and mastering professional competencies, including specialized laboratories, mannequins, simulators, simulation equipment, as well as clinical bases of practical public health. | | + | | |
| 54 | The college of medicine must guarantee integration with intramolecular electronic resources, the availability of comparative information (benchmarking) about the achievements of the implementation of the educational program against the background of other specialties (training areas) in the medical college. | + | | | |
| ALL | | 3 | 3 | 4 | 0 |
| TOTAL | | 30 | 13 | 8 | 0 |

