



«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 assessment for compliance with the requirements of the standards of specialized accreditation of the RSE on REM "Karaganda State Medical University" educational programs within the framework of specialized accreditation of educational programs

6R112600 "Anesthesiology and reanimatology, including children's", 6R110800 "Pulmonology, including children's", 6R110600 "Gastroenterology, including children's", 6R110500 "Allergology and immunology, including children's"

from "02" to "04" May 2018

Karaganda 2018

INDEPENDENT AGENCY OF ACCREDITATION AND RATING
External expert commission

*Addressed to the
IAAR
Accreditation Council*



Независимое агентство
аккредитации и рейтинга

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CONTENT

(I) LIST OF SYMBOLS AND ABBREVIATIONS	3
(II) INTRODUCTION	4
(III) PRESENTATION OF THE ORGANIZATION OF EDUCATION	5
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE	8
(V) DESCRIPTION OF THE EEC VISIT.....	8
(VI) COMPLIANCE WITH THE SPECIALIZED ACCREDITATION STANDARDS	12
6.1 Standard «Mission and leadership»	12
6.2 Standard «Educational program»	13
6.3 Standard «Evaluation of residents»	14
6.4 Standard «Residents»	16
6.5 Standard «Teachers»	18
6.6 Standard «Educational resources»	19
6.7 Standard «Evaluation of educational programs»	20
6.8 Standard «Management and administration».....	22
6.9 Standard «Continuous improvement».....	24
(VII) REVIEW OF STRENGTHS / BEST PRACTICE FOR EVERY STANDARD	255
(VIII) REVIEW OF RECOMMENDATION ON IMPROVEMENT OF QUALITY.....	27
(IX) RECOMMENDATION TO THE ACCREDITATION BOARD	28
Annex 1. Score table «SPECIALIZED PROFILE PARAMETERS»	29



(I) LIST OF SYMBOLS AND ABBREVIATIONS

AC Academic Council
BD Basic disciplines
SCC State Certification Commission
SCMA State Capacity of Medical Care
SCSE State Compulsory Standard of Education
DAW Department of Academic Work
DLT Distance learning technologies
DSDIC Department of Strategic Development and International Cooperation
DHRM Department of Human Resources Management
FSA Final State Attestation
IL Instructive letter
IWP Individual work plan
KSMU Karaganda State Medical University
EPC Educational Programs Committee
CED Catalog of elective disciplines
MH Ministry of Healthcare
MES Ministry of Education and Science
MEP Modular educational programs
MPED Modular programs of educational disciplines
MC Medical Center
SRW Scientific and research work
RCH Regional Clinical Hospital
RCCH Regional Children's Clinical Hospital
EP Education Program
EAR Estimation of access rating
PD Profiling disciplines
ATS Academic teaching staff
RK Republic of Kazakhstan
WP Work programs
WC Working Curriculum
IWR Independent work of residents
IWR T Independent Work of Residents with Teachers
MC Model curriculum
EMCD Educational-methodical complex of disciplines
TMC Teaching and Methodological Council
AC KSMU Academic Council of the KSMU
ACF Academic Council of the Faculty
PSC Practical Skills Center
CBL Clinical-based learning
PBL Problem-oriented learning
TBL Team-based learning

(II) INTRODUCTION

In accordance with the order of the IAAR No.25-18-ОД dated 19.03.2018 a visit of an external expert commission (EEC) was held in the Republican State Enterprise "Karaganda State Medical University" from 02 to 04 May, 2018. The correspondence of the educational programs of the residency: 6R112600 "Anesthesiology and reanimatology, including children's", 6R110800 "Pulmonology, including children's", 6R110600 "Gastroenterology, including children's", 6R110500 "Allergology and immunology, including children's" to the standards of specialized accreditation of IAAR was evaluated:

1. **Chairman of the Commission** – Botagoz Saitovna Turdalieva, Head of the Department of Healthcare Policy and Management with a course in medical law and forensic medicine, Kazakh National Medical University named after S.D. Asfendiyarov. (Almaty);

2. **Foreign expert** –Valentina Alexandrovna Markova, Associate Professor of the Department of Management and Economics of Pharmacy, St. Petersburg Chemical and Pharmaceutical University (St. Petersburg, Russia));

3. **Expert** – Botagoz Ongarovna Torlanova, Head of the Department of Pharmaceutical Production Technology, JSC South Kazakhstan Medical Academy (Shymkent);

4. **Expert** –Nurila Amangaliyevna Maltabarova, Head of the Department of Emergency Medical Care and Anesthesiology, Reanimatology, Candidate of Medical Sciences, associate professor, JSC "Medical University Astana" (Astana);

5. **Expert** –Akmara Kanashevna Zhumalina, Head of the Department of Children's Diseases No.1 with neonatology, MD, Professor, West Kazakhstan State University named after M. Ospanov (Aktobe);

6. **Expert** – Assiya Erbulatovna Iglkova, Head of Strategic Development and QMS of the Kazakh Medical University of Continuing Education (Almaty);

7. **Expert** –Ardak Nazylovna Zhumagalieva, Assistant of the Department of Therapy Internship, Semey State Medical University (Semey);

8. **Employer** – Bayan Lashinovna Daniyarova, Deputy Director for Clinical Work, PSE "Regional Clinical Hospital" HDKO (Karaganda).

9. **Student** – Diana Ravilievna Makhmutova , Resident of the 1st year of study in the specialty "Anesthesiology, reanimatology, including children's", JSC "Medical University Astana" (Astana);

10. **The observer from the Agency** – Alisa Satbekovna Dzhakenova, Head of medical projects (Astana).

The EEC report contains an assessment of the adequacy of the educational programs submitted by the organization of education to the criteria of the IAAR, the recommendations of the EEC for the further improvement of educational programs and the profile parameters of the educational programs.

(III) PRESENTATION OF THE ORGANIZATION OF EDUCATION

Karaganda State Medical University was established in 1950 on the basis of the Resolution of the Council of Ministers of the Kazakh SSR No. 65 of January 20, 1950 "On the organization of the Karaganda State Medical Institute" in accordance with the decree of the Council of Ministers of the USSR dated December 5, 1949 No. 19630-p. Since that time a highly professional team of 11 departments of the Medical Faculty has started its teaching activity. The university progressively developed annually: new departments were opened, educational buildings, hostel buildings, dispensaries, rest areas were built. In 1959, the Sanitary and Hygienic Faculty was opened (now the Faculty of Preventive Medicine, Biology and Pharmacy), in 1962 the Pediatric Faculty was organized, in 1978 - the Dental Faculty. In 1992, the first in Central Asia and the third in the CIS Medical Biology Faculty was founded. In 1992, the Faculty of Advanced Training of Medical-preventive and Clinical Disciplines (FAT) was founded, and in 1993 - the Faculty of Pedagogical Qualification Improvement (FPQI). In 2002, the specialties "Oriental Medicine" and "Pharmacy" were opened. In 2013 - the specialty "Biology" and "Technology of pharmaceutical production".

The quality of education and research is provided by a high level of infrastructure: 4 educational buildings with classrooms equipped with interactive equipment; a scientific library with reading rooms and a hall of an electronic library, the fund of which at the moment is 858,805 copies, including 372,893 copies in the state language; Scientific-research center and molecular-genetic laboratory of collective use; 6 dormitories, 57 clinical bases, polyclinic, student sports and recreation camps and recreation areas

Since 2007, the Center for Practical Skills (simulation center) with a total area of 1,023 m² has been functioning, equipped with modern medical equipment, audio-visual equipment, computer equipment, high-tech mannequins and simulators, allowing students to develop, maintain and improve clinical competence.

