



«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 evaluation for compliance with the requirements of specialized accreditation standards medical college “Taraz-Bolashak” educational program 0305000 “Laboratory diagnostics” with the qualification 0305013 “Medical laboratory assistant” from “10” to “12” April 2018.

Taraz 2018

**INDEPENDENT AGENCY OF ACCREDITATION AND RATING**  
*External expert commission*

*Addressed to  
Accreditation  
advice of IAAR*



Независимое агентство  
аккредитации и рейтинга

**REPORT**

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**Taraz “12” April 2018**

## **(I) LIST OF SYMBOLS AND ABBREVIATIONS**

- SCES- state compulsory education standards
- FSA - Final State Attestation
- MO – Medical organizations
- TVE – Technical and vocational education
- WC – Working Curriculum
- WTPI – Working Teaching Plan
- TTP – Typical Teaching Programs
- TTPI – Typical Teaching Plan
- CTP – Calendar- thematic plan
- QMS - Quality Management System
- AW – Academic Work
- IT – Industrial Training
- PP – Professional Practice
- EP – Educational Program
- TMC – Training and Methodology Complex
- EMCD – Educational - methodical complex of discipline
- CMC – Cycle Methodical Commission
- PC - Personal Computers
- ICT - Information and Communication Technologies
- TS - Teaching staff
- PW - Pedagogical workers
- SRR - Sanitary rules and regulations
- FOP- Feldsher-obstetrical point
- SED – Social and Economic Disciplines
- GES - General Educational Subjects
- GH – General Humanities

## **(II) INTRODUCTION**

In accordance with the order of the IAAR № 18-18-OD from 28.02.2018. “Taraz-Bolashak” medical college with the type of activity of TPE, the visit of the external expert commission (EEC) from 10 to 12 April 2018 was held. The evaluation of the conformity of the educational program 0305000 “Laboratory Diagnostics” with the qualification 0305013 “Medical laboratory assistant”, **the standards of specialized accreditation of IAAR:**

1. **The chairman of the commission** – Adylkanova Asel Madenievtoyna, a director of “Medical College Shypager” Institution” (Astana);
2. **Foreign expert** - Baiysova Gulzat Abyirovna, a director of Talas Medical College (Talas city, Kyrgyz Republic);
3. **Foreign expert** – Tayirov Mitalip Muratovich, a director of the Institute of Natural and Technological Sciences of Batken State University (Bishkek city, Kyrgyz Republic);
4. **Expert** - Turgynaliyeva Anar Tursynbekovna, a deputy director for practical work “Medical College Shypager” Institution” (Astana);
5. **Expert** - Bekenbaeva Sarah Shakenovna, a teacher of specialized disciplines “Taraz Specialized College” (Taraz city);
6. **Expert** – Ospanova Maryam Nagmetovna, a head of “Laboratory Diagnostics” department of Kokshetau Higher Medical College under the Health Department of Akmola Oblast (Kokshetau city);
7. **Employer** – Akhilbekova Zhamilya Zhumabaevna, obstetrician-gynecologist of the city hospital № 2 (Taraz city);
8. **Student** - Kipshakbayev Yermek Almasuly, 3-year student of “Medicine” specialty of Zhambyl Medical College (Taraz city);
9. **Observer from the Agency** - Zhakenova Alisa Satbekovna, a head of medical projects of the Agency (Astana city).

EEC report contains an assessment of the conformity of the educational program of the education organization with the criteria of IAAR, recommendations of EEC for further improving the educational program and the profile of the educational program.

### **(III) REPRESENTATION OF THE ORGANIZATION OF EDUCATION**

LLP “Medical College” Taraz-Bolashak” is a private educational institution of vocational education which has the status of a legal entity.

The medical college is located at: Zhambyl region, Taraz city, Pushkin street 57, phone number - 8 (726) 2431658, e-mail: Col\_bolashak@mail.ru.

College “Bolashak” began its educational activity in the professional and humanitarian specialties in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan №353 from April 23, 2004. On the basis of the order of the Ministry of Science and Education of the Republic of Kazakhstan №239 from April 19, 2010, Professional and Humanitarian College “Bolashak” was issued a state license with series AB № 0048235 for the training of medical personnel in specialties 0301000 “Curative affair”, 0302000 “Nursing affair”. The Control Committee of the Education Department of Zhambyl Oblast, by order №390 from July 25, 2013 additionally issued a license for specialty 0305000 “Laboratory diagnostics”. Since 11.10.2017 the college has been renamed into Medical College “Taraz-Bolashak” LLP and at present the educational activity of the medical college is carried out on the basis of the state license issued by the Control Committee of the Education Department of the Zhambyl Region of the Ministry of Education and Science of the Republic of Kazakhstan № KZ29LAA00010349 dated October 27, 2017, the license is not limited.