The advisory-diagnostic center and dental clinic established on the basis of the university are equipped with modern medical diagnostic equipment to provide medical care to the population of the region at the level of national and international standards. Passage of qualitative and professional practice of students is carried out on 439 bases in the Republic of Kazakhstan and abroad.

Residents and employees are provided with a high-speed Wi-Fi network covering the area of all the university's academic buildings and dormitories. The KSMU is the first Kazakh university with 64 virtual servers, 14 physical servers and a data processing center with a total capacity of 193 TB.

In order to improve the quality and speed of work, distance learning technologies based on Moodle, the Cisco platform, WebEx for interactive online conferences, meetings and broadcasts and the OpenLabyrinth program were introduced. The access of students and university staff to the world information resources, authoritative scientific publications and publications on medicine and related sciences is expanding.

Within the framework of the implementation of the "State Program for the Development of Health Care of the Republic of Kazakhstan" Salamatty Kazakhstan for 2011-2015", the MH RK in KSMU there was opened a laboratory for collective use of genetic molecular research in the North-West region of the Republic of Kazakhstan in 2012.

In KSMU, in accordance with state license No. KZ78LAA00009866 of August 14, 2017, training is provided in Kazakh, Russian and English languages at 54 departments and courses at the undergraduate and postgraduate levels of study in 7 specialties of undergraduate education, in 6 specialties of a master's degree, in 4 specialties of doctoral studies, on 30 specialties of a residence.

The staff of the university is represented by highly qualified teachers, including 70 doctors of science, 7 Phd doctors and 265 candidates of sciences. Twenty teachers of the university are correspondents of the National Academy of Sciences, the Academy of Medical Sciences, the Academy of Military Sciences, the National Academy of Natural Sciences of the RK, the Russian Academy of Natural Sciences, the International Academy of Informatization, the Eurasian International Academy of Sciences.

The quality of education and research is provided by a high level of infrastructure: 7 educational buildings with classrooms equipped with interactive equipment; a scientific library with reading rooms and an electronic library hall, the fund of which currently stands at 598,441 copies, including

268,081 copies in the state language; scientific-research center and laboratory of collective use, sanitary-hygienic laboratory, as well as 13 educational laboratories (histological, pathophysiological, physiological, chemical, biochemical, microbiological, biological (PCR), biophysical, toxicological, pharmaceutical, dental laboratory for removable prosthetics, dental laboratory for non-removable prosthetics, laboratory of food hygiene); 6 dormitories, 57 clinical bases, Medical center and dental clinic, student sports and recreation camps and recreation areas.

Within the framework of integration into the European educational space in the context of the Bologna Process on September 17, 2010, the KSMU signed the Great Charter of Universities in Bologna (Italy). In 2011 - in the directory of medical schools "Avicenna" of the World Health Organization (World Directory of Medical Schools, WHO).

KSMU is a member of the Association for the Study of Medical Education in Europe (AMEE) of the Association for the Study of Medical Education in Europe (ASME), the Association of Medical Education in Asia (AMEA), the Organization for the Protection of PhD in Biomedicine and Health in the European System (ORPhEUS), the Organization for Academic Mobility Pacific and South-Eastern region (UMAP), the European Association of Universities (EUA).

The University carries out active international cooperation in the field of medical education, science and practice with medical universities and scientific centers of the countries of near and far abroad. Among the partners of KSMU are universities such as: University in Albany (USA), University of Poitiers (France), University of Gothenburg (Sweden), University of Madrid (Spain), University of Lund (Sweden), University of Maastricht (Holland), University of Leicester (Great Britain), The University of Porto (Portugal), the University of St. George (London, Great Britain), the Karolinska Institute (Sweden), the University of Mazarik (Czech Republic), Aristotle University (Greece), the National University of Malaysia (Malaysia) and etc.

In 2015, the University joined the European Association of Universities and became the first grantee of the Erasmus + Project on capacity building in the field of higher education among medical universities in Kazakhstan.

International Erasmus + projects:

1. "Training to avoid medical errors" (TAME)
2. "Central Asian and European universities in the promotion of European education" (WELCOME)
3. "Strengthening network education, research and innovation in Environmental Health in Asia" (TUTORIAL)
4. "Transition to University Autonomy in Kazakhstan" (TRUNAK)
5. "Development of the innovative potential of higher education in the field of nursing through the reform of the health system" (ProInCa)
6. Credit Mobility program with the University of Poitiers, France
7. Credit Mobility program with the University of Porto, Portugal
8. Credit Mobility program with Lund University, Sweden
9. Credit Mobility program with the University of Plovdiv, Bulgaria

As part of the development of strategic partnership in 2016, a memorandum of cooperation was signed with the University of Lund, Sweden. More than 1000 students and university staff took part in international academic mobility programs.

Annually more than 300 students take part in international scientific conferences and research. Thus, on the initiative of the University, since 2012 the Central Asian International Conference on Medical Education is being held, the main goal of which is the exchange of experience in improving medical education in the countries of Central Asia.

The University participates in the implementation of republican programs and projects of scientific research in the field of health, international multicenter studies SMART, METALL, UTIAP. Over the past three years, the number of publications in publications indexed in authoritative databases of scientific information by Thomson Reuters and Scopus has increased 6-fold. In addition, over 30 grant financing projects have been implemented by the Ministry of Education and Science of the Republic of Kazakhstan. Since 2004 to date, more than 50 scientific and technical programs and projects in the field of health and medical education have been implemented.

Medical Center and Dental Clinic, created on the basis of the University, are equipped with modern medical and diagnostic equipment in order to provide medical care to the population of the region at the level of national and international standards. Passage of qualitative and professional practice of students is carried out on 492 bases in the Republic of Kazakhstan and abroad.

The university makes a small contribution to the implementation of educational work and youth policy at the university, aimed primarily at building a patriotic spirit, an active life position, and a healthy lifestyle. On the basis of the university there are the student republic "Samruk" of the KSMU, 19 clubs and clubs for amateur performances, 24 sports sections, the Association of Medical Youth of Kazakhstan "KazMSA". The ensemble of oriental dances "Karakoz" is awarded the title of the national ensemble.

Since 2017, KSMU has become a participant in the Eurasian project on the introduction of entrepreneurial education in higher education institutions of the Republic of Kazakhstan (ERG). Within the framework of this project, the academic teaching staff (ATS) was trained to develop entrepreneurship in the university.

The accreditation committee for simulation training of the Association of Medical Education in Europe (AMEE) recognized the simulation program of the university and noted the ASPIRE award "Excellence simulation-based healthcare education" in 2017.

The effectiveness of the university is confirmed by the reports of the commission for assessing the activities of the university in 2016-2017 academic year, by the successful specialized accreditation:

- in 2017, the certification of the university in accordance with the standards of ISO 9001: 2015 and ISO 50001: 2011 "Energy Management" (Association for certification "Russian Register", Russia);

- accreditation in the field of healthcare for compliance with accreditation standards for medical organizations providing inpatient care (2016);

- accreditation and supervisory audit of the Scientific and Research Sanitary and Hygienic Laboratory of the Scientific Research Center of the KSMU for compliance with the requirements of AUSS ISO / IEC 17025 "General Requirements for Testing and Calibration Laboratories".

- certification for compliance with the standard of good clinical practice (GCP) by the Committee of Pharmacy of the Ministry of Health of the Republic of Kazakhstan.