In 2015-2016 academic year, in accordance with the Decree of the Government of the Republic of Kazakhstan from December 24, 2007, the State certification was conducted, the college was certified for 5 years period.

Education in the college is carried out in the specialties “Nursing affair”, “Curative affair”, “Laboratory diagnostics”. The language of instruction is Kazakh, Russian, English. In the 2017 - 2018 academic year, the contingent of students amounted to 1863 students, 1543 students are taught in Kazakh, 299 - in Russian and 21 students - in English.

The contingent of students in specialty 0305000 “Laboratory Diagnostics” -112 students.

**Table 1. Contingent of students in courses and language of study**

<b>Course</b>	<b>Number of students</b>	<b>State language</b>
I	24	24
II	20	20
III	22	22
IV	46	46
<b>Total</b>	<b>112</b>	<b>112</b>

The implementation of the educational program on the specialty “Laboratory diagnostics” is provided by 35 teachers, 33 are full-time (94%), 2 (5%) are part-time teachers. With the highest qualification category - 6, with the first-1, with the second-18 teachers. Teachers of the college have a corresponding basic education.

The college has its own 4-storey building, with a total area of 5946.2 square meters, where the main educational facilities and a medical center are located. And also an additional educational building with an area of 185.4 square meters, an assembly hall with 145 seats, the total area of which is 239.4 square meters, a sports hall with an area of 242 square meters, including a gym with an area of 88.5 square meters, a summer sports ground with 300 sq. m., in the college there is a dining room for 40 seats and a hostel for 72 seats.

Medical care for students and teachers is carried out in the medical center which has a state license series № 16006418 dated April 15, 2016. In the medical center, doctors and middle-level medical workers take courses in 14 specialties. There are functioning rooms:

fluorography examination, ECG, ultrasound, physio cabinet with exercise therapy, massage, pre-hospital, examination, procedural, inoculum, clinical and biochemical laboratory and day hospital for 5 beds. All 30 rooms equipped in accordance with the minimum standards of equipment for primary health care.

In the college there is a simulator center equipped with modern high-tech equipment created to train students. The center occupies 10 rooms with video surveillance.

In college there is a common local wired network, a WI-FI system is installed. There are 3 computer classes in the college that have high-speed access to the Internet. Interactive whiteboards are installed in 9 classrooms.

The IP video monitoring system of the educational process consists of 12 high-resolution video cameras.

According to the educational program “Laboratory diagnostics” in 2016-2017 academic year was the first graduation consisting of 14 students.

**Table 2. Employment of graduates by specialty**

Academic year	Number of graduates		Number of employed		Em-ployment, %
	total	on a fee basis	total	on a fee basis	
2016/2017	14	14	12	12	86

### **Research projects**

A purposeful work is carried out to develop the intellectual and creative abilities of students.

In 2013-2014 academic year the scientific society “Intellect” was organized. The main goal of the society is the organization of joint research work of teachers and students with a presentation of the work performed, as well as the publication of a collection of materials of research projects. Scientific society “Intellect” published a special collection of materials:

- in the 2014-2015 academic year consisting of 69 pages,
- in 2015-2016 school year consisting of 69 pages,
- in 2016-2017 academic year consisting of 81 pages.

Teachers of the educational institution are the authors of scientific articles in electronic, national scientific publications, teaching aids, as well as patent holders.

Teachers of the college actively participate in various competitions, including Republican competitions, take prizes, for example, the teacher of the Kazakh language and literature Seytzhanoz Sabyrzhan participated in the competition organized by the Eurasian National University named after L. Gumilev together with the Education Department of Astana city and took the 2<sup>nd</sup> place. He was awarded “The Best Teacher of 2017 year” medal.

### **(IV) DESCRIPTION OF THE HEC VISIT**

The work of EEC was carried out on the basis of the visiting program of the expert commission for the specialized accreditation of educational programs in the medical college “Taraz-Bolashak” from April 10 to April 12, 2018.

To obtain objective information about the quality of educational programs and the entire infrastructure of the college, clarifying the content of self-assessment reports, meetings were held: with a director, a deputy director for financial work, a deputy director for educational work, a deputy director for upbringing work, a head of the student’s department, a head of the department of personnel management, heads of CMC and TMW, heads of departments, a

methodologist, a head of the library, a chief accountant, teachers, students, graduates, employers. In total 259 people took part in the cluster meetings.

**Table 3. Information on the number and categories of meeting participants**

<i>Category of participants</i>	<i>Quantity</i>
Director	1
Deputy director	4
Heads of divisions	9
Chief Accountant	1
Head of Human Resources Department	1
Teachers	72
Students	135
Graduates	24
Employers, social partners	12
<b>Total</b>	<b>259</b>

During the work of the HEC a visual inspection of the college infrastructure was carried out: teaching classrooms, training laboratories, computer classes, a library, a reading room, a sports hall, a gym, a sports ground, a medical center, a canteen, a simulator center, pre-clinical practice rooms, a language laboratory. The documentation of cycle methodological commissions, departments implementing accredited educational programs was studied. Practical training bases for accredited programs were visited: Zhambyl Regional Hospital, Zhambyl Regional Children's Hospital, Zhambyl Regional Perinatal Center, Urban Children's Hospital № 1, Clinical Center for Cardiac Surgery and Transplantology, National Center for Expertise in Zhambyl Oblast.

To conduct educational, industrial and professional practice, the college concluded agreements with the heads of medical and preventive organizations in Taraz. 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 MO. 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 there are created the necessary conditions for a qualitative passage of practices. In all basic MO there are allocated study rooms for students of college.

To qualitatively conduct all types of practical training the contracts were signed by 17 medical organizations of the city. The introduced elements of dual training allow the therapeutic bases to become active and full participants in the educational process, influencing the content of education, and the college - to influence the quality of medical care for the population.

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 main doctors, chief and senior nurses, heads of departments, heads of laboratories met with members of the EEC who told about the requirements for trainees, about the process of passing the practice. It should be noted that MOs do not only provide jobs for the period of practice but also actively participate in adjusting the

content of working curricula and programs, as well as in assessing the knowledge and skills of students. During the visit to the practical bases the evidence was obtained according to the passing the industrial practice by the college students of the third and fourth year. During the course of practice, by order of the director of the college and the head of the MO general and immediate supervisors (mentors) are appointed. The reviews from the leaders of MO about students and college graduates are positive. Evidence of quality training of specialists is that graduates of the medical college “Taraz-Bolashak” work in the departments and laboratories.

Members of the HEC visited National Center for Expertise in Zhambyl Oblast where the meeting with the head of the laboratory “Hygiene of Labor and Communal Hygiene” B.A. Ablelova who works in close contact with the medical college “Taraz-Bolashak”. During the conversation it was found out that the laboratory staff conducts practical classes at their workplaces and actively participates in the implementation of the educational program, takes part in assessing the quality of knowledge and skills of students. At the time of the visit, the 4<sup>th</sup> year students of the specialty “Laboratory diagnostics” had the subject “Hygiene with Sanitary and Hygienic Research Techniques”.

An interview was conducted with the graduates of the medical college “Taraz-Bolashak” who work in different departments (therapeutic, infectious, surgical, etc.) They shared with the members of the HEC about the successes in their work, their achievements, expressed gratitude for the profound knowledge which they had received in the walls of the college.

The theoretical and practical classes on “Microbiology, virology with the technique of microbiological research”, “Biology”, “The basics of nursing”, “Anatomy”, “Chemistry”, the educational event “Ruhanizhanaru – mangilik el Kazakhstan” were visited by EEC members. The analysis of the classes visited showed that the teachers had developed calendar-thematic plans, approved work programs, TMC, actively use ICT. In general, all attended lessons 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 Standard “Mission and Leadership”**

#### ***Evidence part***

“Mission and Leadership” of EP 0305000 “Laboratory diagnostics” are focused on providing high-quality educational services, training of professionally competent and competitive specialists.

LLP medical college “Taraz-Bolashak” has developed and approved in the collegiate management body a strategic development plan for 2017-2021 years, defining all its activities revised in connection with the modernization of the medical education system (was adopted at the meeting of the Pedagogical Council № 5 from 01.07. 2014, revised at the meeting of the Pedagogical Council № 1 from 02.09.2017.)

The activity of the college 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 are expressed in the desire of the college to constantly improve the level of training of specialists for providing quality medical services to the population of Kazakhstan.



The college attracts the pedagogical staff and employers to EP development plan. 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 of MO 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 EP. Information on the content of the development plan for EP is communicated to interested persons.

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

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

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 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 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 OP. Each employee of the college knows his duties, functions and rights.

In the given organization the order of the statement, periodic reviewing (revision) and monitoring of educational programs and documents regulating this process is introduced.

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

The college conducts an analysis of the external and internal environment. The degree of satisfaction of teachers and 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 EP and the expected outcomes of the training of trainees are periodically reviewed to reflect not only TVE professional standards for medical specialties but also the needs and expectations of the stakeholders.