- specialized accreditation of 36 specialties in the national agency of IKAQAE

In 2014, KSMU successfully completed the institutional accreditation and specialized accreditation of 15 educational programs, 10 educational programs were successfully accredited in 2016, and 11 educational programs were accredited in 2011.

In 2017, the university was awarded a high national rating and took 2nd place in the General Institutional Rating of Medical Universities of the Republic of Kazakhstan (IKAQAE), 1st in the ranking of educational programs in the specialty "General Medicine" (IKAQAE), 2nd in the program areas "Magistracy" specialty "Medicine" (IKAQAE).

In the same year, the 1st prize was awarded at the "Meykaton" contest among students' innovation projects of the Republic of Kazakhstan.

The percentage of graduates' employment from year to year remains at a high level (97%), which undoubtedly speaks about the recognition, demand and competitiveness of our specialists in the labour market.

Graduates of the university in different years headed the medical service of the country: the Minister of Health of the RK (1971-1982), the academician of the Russian Academy of Medical Sciences and the National Academy of Sciences of the RK, the laureate of the State Prize of the RK, Professor Toregeldy Sharmanovich Sharmanov; Minister of Health of the Republic of Kazakhstan (2006-2008), laureate of the State Prize of the Republic of Kazakhstan, Doctor of Medicine Anatoliy Grigorievich Dernovoy, Minister of Health of the Republic of Kazakhstan (2010-2014), Ph.D. Salidat Zekenovna Kairbekova.

The management bodies of the RSE on REM "KSMU" are: Supervisory Board; Academic Council; Governing Board (Rectorate); Internal Audit Service.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Previously, there was no accreditation in this institution.

(V) DESCRIPTION OF THE EEC VISIT

On May 2, 2018, a preliminary meeting of the members of the External Expert Commission (EEC) of the IAAR took place. During the organizational meeting, the visit program was specified, the responsibility of the EEC members was distributed. A brief overview of the reports on the specialized self-assessment of the EP was carried out, additional information was identified which should be requested from the university to fully inform the EEC members when carrying out specialized accreditation.

In order to obtain objective information on the evaluation of the university's activities, the following methods were used by the EEC members: visual inspection, observation, interviewing of employees of various structural units, teachers, students, graduates and employers, questionnaire for the academic teaching staff and residents.

The visit of the External Expert Commission to the university was organized in accordance with the program coordinated with the chairman of the EEC and approved by the rector of the university. The work of the EEC was carried out from 02 May to 04 May 2018.

In order to receive objective information about the quality of the educational programs and the entire infrastructure of the university, the meeting participants were updated: the rector of the university - Raushan Sultanovna Dosmagambetova, the Vice-rector for Educational and Methodical Work - Viktor Petrovich Ricklefs, the Vice-rector for Strategic Development, Science and International Cooperation - Anar Akylbekovna Turmukhambetova, Vice-rector for Clinical Work and Continuous professional development - Kosherova Bakhyt Nurgalieвна, about rector of organizational and Economical Work - Murat Koishibaevich Teleuov. Also, meetings were held with the heads of the departments of pharmaceutical disciplines and chemistry - Irina Loseva, therapeutic disciplines - Lyazzat Kataevna Ibraeva, surgical disciplines - Nurkasi Tulepbergenovich Abatova, tutors of educational programs "Gastroenterology, including children's" - Elena Mikhailovna Laryushina and "Allergology and Immunology, including children's" - Meruert Arstanovna Gazalieva, with the leaders of accredited EP dean of the Faculty of Public Health, Biology and Pharmacy - Serik Bakhtiyar, Dean of the Faculty of Residency and Further Education - Lyazzat Khasenovna Asenova, teachers of the Departments of Residency and Doctoral Studies, Residents and PhD students, Graduates of Residency and Doctoral studies, as well as employers.

During the conference with the rector, vice-rectors, AC members, the experts received the necessary information supplementing the self-assessment reports. The EEC is familiar with the organizational structure and strategic plan for the development of the university, asked questions about the problems of implementing accredited educational programs and ways of solving, and proposals for continuous improvement. The importance of international cooperation for the development of academic mobility, exchange of the best technologies in the training of residents was emphasized.

The next stage of the EEC's work was conducting interviews with the teaching staff, students of the residency, graduates, employers. Each interview was attended by a sufficient number of people to create an idea of the practical implementation of the educational program and its impact. In particular, the residents expressed their opinion about teachers, the organization of practical classes in an interactive form, the provision of methodological materials, access to clinical resources, patient monitoring, etc.

The general opinion of employers was the satisfaction with the quality of training graduates of different specialties.

A total of 127 people took part in the meetings.

Table 1 - Information on the number and categories of meeting participants

<i>Category of participants</i>	<i>Number</i>
Rector	1
Vice-Rector	4
Deans	2
Heads of departments	5
Teachers of departments	28
Residents	32
Graduates	8
Employers	5
Total	

During the work of the EEC, a visual inspection of the university infrastructure was carried out: classrooms, computer classes, a library, a reading room, a sports hall, medical centers, feeding centres, and a practical skills center.

During the visit to the university library, the EEC members got acquainted with the work and library resources, including electronic ones, the rules for entering international databases. The work of the office registrar was demonstrated. Thus, the EEC obtained evidence of compliance with the accreditation standards of the IAAR, which are relevant to the mission, the final results of the training, the educational program, administration and administration, and educational resources.

In order to conduct educational and professional practice, the university concluded agreements with the heads of medical and preventive organizations, a close relationship with the basic MO was established. Social partnership in the field of medical education is aimed at bringing the level of professional training closer to the needs of employers.

When visiting practical bases, experts got acquainted with the material and technical base of medical organizations, visited the administrative building, specialized offices where residents undergo practical training. The members of the EEC met the chief physicians, chief and senior nurses, head offices. It is noteworthy that the MO not only provides jobs for the duration of training, but also actively participates in adjusting the content of educational programs, as well as in assessing the knowledge, skills and habits of residents. Feedback from the leaders of the MO on the residents and graduates of the university are positive.

On May 3, 2018 according to the work plan of the EEC for the purpose of validation of these self-assessment reports, visits were made to practical classes at the departments, acquaintance with clinical databases, study of the possibilities for developing practical, communicative skills of students. Members of the EEC divided into subgroups in the specialties and visited the profile departments.

Practical training bases for accredited programs are visited.

On the specialty "Allergology and Immunology, including children's" experts visited the Regional Allergological Center (Karaganda, 29 Tereshkov st.) - a unique medical complex that combines advisory-diagnostic, laboratory, treatment-and-prophylactic stages of patient care, whose project implemented within the framework of public-private partnership.

The center has an information system that provides electronic workflow and automation of personnel workplaces. In the Regional Allergology Center there are several software programs: CMIS (for registration and management of patients based on GVFCM), Pikomed (for registration and patient management on a fee basis), PSM (for registration of the laboratory diagnostic stage).

On the basis of the center the Department of Immunology and Allergology of the Karaganda State Medical University is located, the staff of which are engaged in the preparation of both students and practicing doctors, conduct a consultative reception of diagnostically complex patients.

The presence of the Department of Immunology and Allergology on the basis of the "DiVera" center allows to improve the training of specialists in immunology allergology, to conduct research work with bachelor students, internships, postgraduate education, to organize master classes for practicing doctors, scientific and practical conferences, round tables on topical themes of allergology

and immunology.

For the convenience of patients in the structure of the Regional Allergology Center, it is possible to conduct a wide range of laboratory and instrumental studies (spirometry, radiography, ultrasound, FGDS, colonoscopy, ENT-harvester).