### ***Analytical part***

According to the "Mission and Leadership" standard, it should be noted that the success of the implementation of EP is determined mainly on the basis of the planned, focused and effective implementation of EP development plan which should accordingly be transparent and accessible to all stakeholders.

The college is constantly developing and adjusting the development plan for EP, taking into account the needs of stakeholders and students. When developing the development plan, the national development priorities and development strategies of the college are taken into account.

### ***Strengths / best practice***

The strengths include:

- Medical college “Taraz-Bolashak” attracts the students, teachers and employers to formulate the plan for the development of EP;
- Medical college “Taraz-Bolashak” 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 EP demonstrates evidence of openness and accessibility for students, teachers, parents, employers.

### ***Conclusions of the HEC on the criteria: (strong / satisfactory / suggest improvements / unsatisfactory)***

strong - 8

satisfactory - 0

suggest an improvement of -0

unsatisfactory -0

### ***6.2 Standard “Educational program”***

#### ***Evidence part***

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 MO.

In the formation of EP, the opinion of the students is also taken into account. In accordance with TTP and model training programs WC and the training programs have been developed. At the basis of developing WC there is also SCES, the opinion of teachers and employers. TTP includes 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. Various forms of conducting training sessions (business games, trainings, discussions, excursions) form the professional qualities of students. On the development of the professional competencies of the students, the subjects of the tasks of laboratory and practical work are directed. 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 college, the training is conducted in three languages, state, Russian and English. Training of EP “Laboratory diagnostics” is carried out in the Kazakh language.

Individual assistance and counseling of students on the issues of the educational process are traced. Conditions are created for effective development of EP. The educational process takes into account the individual characteristics of students, the implementation of the

educational process is supported and there is held a monitoring system for their achievements.

Trainees can get advice from teachers, as well as write on the director's blog, which is posted on the website [www.tarazbolashak.kz](http://www.tarazbolashak.kz) and receive a detailed answer.

**The questionnaire of the teaching staff, conducted during the visit of EEC of IAAR, showed that:**

- the contents of EP are satisfied: 100% of the respondents; very good -93.5% of respondents, good - 6.5%;

- 100% of **respondents** were satisfied with the attention of the college leadership to the content of EP;

- knowledge of students obtained in college, meet the realities of labor market requirements in the opinion of 100% of **respondents**;

100% of **respondents** are satisfied with the formation of the ability to analyze situations and build forecasts.

### *Analytical part*

The Standard “Educational program” is developed in accordance with the mission, objectives and expected results of the students. Implementation of the EP 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 EP demonstrates the availability of a professional context in the content of the training disciplines;
- The leadership of EP demonstrates an effective balance between theoretical and practice oriented disciplines;
- The list and content of the disciplines are available for students. Disciplines cover all issues, problems in the field taught;
- The structure of EP provides for various types of activities, the content of which contributes to the development of the basic and professional competencies of students taking into account their personal characteristics;
- The management of EP provides equal opportunities for students, including regardless of the language of instruction;
- The management of 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 EP;
- The management of EP demonstrates the use of the advantages, individual characteristics, needs and cultural experience of students in the implementation of EP;
- The management of EP demonstrates individual support for students in the implementation of EP;
- The management of EP provides the possibility of passing educational, training and production and undergraduate practice in the specialty “Laboratory diagnostics” with

the qualification “Medical laboratory assistant”, monitors the satisfaction of students, leaders of medical organizations and employers;

***HEC recommendations:***

- ✓ When implementing EP, provide a certain amount of time for disciplines that take into account national and regional needs;
- ✓ Improving the operational relationship between EP and the subsequent stages of professional training (bachelor's degree, specialization) or practice to which the student will start upon completion of training.

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

strong-7  
satisfactory - 2  
suggest an improvement of -0  
unsatisfactory-0

***6.3 Standard “Efficiency of the educational program”***

***Evidence part***

35 teachers, 33 (94%) full-time staff, and 2 (5%) part-time employees provide the implementation of the educational program in the specialty “Laboratory diagnostics”. All teachers have a corresponding basic education. With the highest qualification category - 6, which is 17.1%, from the first-1, which is 2.9%, from the second-18 teachers, which is -51.4%.

In the last 5 years, all the teachers (100%) have completed the qualification improvement.

***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 EP, the high level of professional development of teachers and feedback from the heads of practical bases on the sufficient level of training.