Acquaintance with the allergic center began with an acquaintance with the staff of the department. In the center we were met by 2 registrars: Anna Vladimirovna Kharlamova and Asem Kabylovna Kesikbaeva.

Employees of the Department of Immunology and Allergology:

Meruert Arstanovna Gazalieva - Head of the Department of Immunology and Allergology;

Bibigul Sabitovna Koshkarbaeva - senior lecturer of the Department of Immunology and Allergology;

Darina Rizabekovna Abdikalikova - trainee, head teacher of the Department of Immunology and Allergology;

Aidana Rakhmanovna Mukhametzhanova - laboratory assistant of the Immunology and Allergology Department.

The EEC experts attended the training sessions for residents of the first year of the specialty 6R110500 - "Allergology and Immunology, including children's". The lesson was attended by all the studying residents: Aliya Serikovna Barmenova, Samal Temirulanovna Isina, Asel Sakenovna Kulikbayeva.

The experts got acquainted with the educational-methodical documentation of the department in the specialty "Allergology and immunology, including children's", the portfolio of residents. As a result of visiting the department, evidence was received of the active participation of the resident in practicing practical skills, access to training conducted manipulations, a sufficient number of patients per resident, and good equipping of study rooms.

On the specialties "Gastroenterology, including children", "Pulmonology, including children", the experts of the accreditation committee got acquainted with the work of the Regional Clinical Hospital in Karaganda (Erubaeva 18, 32 and 41), which is the clinical base for the training of resident physicians and the Medical center of the KSMU.

The regional clinical hospital serves the population of the Karaganda region, providing specialized care to patients entering the planned and emergency procedures. To organize the educational process, the departments are provided with a conference hall for 200 seats, training rooms that meet sanitary and hygienic standards and fire safety. At the clinical base, all the necessary labor conditions have been created for quality education, taking into account the residents' own needs, including health.

During the visit, the experts visited the therapeutic and surgical building of the OKB, got acquainted with technologically highly equipped clinical and biochemical laboratories, endoscopic, gastroenterological, pulmonology department.

There were conversations with the deputy director for quality control of medical services Balandinskaya Irina Gennadievna, the head of the laboratory, the head of the laboratory is a doctor of the highest category, Ph.D. Gulnara Amirgalievna Beysembayeva, head of the endoscopic center, doctor of the highest category, chief endoscopist of the Karaganda Oblast Health Department, Nina Alexandrovna Chernova, chief freelance gastroenterologist of the Karaganda region, head of the gastroenterology department of the Regional Clinical Hospital, head of the hepatocenter at the RCH, a gastroenterologist of the highest category, a clinical mentor of residents for specialty "Gastroenterology, including children's" Lozinskaya Irina An atolievoj, managing pulmonologic branch, the doctor-pulmonologist of the higher category Ainash Amanzholovna Nygimetova. During the conversation, it was revealed that the RCH administration is working closely with the Karaganda State Medical University. Many hospital doctors 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, graduates of the university. On the specialty "Gastroenterology, including children's", 1 resident is trained. They were present at the practical lesson of the resident of the first year of training P.A. Karimova. with the teacher and supervised the work of the resident in the framework of the IWST on the specialty "Gastroenterology, including children's" under the guidance

of a clinical mentor (working at the patient's bed, filling out medical records at CMIS). We talked about practical training, about the skills that she acquired while studying at the department. According to the MEP in the specialty "Pulmonology, including children's", residents passed basic disciplines at the Department of Public Health. The experts attended the practical lesson of resident pulmonologists of the first year of training V.R. Nikel, O.B. Chernetsky, A.V. Zhandarbekova on discipline "Public Health" (the topic of the lesson is "Medical and labor expertise", teacher Talgat Sergaliev Sovetovich).

The Medical Center of the KSMU (17 Seifullin st.) was visited, where the residents under the guidance of the Doctor of Medical Science, Professor A.U. Amanbekova conduct outpatient receptions of patients, make out medical documentation.

We got acquainted with the educational and methodological documentation of the departments on the specialties "Gastroenterology, including children's", "Pulmonology, including children's", a portfolio of residents. Obtained evidence of active participation of the resident in working out practical skills, access to operating equipment, a sufficient number of patients per resident, good equipment of study rooms.

In order to obtain objective information about the quality of the educational program and the entire infrastructure of the department, clinical databases, clarifying the contents of the self-assessment report, specializing in "Anaesthesiology and reanimatology, including children's", meetings were held: with the head physician of the Medical Center (MC) of the KSMU M.S. Kiverov, the deputy chief physician for medical work of the MC KSMU A.M. Asanova, the senior nurse of the surgical department of the MC KSMU T.V. Preys, the director of the KSI "Regional Clinical Hospital" M.E. Abeuyev., clinical instructor - Head of the Department of Anesthesiology T.B. Pavlenko, Head of the Department of Surgical Disciplines N.T. Abatov, teachers and residents of the department.

1. During the work of the EEC, a visual inspection of the infrastructure of the department was carried out: classrooms, an operation room, an intensive care unit, a wake-up room, a room reserved for rest and self-training of residents. During the visit, the educational-methodical complex of disciplines of the educational program of the specialty 6R112600 "Anesthesiology and reanimatology, incl. children's".

2. When visiting the university's own clinical base, they were present at the fulfillment of their professional competence by the resident G. Yesenbayeva in the framework of the IWRT under the supervision of the assistant of the department Z.T. Azizova. The resident performed an initial anesthesia with an inhalation anesthetic, followed by intubation of the trachea. Manipulation is performed without complications.

3. During the visit to the clinical bases, the issue of interaction between KSMU and practical healthcare was discussed. There is a close relationship with medical organizations. Social partnership in the field of obtaining in-depth medical education within the residency of the specialty "Anaesthesiology and reanimatology, incl. children's". The educational program is aimed at approximating the level of training of personnel to the needs of employers, strengthening the university's links with practical health care.

4. With the purpose of providing the personnel potential of the region, medical organizations have concluded contracts with KSMU for training 31 residents of the specialty "Anaesthesiology and reanimatology, incl. children's" on a paid basis in conditions of multi-disciplinary clinics.

5. At the clinical bases of the department, which implements the educational program for anesthesiology and reanimatology, the necessary conditions are created for qualitative training.

6. When visiting the clinical base of the MC of the KSMU, the experts got acquainted with the material and technical base of the medical organization. The equipment is at a high level, which allows the residents to master key and professional competencies in the field of anesthesiology and reanimatology.

In the course of the visit, experts noted the strong sides of the process of training residents of the specialty "Anesthesiology and reanimatology, incl. children's". So, the mentoring institute was introduced (3 mentors from among the doctors of practical health care), the schedule of residents' rotation according to the clinical care base is presented. In the near future it is planned to put into

operation a new building of the MC KSMU where a multi-purpose hospital with 100 fixed beds will be located with the provision of 1500 sq.m for the implementation of the educational process.

In accordance with the accreditation procedure, 19 teachers and 38 students were interviewed on the first day of the EEC work.

Comfortable conditions were created for the EEC work, access to all necessary information resources was organized. The Commission notes the high level of the corporate culture of the university staff, the high degree of the team's openness in providing information to the EEC members. Recommendations for improving the activities of the university, developed by the EEC on the results of the examination, were presented at a meeting with the leadership on May 4, 2018.

(VI) COMPLIANCE WITH THE SPECIALIZED ACCREDITATION STANDARDS

6.1 Standard «Mission and leadership»

Evidence part

All the activities of the university are aimed at realizing his mission. The strategic goal and objectives of the mission correspond to the goals and objectives of the university.