***Strengths / best practice***

The strengths include:

- The effectiveness of EP in the college is assessed in accordance with the requirements of practical health care;
- The college monitors the educational achievements of students;
- The college has developed a continuous mechanism for monitoring the effectiveness of the implementation of EP, ensuring the monitoring of the implementation of the curriculum and tasks at the level of CMC, head of department, methodical cabinet, deputy director of TMW;
- Formation of the teaching staff is carried out in strict accordance with the qualification requirements for the licensing of educational activities

***EEC recommendations:***

- ✓ To intensify the educational and research work of students, with the further introduction of results into educational programs;
- ✓ For optimal organization of the research work of teachers and students and participation

in various international forums and scientific and practical conferences it is recommended to organize the scientific sector of the college with the states.

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

strong-5

satisfactory - 1

suggest improvements - 1

unsatisfactory-0

#### 6.4 Standard “Teachers and teaching effectiveness”

##### ***Evidence part***

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. The visits of seminars, conferences, and refresher courses by teachers are being monitored.

There is a dynamics of growth in teacher training. During the 2016-2017 academic year, 21 teachers passed refresher courses, this is 65% of teaching staff. Within five years, the coverage of teachers' upgrading is 100%.

Continuous improvement of the management system of the college is carried out. There is a prospective plan for passing the refresher courses, according to which all teachers take courses on updating the content of education.

The advanced training of teachers is carried out through training in JSC “Center for Advanced Training Orleu” Taraz city, Educational and Methodological Center “New Opportunities “Astana city, Kazakh National University named after Al-Farabi, Republican Center for Training and Retraining of Medium Medical and Pharmaceutical Workers, Shymkent city, Kazakh Medical University of Continuing Education, Almaty city.

The college systematically performs a comprehensive assessment of the effectiveness of teaching quality, monitors the activities of the teaching staff, assesses the competence of the teacher. Forms, methods and evaluation criteria are brought to the teachers at the meetings of 3 CMC, TMW, methodical and pedagogical councils, through information stands, through the college website.

Assessment of the effectiveness of the quality of teaching is carried out through open classes, mutual visits of classes, master classes, competitions, seminars, conferences, questionnaire “Teacher with the eyes of a student”.

Open training sessions, mutual visits are forms of improving pedagogical skills. An open lesson is the source of information about the work of the teacher, this is his way of self-expression, self-realization.

In the 2016-2017 academic year, 4 open classes were taught by the teachers in the specialty “Laboratory Diagnostics”, including profile disciplines.

In college, a rating is held to assess the professional performance of teachers. As a result of the rating, teachers at the end of the academic year are encouraged to read and write letters of thanks. Results are given by the pedagogical council.

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.

***The questionnaire carried out during the visit of the EEC IAAR showed that  
The College has the opportunity to provide:***

- innovation promotion system - ***100% satisfaction***;
- availability of the necessary scientific and educational literature in the library for teachers - ***100% satisfaction***;
- teaching staff in using their own innovations in the learning process - ***100% satisfaction***;
- an opportunity for continuous capacity development - ***100% satisfaction***;
- level of stimulation and attraction of young specialists - ***100% satisfaction***;
- work to improve skills - ***100% satisfaction***.
- evaluate the ability to combine teaching with applied activities - ***100% satisfaction***.

***Analytical part***

According to the “Teachers and teaching effectiveness” standard, a high level of professional development and visits to various schools and creative activities can be noted.

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

***Strengths / best practice***

- Selection and placement of pedagogical staff in the college is carried out taking into account the pedagogical qualifications and professional growth. The analysis of the quantitative and qualitative composition of teachers corresponds to the qualification requirements, the objectives of EP;
- 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 EP monitors the activities of the teaching staff, a systematic assessment of the competence of teachers, and a comprehensive assessment of the quality of teaching;
- Workload of teachers includes various activities. The management of EP demonstrates the evidence of the teachers performing all kinds of planned workload;
- The management of EP provides targeted actions to develop young teachers;
- The leadership of EP demonstrates the mechanisms for stimulating the professional and personal development of teachers and workers;
- An important factor is the participation of the teaching staff in the life of society.

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

strong-8  
satisfactory -2  
suggest an improvement of -0  
unsatisfactory-0

***6.5 Standard “Learners”***

***Evidence part***

Work on the formation of the contingent is conducted in the context of all qualifications:

the basic level of education of the applicant, the full-time course of study, the languages of instruction (Kazakh, Russian and English). All information on the formation of the student contingent is posted on the college's website. Acquaintance of applicants with the conditions of admission through visual information materials, videos, as well as on the website of the college. Vocational guidance work is conducted on the schools of Taraz city and in the regions of Zhambyl region. For each school in Taraz, there are responsible for organizing vocational guidance work.

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, by State Attestation Commission (SAC) decision they are awarded the appropriate qualification “Medical Laboratory Assistant” and 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 qualitative passage of professional practices at MO bases of the city and regions. The students are satisfied with the learning process.

With the purpose of giving professional, psychological help and support to students in the college, a psychologist works, on the site, stands there is a telephone number of the psychologist's trust. To work with students, the teacher-psychologist uses the office of psychological relief.

The effectiveness and quality of the functioning of the feedback system, including, inter alia, the operational presentation of information on the results of the assessment of knowledge, are indicated by the results of *the questionnaire survey conducted during the visit of EEC IAAR*.

Thus, the questionnaire showed 98.7% of the students' complete satisfaction with the procedures and results of assessing their knowledge, skills and habits.

- 100% of respondents are “fully satisfied” with the understanding of the evaluation criteria used by the teacher;
- Totally satisfied with the fact that “The teacher objectively assesses the achievements of students” 99.1% of respondents.
- The objectivity and fairness of teachers are “completely satisfied” 99.1% of respondents
- **99.1% of satisfaction;**
- The validity of examinations and attestations is “completely satisfied” 100% of respondents - **100% of satisfaction;**
- 100% of respondents **satisfied** with the tests and exams - **“100% satisfied”**.

#### *Analytical part*

According to the “Learners” standard, it can be noted that the college students put their interests at the head of the corner. The students are provided with all the conditions for mastering EP and students are satisfied with the quality of educational services.

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

The contingent of students of EP “Laboratory diagnostics” at the beginning of the academic year was 113, at the time of inspection 112 people.

**Table 4. Contingent of students in the context of the specialty**

Name of specialty	Trained at courses				Total study at all courses	Number of expelled students	Number of transferred	Expected release
	1 course	2 course	3 course	4 course				
0305000 “Laboratory diagnostics”	24	20	22	46	112	1	0	46

**Table 5. Indicators of admission**

Name of specialty	Contingent enrolled for 1 course									
	2013-2014		2014-2015		2015-2016		2016-2017		2017-2018	
	Enrolled	in the state language	Enrolled	in the state language	Enrolled	in the state language	Enrolled	in the state language	Enrolled	in the state language
0305000 “Laboratory diagnostics”	14	14	67	67	37	37	27	27	33	33

The reducibility of the contingent before the release was 100%.

**Table 6. Results of intermediate certification of students of the specialty “Laboratory diagnostics”**

Academic year	Course	Number of students	passed the exam on:				Progress %	Quality of knowledge %
			«5»	«4»	«3»	«2»		
2014-2015	I	59	29	16	14	-	100	76
	II	15	7	5	3	-	100	75
2015-2016	I	30	12	10	8	-	100	73
	II	53	19	21	13	-	100	75
	III	14	5	7	2	-	100	85
2016-2017	I	27	11	9	7	-	100	74
	II	30	12	10	8	-	100	73
	III	47	16	19	12	-	100	74
	IV	14	10	4	-	-	100	98

The analysis showed that the percentage of quality of students in the specialty “Laboratory diagnostics” averaged 78.1%, with an increase in quality from 75.5% (2014-2015) to 79.5% (2016-2017).



**Table 7. Results of FSA on specialty 0305000 “Laboratory diagnostics”**

Academic year	Number of students	passed the exam on:				Progress %	Qualitative index %	Diploma with excellent marks
		«5»	«4»	«3»	«2»			
2016-2017	14	8	4	2	-	100	86	2

The analysis of the final state certification of graduates by years shows a sufficient level of training of specialists.

**Table 8. The index of employment of graduates**

Academic year	Number of graduates	Number of employed	Employment, %	For child care
2016/2017	14	12	86	2

***Strengths / best practice***

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

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

strong-8  
 satisfactory -0  
 suggest an improvement of -0  
 unsatisfactory-0

**6.6 Standard “Educational Resources”**

***Evidence part***

In the college there are classrooms and offices, a simulation center, a library with a reading room, a gym, a medical center, cabinets for computer technology, and a language

laboratory. According to the development strategy of the college, cabinets, laboratories are equipped with the necessary equipment to ensure the quality of education. Each cabinet has a perspective plan for the development of the cabinet, where the strengthening, equipping and replenishment of the cabinet is being phased in. In order to effectively implement educational programs, the college leadership strengthens and modernizes material and technical resources. The dynamics of the development of material and technical resources is positive. Based on the results of an assessment of the degree of deterioration of buildings, inventory results, the moral aging of machinery, etc., measures are being taken to maintain the college resources, at the level of requirements imposed on educational organizations. All classrooms and classrooms are equipped in accordance with the ongoing education program, in accordance with the standards of sanitary and hygienic and fire safety. A safety journal is maintained. 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 is 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 EP takes into account the individual needs and opportunities of students. Each student is given the opportunity to practice practical 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, monitoring of the use and development by the teaching staff of innovative teaching technologies, including on the basis of ICT is conducted.