The mission of educational programs of the residency is carried out in accordance with the mission of the Karaganda State Medical University and consists in training professionals who meet the requirements of the national health system and international standards, through the introduction of innovations in education, science and practice.

The goals, activities to achieve the goals and target indicators that contribute to the improvement of the system for the training of residents in the KSMU are reflected in the priority areas of the "Strategic Plan of the KSMU for 2017-2021" and are realized through the improvement of educational programs, the expansion of academic mobility, the development of educational technologies, achievements of trainees, wide involvement of students in the professional environment and improvement of practical training.

The official source of information about the university is www.kgmu.kz, which is open, publicly available for prompt and objective information to the public about the activities of the University.

University in forming the development plan of the EP attracts the teaching staff of the departments / courses, employers, students. Employers annually formulate their needs in specialists, the requirements for their training, and are actively involved in the process of adjusting work curricula in the specialty, taking into account the need for practical health care, making their proposals for change.

When forming the development plan for the EP, transparency of processes is noted, while information on the content of the EP is communicated to stakeholders.

Specialty programs are held in public discussions with representatives of all stakeholders, taking into account the identified shortcomings, remarks and proposals, adjust and introduce amendments.

In this organization, there is an order of approval, periodic review (review) and monitoring of educational programs and documents regulating this process. The university documents all the processes regulating the implementation of the EP. Every employee knows his duties, functions and rights.

The presence and effective functioning of the information and feedback-oriented information and communication system, oriented to the trainees, employees and stakeholders, demonstrates the functioning of the quality assurance system, analyzes the external and internal environment. The degree of satisfaction of teachers, residents is determined in the course of sociological monitoring. Monitoring is organized and conducted in accordance with established requirements. Surveys and questionnaires are conducted among residents, graduates, employers and teachers in order to identify their views on the quality of the professional activities of teachers, the quality of management activities and other important issues of the educational process.

The mission, the objectives of the EP and the expected learning outcomes of the trainees are periodically reviewed to reflect not only the standards for medical specialties, but also the needs and expectations of the stakeholders.

Training in the residency is carried out in intramural form of study, the duration of training is 2-3 years depending on the specialty.

Postgraduate education program of the residency for specialties, implemented at the university, is based on normative documents, the State Educational Establishment of the Republic of Kazakhstan - 2015, standard programs of specialties approved by the Ministry of Health of the Republic of Kazakhstan. Autonomy in compiling an educational program is achieved through a component of choice.

The results of training residents on the specialties of residency are formed at the level of the entire educational program, at the module level, a separate discipline.

The need for graduates of the residency is confirmed by the receipt of applications for specialists from medical and preventive institutions in Karaganda and other regions.

To assess the final results of training at the university, questionnaires and interviews of employees of medical and preventive institutions and other categories of stakeholders about the clinical competence of graduates of the residency are conducted.

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.

Continuous development and adjustment of the EP is carried out, taking into account the needs of interested persons and students. In the development of the EP, they are consistent with the national development priorities and the development strategy of the university.

Strengths / best practice

The strengths include:

- The University attracts representatives of stakeholder groups, including trainees, faculty and employers, to the formation of the EP.
- The University demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority.
- The management of the EP demonstrates evidence of openness and accessibility for students, faculty, employers.

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

Strong – 19

Satisfactory – 0

Requires improvements-0

Unsatisfactory -0

6.2 Standard «Educational program»

Evidence part

The university defines the content and volume of educational disciplines rather 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 the organization of education, when forming and updating educational programs, the opinion of students, the interests of employers is taken into account. In accordance with the standard curriculum developed WEP and working training programs. At the heart of the WEP is the GOSO, the opinion of teachers and employers is taken into account. MC include a list of mandatory disciplines with an indication of the number of hours, regulate the ratio of basic, profiling disciplines and components of choice, determine the scope of the discipline.

The training is conducted in three languages: state, Russian and English.

Individual assistance and counseling for students on the issues of the educational process are tracked, and 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.

During the meetings of the commission with residents, graduates, employers, it was concluded that it is necessary to expand the amount of hours for mastering practical skills in clinics.

Trainees can get advice from teachers, as well as write on the rector's blog, which is posted on the university's website and receive a detailed answer.

Analytical part

Standard "Educational program" is developed in accordance with the mission, objectives and expected results of the learning residents. The implementation of the EP allows us to provide a sufficient material and technical base, human resources, active cooperation with healthcare organizations. By the standard, the qualitative and quantitative composition of teachers for the implementation of the EP can be noted, the high level of professional development of teachers and feedback from the heads of practical bases on the adequate level of training of specialists. Increase the hours for mastering practical skills will strengthen the EP.

Strengths / best practice

- The management of the EP demonstrates the presence of a professional context in the content of the training disciplines;
- The leadership of the EP demonstrates an effective balance between theoretical and practice-oriented disciplines;
- Disciplines cover all issues, problems in the field taught;
- The structure of the 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 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 monitors the satisfaction of residents, managers of medical organizations and employers.

EEC recommendations:

- Provide an increase of hours for the practical part of the educational process for the next academic year.

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

Сильные-22

Satisfactory – 4

Requires improvements – 0

Unsatisfactory-0

6.3 Standard "Evaluation of residents"

Evidence part

In order to assess the educational achievements of residents in the KSMU, criteria, regulations and procedures have been developed in accordance with the goals and objectives set for the implementation of educational programs in accordance with directive, normative and internal documents:

1. The Law of the Republic of Kazakhstan "On Education" of 27.07.2007 No. 319-111.
2. Resolution of the Government of the Republic of Kazakhstan from 17.05.2013 No. 499

"Standard rules for the activities of organizations implementing higher professional education programs"

3. State Standard of the Republic of Kazakhstan-2015 on residence

4. Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 125 dated March 18, 2008 "Standard Rules for Conducting Current Monitoring of Academic Progress, Intermediate and TOTAL Certification of Students".

5. Order of the Ministry of Education and Science of the Republic of Kazakhstan № 152 dated April 20, 2011 "On approval of the Rules for the organization of the educational process on credit technology training."

6. The order of the Ministry of Education and Science of the Republic of Kazakhstan No.198 of 2.06.2014 "On approval of the Rules for the organization of the educational process on credit technology training."

7. Regulation on the rating system for assessing the progress of students approved on December 15, 2017. the decision of the Academic Council of the KSMU Protocol No. 5

Evaluation of educational achievements in the intermediate (boundary) and final forms of control of students residing in KSMU is conducted on the basis of a ball-letter system on the basis of "Standard Rules for Conducting Progress Monitoring, Intermediate and Final State Attestation of Students in Higher Educational Establishments", approved by the Ministry of Education and Science Republic of Kazakhstan dated March 18, 2008, No.125, as well as in accordance with the Regulations Regulation on the rating system for assessing the progress of students approved on December 15 2 017 the decision of the Academic Council of the KSMU Protocol No. 5.

The current monitoring of the knowledge of residents is carried out through oral interviews, interviews, clinical analysis of the patient, and analysis of situational tasks. Intermediate (boundary) control is carried out by oral interview.

The final control of the discipline / module is carried out after the completion of the academic discipline / module. By the decision of the Academic Council of the KSMU, the form of final control over all specialties of the residency is an examination conducted in the form of computer testing in the AIS "Platon".

The forms of control are set out in the syllabus, which are developed on the basis of modular educational programs for students in the GOSO-2015. Control and measuring tools (questions of the boundary, final control) are made in accordance with the modular educational program.