The equipment of the offices is carried out in accordance with the tabel and the norms of the resources of the cabinets and laboratories of secondary medical and pharmaceutical education, with the order of the Minister of the Ministry of Health of the Republic of Kazakhstan dated 29.05.2015 № 423 “Standards for equipping preclinical simulations of medical colleges” and “Cabinet Regulations”.

In the college there are 3 computer classes, 1 linguistic room. In general, the college is equipped with 175 personal computers, 2 notebooks, 9 interactive whiteboards, 11 multimedia projectors, 44 printers. Scanning, printing and photocopying of training documentation in black and white format is carried out: in the office of computer science, the library, the reception director. Computer technologies are widely used in the testing of students, as well as in the creation of methodological materials on electronic and paper carriers, in the educational process, in the study of new material, in practical exercises.

The college has a website [www.tarazbolashak.kz](http://www.tarazbolashak.kz), which is constantly updated and improved. On the site you can find information about the work of the admission committee, members of the administration, the history of the college, specialties, news, as well as the schedule of classes, exams, the schedule of the educational process.

The book stock of the college library is 58159 copies, including  
*educational literature* - 23527 copies.

- 1) in the Kazakh language - 13146 copies.
- 2) in the Russian language - 10227 copies.
- 3) in English, 154 copies.

According to the educational program “Laboratory diagnostics” there are 3360 books in the library's fund, including:

1) in the Kazakh language - 1080 copies.

2) in the Russian language - 2280 copies.

The library fund of the medical college is annually completed with new educational and scientific-medical literature. During the reporting period, educational literature was purchased in the amount of 61937460 tenge.

### ***Strengths / best practice***

- The training equipment and software used to develop EP are sufficient and 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 EP;

- The college has the necessary number of classrooms equipped with modern technical training facilities that meet sanitary and epidemiological standards and requirements;

- The college has the necessary number of computers, educational literature, multimedia and language equipment;

- Free access to educational Internet resources;

- The management of EP demonstrated the reflection on the web-resource of information characterizing EP

### ***HEC recommendations***

- ✓ To ensure practical training and the prospects for the development of the educational program

- ✓ “Laboratory diagnostics” consider expanding the educational laboratories of specialized disciplines;

- ✓ Continue the work on staffing the library with special modern literature;

- ✓ Consider establishing a service (Student Service Center) to advise on employment and career development.

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

strong-6

satisfactory -3

suggest an improvement of-1

unsatisfactory-0

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

### **7.1 Mission and leadership standard**

- Medical college “Taraz-Bolashak” attracts the students, teachers and employers to formulate the plan for the development of EP;

- Medical college “Taraz-Bolashak” 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 EP demonstrates evidence of openness and accessibility for students, teachers, parents, employers.

### **7.2 Standard “Educational program”**

- The management of EP demonstrates the presence of a professional context in the

content of the training disciplines;

- The management of EP demonstrates an effective balance between theoretical and

practice-oriented disciplines;

- The list and content of the disciplines are available for students. Disciplines cover all

issues, problems in the field taught;

- The structure of EP provides for various types of activities, the content of which contributes to the development of the basic and professional competencies of students taking into account their personal characteristics;

- The management of EP provides equal opportunities for students, including regardless of the language of instruction

- The management of 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 EP;

- The management of EP demonstrates the use of the advantages, individual characteristics, needs and cultural experience of students in the implementation of EP;

- The management of EP demonstrates individual support for students in the implementation of EP;

- The management of EP provides for the possibility of passing the training, training and production and pre-diploma practice in the specialty “Laboratory diagnostics” with the qualification “Medical laboratory assistant”, monitor the satisfaction of students, leaders of medical organizations and employers.

### **7.3 Standard “Efficiency of the educational program”**

- The effectiveness of EP in the college is assessed in accordance with the requirements of practical health care;

- The college monitors the educational achievements of students;

- The college has developed a continuous mechanism for monitoring the effectiveness of

the implementation of 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 for Educational-methodical work (EMW), deputy director for IP;

- Formation of the teaching staff is carried out in strict accordance with the qualification

requirements for the licensing of educational activities.