After completing the exam for each discipline / module, the trainee is presented with a final grade (final control). Examination sheet of the exam is created by the teacher in "Plato" in the "Journal" section, then printed out in the office of the registrar, which is responsible for counting and accumulating the number of hours for all students throughout the training period. In the future, the summary record of the DAW registration by the registrar's office is transferred to the dean's office of the faculty of residency and additional education, which is taken into account during the mid-term evaluation.

A resident who does not agree with the result of a theoretical examination shall appeal no later than the next business day after the examination.

The form and procedure for conducting final control for each academic discipline / module shall be established no later than one month from the beginning of the academic period (academic year) by the Academic Council of the University.

The final certification of students in the university is carried out within the terms provided by the academic calendar and working curricula of specialties in the form of passing a comprehensive examination, which is conducted in the form of passing an independent examination, conducted on test assignments of the CAKPS and delivery of practical skills in OSCE technology on models. In the course of the FSA, the graduate must demonstrate the mastery of the competencies mastered in the process of preparation for this educational program in accordance with the chosen type of activity.

Reliability and validity of methods for assessing the knowledge of students is conducted in the form of study and analysis of the control and measurement fund (tickets, situational tasks, tests.).

All CIS pass internal examination at the department, are reviewed and approved annually at the meeting of the department. The documents developed by the departments and the dean's office are

discussed at the meetings of the CEP, AC KSMU, are approved, depending on the authority and the form of documentation, by the vice-rector for TMW and the vice-rector for the CW and CPD, the rector of the university.

The policy and procedures for assessing the achievements of students are presented in the "Regulations on the rating system for assessing students' academic performance" (Approved and recommended for publication by the Academic Council of KSMU Protocol No. 5 of December 15, 2017), which is available on the KSMU website.

According to the Academic Policy (the Regulation "On the rating system for assessing the educational achievements of trainees" developed in accordance with the Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 125 dated March 18, 2008, "Standard rules for the ongoing monitoring of academic performance, intermediate and TOTAL attestation of students in higher education institutions"), for examinations, are presented from among professors, associate professors and teachers with a scientific or academic degree, from among employers, highly qualified specialists with practical health care corresponding to the profile of issued residents.

External examiners participate in a comprehensive exam (FSA), in addition representatives of practical health care are invited to assess the practical skills learned by the residents of the residency during their studies at the residency..

Analytical part

According to the "Resident Assessment" standard, it should be noted that the assessment of educational achievements of residents in accredited specialties is conducted in compliance with the regulations in the field of education.

Forms of formative and summary control are transparent and accessible to the stakeholders of the educational program.

Strengths / best practice

- A mechanism has been developed to monitor the effectiveness of the implementation of the EP.
- Formation of the teaching staff is carried out in strict accordance with the qualification requirements for the licensing of educational activities.
- Performance indicators of EPs are developed taking into account the requirements of practical health care. Attraction of external examiners from among practical health care professionals when conducting summary control of the knowledge and skills of residents.
- Use the educational and educational portal "Platon" for constructive and fair feedback of residents based on the results of their knowledge and skills assessment.

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

Strong -3

Satisfactory -7

Requires improvements-0

Unsatisfactory-0

6.4 Standard «Residents»

Evidence part

According to the Standard Rules for Admission to Education for Educational Organizations Implementing Professional Curriculums for Post-Graduate Education, approved by Decree No. 109 of the Government of the Republic of Kazakhstan of January 19, 2012, the formation of a contingent of students of residences of universities and scientific organizations is carried out through the placement of a state educational order, training at the expense of the citizens' own funds and other sources. In KSMU, the admission of students to the residency is carried out on the basis of the developed internal document "Admission Policy for Entrants to Karaganda State Medical University", which is reviewed annually. Formation of a contingent of residents is carried out on the basis of the state educational order. Admission of persons to the residency is carried out on a

competitive basis according to the results of entrance examinations in accordance with the specialties of the university. Residents who have mastered professional higher education curricula with a certain list of documents are admitted to the residency.

Entrance examinations for residency are conducted in the form of testing. Test tasks are compiled according to the Program of the entrance examination in the relevant specialty, which does not include questions on biomedical sciences. To determine the specific abilities of applicants in order to improve the result of the training process in the chosen specialty, a clinical examination in the form of OSCE was introduced at 5 stations in KSMU.

The number of hostel listeners accepted corresponds to the possibilities of clinical and practical training, the maximum allowable burden on managers, and also the material and technical capabilities of the organization.

The number of resident listeners is constantly coordinated with relevant stakeholders, taking into account the need for medical personnel in various fields of medicine. The review is carried out regularly taking into account the needs of the industry and the situation in the labor market.

On the basis of the current Law of the Republic of Kazakhstan "On Education", the Model Rules for Admission to Education in Educational Organizations Implementing Professional Curricula for Post-Graduate Education "approved by the Government of the Republic of Kazakhstan Decree No. 109 dated January 19, 2012, Policies for Admission of KSMU Entrants to Admission to Residency for All Accredited Specialties citizens are accepted from among disabled people of II, III groups, disabled from childhood, orphans, left without parental care, rural youth.

All information on the formation of the contingent is posted on the university's website. Applicants can familiarize themselves with the conditions of admission and selection to the residence on the university's website.

According to the Policy of admission of students of the KSMU in order to ensure compliance with common requirements and resolve disputes in the university, an appeal committee is created. Appellate commissions are established to review applications of persons who do not agree with the results of the entrance examinations.

Students of the residency take an active part in the formation and implementation of the Policy in the field of quality assurance of the educational program, in the development of the culture of quality and values of the KSMU, in the development and adoption of documents regulating the educational, methodical, scientific and educational processes and ensuring high performance of the team.

The University provides residents with support oriented to social, financial and personal needs, allocates appropriate resources for social and personal support. Needy residents are provided with a hostel, material assistance.

In order to ensure the socio-psychological conditions of the individual, the provision of comprehensive socio-psychological support for students during IN ALL term of study at the university, there is a service for the residents of the youth policy department, and a psychologist's office works in the medical center of the KSMU.

The confidentiality of counseling and support is reflected in the Code of Business Ethics

Students of the residence are regularly invited to the meetings of the advisory bodies and take part in the discussion of issues in the context of this specialty. The suggestions and recommendations of the students are necessarily taken into account by the members of the advisory bodies and are taken into account when forming the final decision of the meeting.

Analytical part

According to the "Residents" standard, it can be noted that the selection and admission to the residence is carried out in accordance with the normative documents. The base of the test tasks includes questions on clinical competencies, but without taking into account the knowledge of biomedical sciences due to the fact that this is not prescribed in the policy of the organization of applicants for residency. The information on the reception conditions is in the public domain. Residents are provided with appropriate working conditions.

Residents are given the opportunity to participate in advisory bodies, in the evaluation of the training program.

Strengths / best practice

- Development and implementation of a clinical examination with the admission of residents as a selection procedure in order to identify specific abilities of applicants in the field of the chosen specialty.
- Reception of the number of residents taking into account the capabilities of the clinical base, the potential of the faculty, the material and technical equipment of the department.
- Possibility of obtaining social and psychological support

EEC recommendations:

Expand the base of test assignments of entrance examinations to residency with questions on biomedical sciences with inclusion in the policy of admission and selection.

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

Strong -18

Satisfactory -9

Requires improvements-1

Unsatisfactory-0

6.5 Standard «Teachers»

Evidence part

The educational process of the residency involves people who have a doctorate or Ph.D., an academic degree of Doctor PhD, doctors of the highest category who have successfully mastered new educational technologies.

The presence of basic education in accordance with the planned pedagogical activity, the availability of scientific and pedagogical experience, academic degree, academic title are mandatory for the training staff of the training of residents. These requirements are reflected in the job descriptions approved by the rector of the KSMU.

The University provides a balance between teaching, research and the provision of medical assistance by the teachers involved. Scientific work is an integral part of the university's ATS activities and a prerequisite for the preparation of residents for all accredited specialties. Teachers training residents take part in scientific research, development of clinical protocols for diagnosis and treatment of RCHD MH RK.

University ATS regularly improve their pedagogical qualifications on a free basis. Control over the upgrading of the qualifications of the teaching staff is carried out by the DHRM, as well as by the personnel department. The training plan includes all types of internships, PC courses, etc. Upon completion of the upgrade, qualifications are given for completing the course of the PPC.

The University has developed mechanisms and criteria for the systematic evaluation of the effectiveness of the quality of teaching: it is intra-departmental control at the departments, open classes, mutual visits of classes, questioning of residents, etc. The results of open classes are discussed at the sessions of the departments.

The university conducts a personnel policy in such a way that the profile of the teaching staff strictly corresponds to the range and balance of pedagogical skills, which is achieved by constant monitoring and regulation of the ratio of teaching staff teaching basic and clinical disciplines. Curators are appointed from the number of teaching staff who have a doctorate, a candidate of medical sciences, and also a higher qualification category actively engaged in scientific and practical activities in this field.

The ATS of KSMU contributes to the achievement of the mission and goals of the university, the qualification of the teaching staff corresponds to the level of occupied posts and ensures the implementation of educational programs. The qualification of the teaching staff is confirmed by the corresponding academic degree, academic rank, work experience, in the teaching staff of the clinical departments - the availability of a qualification category of a specialist and the trust of colleagues, membership in associations.

Analytical part

According to the "Teachers" Standard, the high level of professionalism of the teaching staff can be noted that implements the educational programs of the residency. There is systematic training.

All teachers perform the planned workload. Personnel potential corresponds to the specifics of the educational program.

Strengths / best practice

- Selection and placement of teaching staff is carried out taking into account the qualifications and professional growth. The analysis of the quantitative and qualitative composition of teachers corresponds to the qualification requirements, the objectives of the educational program.

- Introduction of a mentoring institute

- The rights and duties of mentors are regulated by job descriptions

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

Strong - 5

Satisfactory –0

Requires improvements-0

Unsatisfactory-0

6.6 Standard «Educational resources»

At the university there are service departments to support the residents of the residency in the implementation of their educational, personal and career needs. There are structural units, support services for residents, who assist in the development of educational programs. There is also a unified system of library and information services, the purchase of educational and methodological literature on the applications of the departments, the amount of funds allocated for the purchase of literature at a high level. The departments have modern tools, equipment, auditoriums, laboratories, their availability, serviceability at a good level. The manual supports and updates the material and laboratory base. There is a unified system of information support for students and teachers (for example, based on the Web site) for all educational programs, there are Wi-Fi points to support residents in access to the Internet in places convenient for students, staff and ATS. There is a good dynamics of financial resources allocated for the acquisition of laboratory equipment, educational literature, periodicals, information resources, computers.

According to the university, the strengths of the standard 6 "Educational resources" are: a sufficient material and technical base for the preparation of students in the residency for specialties; for mastering clinical competencies, the University provides the educational program with clinical databases in accordance with the level of medical care, the profile of patients of different ages; the university provides opportunities for independent training of students, providing access to educational resources of the library and the Internet; direct joint activity of residents with the staff of clinical bases in all spheres of their activity, at all stages of rendering medical qualified and specialized assistance;

Evidence part

The university has educational auditoriums and study rooms, teachers' offices, a simulation center-1, a library with a reading room, a gym, a medical center, a computer technology office, a resident service center that are equipped with the necessary equipment to ensure the quality of education. In order to effectively implement educational programs, the university's leadership strengthens and modernizes material and technical resources. Based on the results of the assessment of the degree of deterioration of buildings, the results of inventory, the moral aging of machinery, etc., measures are taken to maintain resources at the level of the requirements for education. All classrooms and classrooms are equipped in accordance with the ongoing education program, with qualification requirements, in accordance with sanitary and hygienic and fire safety standards. A safety journal is maintained. The provision of trained residents with computer and information resources is sufficient to maintain a quality educational process, meets licensing and certification requirements. The university's website operates in Kazakh and Russian languages, offers full information about the university, answers to questions.

The implementation of the EP takes into account the individual needs and capacities of the students who are studying. Each student is given the opportunity to practice practical skills in the

offices of the center of practical skills, clinical bases.

The university has free access to educational Internet resources, introduced information technologies, monitors the use and development of ATS innovative learning technologies.

The center of practical skills is equipped with modern mannequins, phantoms and models for processing practical skills and abilities in special disciplines.

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 library's book stock is 87817/601621 copies, including:

1) in the Kazakh language - 11161/269613 copies.

2) in the Russian language - 52074/285068 copies.

Analytical part

According to the "Educational Resources" standard, it can be noted that the availability of training for residents, organized information for the learning process in all subjects taught and meets the criteria.

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

Strengths / best practice

- The training equipment and software used to develop the EP are sufficient and meet the safety requirements for operation.

- The University creates a learning environment that promotes the formation of basic and professional competencies and takes into account the individual needs and opportunities of residents

- The University creates conditions for the development of practical skills and competences for residents in the subjects studied

- The University conducts an assessment of the material and technical resources and information support of the EP.

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

- The University has the necessary number of computers, educational literature, multimedia equipment.

- Free access to educational Internet resources.

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

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

Сильные-14

Satisfactory –4

Requires improvements-0

Unsatisfactory-0

6.7 Standard «Evaluation of educational programs»

Evidence part

The evaluation of the EP is carried out taking into account the mission of the postgraduate education (residence) program in accordance with the mission of the University and consists in the qualitative preparation of competitive graduates who are able to continue their lifelong learning in the conditions of dynamically developing modern medicine and carry out their professional activities on the basis of modern innovative intellectual technologies in a complex with the decision of socially important problems of practical public health, and also possessing actively citizenship, satisfying the needs and expectations of society and the state.

The system of monitoring and evaluation of the EP of residents covers all aspects of the organization, implementation and evaluation of the EP: the development, approval of the EP, the organization and conduct of the educational process, the achievement of the final results of training

by residents, the analysis of the results of external and internal audit of the EP and the educational process in the university, from all participants of the educational process and stakeholders.

Monitoring of the implementation of the EP is carried out within the framework of the internal control during the audit of all activities of the teaching staff and students. Intra-departmental control is conducted by the staff of the department in accordance with the Plan of the department.

Monitoring of the educational process includes monthly meetings of the departments, which discuss the implementation of the curriculum, the results of quality control of the learning process (discussion of practical exercises, lectures, etc.).

carried out by the departments according to the schedule of lessons with recording of data in the journal; In the absence of students in the classroom, the dean's office is informed. Monitoring and control by the dean's office is carried out on the basis of the results of the boundary control, intermediate certification and TOTAL state certification.

Monitoring and monitoring of achievement of the final results of training is carried out by the Departments and the Dean of the Faculty of Residency and Additional Education under the TOTAL Certification.

When developing a new educational program and submitting an application to the authorized body, the security and qualification level of the teaching staff for this specialty are taken into account. Annually the report of the chairman of the FSA on the results of TOTAL certification of graduates of the residency is heard at the KSMU.

Departments conduct feedback analysis on EP from residents on various aspects of activities. In the process of assessing the EP on the specialty "Pulmonology, including children's", "Gastroenterology, including children's", "Allergology and immunology, including children's", "Anesthesiology and reanimatology, including children's" are involved stakeholders - ATS departments and residents..