#### **7.4 Standard “Teachers and teaching effectiveness”**

- Selection and placement of pedagogical staff in the college is carried out taking into account the pedagogical qualifications and professional growth. The analysis of the quantitative and qualitative composition of teachers corresponds to the qualification requirements, the objectives of EP;
- The rights and duties of college teachers are regulated by job descriptions, which are reviewed and analyzed annually in accordance with the requirements;
- The management of EP 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 OP demonstrates the evidence of the teachers' fulfillment of all types of planned workload;
- The management of EP provides targeted actions for the development of young teachers;
- The leadership of EP demonstrates the mechanisms for stimulating the professional and personal development of teachers and workers;
- An important factor is the participation of the teaching staff in the life of society.

#### **7.5. Standard “Learners”**

- The management of the college informs the students in a timely manner about changes in the policy, procedures of EP;
- The management of the college is making every effort to provide graduates with employment
- and keep in touch with graduates;
- The management of EP actively encourages students to self-education outside the Main program (in the framework of extracurricular activities);
- EP management provides an opportunity for learners to exchange and express opinions;
- The management guarantees the quality of EP based on regular feedback from employers;
- The management conclude contracts with students for the provision of educational services,
- indicating the rights, responsibilities, mutual responsibility of the college and the student.

#### **7.6 Standard “Educational Resources”**

- The training equipment and software used to develop EP are sufficient and 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 EP;
- The college has the necessary number of classrooms equipped with modern technical training facilities that meet sanitary and epidemiological standards and requirements;

- The college has the necessary number of computers, educational literature, multimedia and language equipment;
- Free access to educational Internet resources;
- The management of EP demonstrated the reflection on the web-resource of information characterizing EP.

## **(VIII) REVIEW OF RECOMMENDATION ON IMPROVEMENT THE QUALITY**

### **8.2. Standard “Educational program”**

- ✓ When implementing EP, provide a certain amount of time for disciplines that take into account national and regional needs.
- ✓ Improving the operational relationship between EP and the subsequent stages of professional training (bachelor's degree, specialization) or practice to which the student will begin upon completion of training.

### **8.3 Standard “Efficiency of the educational program”**

- ✓ Intensify the research work of students, with the further implementation of results in educational programs.
- ✓ For optimal organization of the research work of teachers and students and participation in various international forums and scientific and practical conferences, it is recommended to organize the scientific sector of the college with the states.

### **8.6. Standard “Educational Resources”**

- ✓ To ensure practical training and the prospects for the development of the educational program “Laboratory diagnostics”, consider expanding the educational laboratories of specialized disciplines;
- ✓ Continue the work on staffing the library with special modern literature;
- ✓ Consider establishing a service (Student Service Center) to advise on employment and career development.

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

- ✓ Improve the quality of training of average medical workers, taking into account the requirements of employers;
- ✓ Continue work on developing the material and technical base of the college.

**Appendix 1. Evaluation table  
“SPECIALIZED PROFILE PARAMETERS”**

№	Criteria forevaluation	Position of the organization of education			
		Strong	Satisfactory	Assumes improvement	Unsatisfactory
<b>Standard "MISSION AND GUIDELINES"</b>					
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 interested persons	+			
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, published, revised to improve the quality of the educational program.	+			
<b>TOTAL</b>		7	0	0	0
<b>Standard "EDUCATIONAL PROGRAM"</b>					
7	Educational and programmatic documentation: the model of the curriculum, typical working curricula and programs, individual curricula correspond to the objectives, the content of the educational program to achieve 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 medical college 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 medical college 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 medical college 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) or practices to which the student will begin after the completion of training.		+		
<b>TOTAL</b>		7	2	0	0
<b>Standard "EFFECTIVENESS OF EDUCATIONAL PROGRAM"</b>					
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	Questions 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.	+			
<b>TOTAL</b>		5	1	1	0
<b>Standard “TEACHERS AND EFFECTIVENESS OF TEACHING”</b>					
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 medical college 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	A systematic assessment of the activities of teachers demonstrates competencies that are consistent with the goals and outcomes of the educational program.	+			
<b>Total</b>		8	2	0	0

<b>Standard“LEARNERS”</b>					
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 medical college guarantees the quality of programs and releases on the basis of regular feedback from employers, representatives of industrial practice and other relevant organizations.	+			
36	The learners 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 medical college 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 medical college 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.	+			
<b>TOTAL</b>		8	0	0	0
<b>The standard“EDUCATIONAL RESOURCES”</b>					
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 EP, 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 medical college 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.	+			
	<b>TOTAL</b>	6	3	1	0
	<b>TOTAL</b>	<b>41</b>	<b>8</b>	<b>2</b>	<b>0</b>