For feedback from teachers and residents, the rector's blog is used, where the students and university staff receive answers to the questions they are interested in regarding the terms of implementation of the EP. Representatives of residents are included in the CEP, where they participate in the discussion of the implementation of the EP.

The results of feedback are analyzed, discussed at the meetings of the departments, CEP, ACF, AC KSMU. Feedback results are taken into account when planning work for improvement. In general, the use of feedback contributes to a better understanding of the current needs of students and teachers and is of a systemic nature when changes are made to the EP.

The main tool for involving students in the evaluation of the EP is the questionnaire "Satisfaction of residents with an educational program", "Teacher through the eyes of a resident". An example of effective use of feedback is the systematic questioning of residents in the departments after each discipline.

The results of questioning of students on the specialty "Pulmonology, including children's", "Gastroenterology, including children's", "Allergology and immunology, including children's", "Anesthesiology and reanimatology, including children's" to identify satisfaction with the quality of the educational process showed that the interviewed residents were satisfied with the quality of the educational process at the university.

In the university, international standards and innovative technologies are introduced into educational processes, which positively affects the satisfaction indicators. Satisfied with the content of the EP, training methods, the organization of the learning process is completely 100% of the respondents, which confirms the successful implementation of the EP in the university.

the increase in the level of residents' satisfaction is due to the purposeful improvement of the educational, methodical, library and administrative support and maintenance of students, the wide introduction of innovative technologies and information and communication systems into the educational process. Library support at the university meets modern world requirements.

The respondents are satisfied with the relations in the student team and the relationship with the administration by 100%, which proves that the University has created a suitable friendly environment for unhindered acquisition of knowledge.

From the methodological abilities of teachers, which are integral components of the success of

the learning process, students most highly appreciate the clear and accessible presentation of the material, the orientation towards the use of the studied material in future professional and public activities, which confirms the teacher's methodological skill and the interest of the students in this matter.

Of the individual qualities of the teacher as a person, the highest marks are given to the manifestation of the qualities of a demanding mentor, benevolence and tact in relation to the students, a respectful attitude. In this issue, most residents characterize the teachers clearly positive, which demonstrates the presence and support of the corporate culture of the university.

Satisfaction with the competence of teachers and the quality of teaching is an important indicator for the sustainable development of the university. The KSMU to maintain this indicator at a high level strives for a permanent qualitative improvement in the composition of the faculty of the university, improving the credit technology of teaching students and IN ALL educational process in general.

Analytical part

The standard "Evaluation of educational programs" is developed in accordance with the mission, objectives and expected results of students. The assessment of the EP carried out by the university covers all levels of organization and implementation of the EP.

Strengths / best practice

The strengths include:

- The University has formed a system for monitoring and evaluating the educational program, based on a multilevel approach;
- for the implementation of the component, the process of forming a component for the selection of EPs is regulated;
- Evaluation of the EP on the specialty "Pulmonology, including children's", "Gastroenterology, including children's", "Allergology and immunology, including children's", "Anesthesiology and reanimatology, including children" is carried out according to the intra-university quality control system education and involvement in the evaluation of the university's activities of residents and employers.
- Dynamic evaluation of clinical databases is carried out.
- Improvement of the EP by feedback to residents

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

Strong– 13

Satisfactory – 0

Requires improvements-0

Unsatisfactory -0

6.8 Standard «Management and administration»

Evidence part

Formation of a contingent of RSE residency at the Karaganda State Medical University (hereinafter - the University) is carried out in accordance with the State Standard of the Republic of Kazakhstan-2015. Residency on the specialty 6R110600 "Gastroenterology, including children's", is realized by placing the state order for the training of medical personnel and taking into account the possibilities of clinical and practical training, the maximum allowable burden on curators, the provision of educational, educational methodological and scientific literature, bases, and also material and technical resources of the University.

The procedure for the admission of citizens to the residency at the university is established by the "Standard Rules for Admission to Education in the Educational Organization Implementing Professional Curriculums for Post-Graduate Education" approved by Government Decree No. 109 of 19.01.2012 and the internal regulatory document " (OI / 05), approved by the order of the rector,

Minutes No. 9 of May 15, 2017, which are revised depending on the introduction of amendments and additions to the above regulatory and legal framework document.

Evaluation of the educational achievements of the residents at the university is carried out using criteria and provisions developed in accordance with the goals and objectives for implementing the EP and assigning qualifications within the current rating system and monitoring the educational process in accordance with the directive, regulatory and internal documents. Studying the performance, on the basis of the rating of residents.

The general policy for assessing residents, including the timing of the assessment, evaluation criteria, methods and forms of implementation, are reflected in the syllabuses of each module or discipline. The system for monitoring the learning achievements of students is conducted in accordance with the Order of the Ministry of Education and Science of the Republic of Kazakhstan No.125 "Standard rules for the ongoing monitoring of the progress of intermediate and TOTAL certification of students in higher education institutions", "Academic policy of the KSMU", "Regulations on the residency of the KSMU" (<http://portal.kgmu.kz>) and includes various forms: basic control, monitoring, TOTAL control and FSA.

Responsible for the policy of assessing the knowledge and skills of residents are the relevant officials at various stages of training (ATS departments, clinical mentors, dean's office, pro-rector for clinical work and continuous professional development).

To monitor the implementation of the EP and to monitor the achievement of the ultimate goals of training at the KSMU, the key and professional competencies of the graduate of the residence have been developed. The MEP has key competencies.

Educational achievements of residents are assessed using various forms of control and certification, defined by the Regulations on the evaluation of the student's academic performance. Assessment of knowledge is carried out on the rating-rating letter system. Examination system in the residence consists of the forms of basic, current and final control. After completing the exam for each discipline, the student is given a final grade for the discipline. Examination sheet is transferred to the office-registrar. To retake the exam from the assessment of "unsatisfactory" to positive, the trainee again visits all types of training sessions provided for by the MPED, receives admission and surrenders final control. Preparation and retaking of the final control is carried out outside of the school hours during the summer holidays.

Analytical part

Periodic assessment of the activities of university management is carried out at meetings of collegial and deliberative bodies through internal audit and self-assessment.

One of the important strategic directions of the university is to increase the effectiveness of the management system, which is defined with the aim of ensuring the effective functioning of quality management. Activities to achieve the indicators of direct results: analysis of the QMS of the University and a report to the Academic Council, external audit, internal audit of the university's structural units.

The structure of academic leadership ensures the quality and effectiveness of the university's activities in order to ensure the training of highly qualified resident specialists, the organization and control of educational, methodological, social and educational work of the university, the effectiveness of the work of structural units.

Strengths / best practice

Continuous organizational, coordinating and administrative work aimed at achieving the mission of the educational program; transparency of the management system and decisions; the responsibility of the academic leadership for the development and management of the educational program is defined; stable financial condition of the University; wide cooperation with partners in the health sector. The structure of academic leadership ensures the quality and effectiveness of the university's activities in order to ensure the training of highly qualified resident specialists, the organization and control of educational, methodological, social and educational work of the university, the effectiveness of the work of structural units.

Evaluation of the activities of management and structural units of the University is carried out by regular quality assurance of internal audit and self-assessment.

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

In general, according to this Standard, the activities of the organization meet the criteria.

Quantitative indicators reflecting the organization's compliance with the Standard's criteria are as follows:

Strong nozuuuu – 13,

Satisfactory – 0,

Requires improvements – 0,

Unsatisfactory - 0

6.9 Standard «Continuous improvement»

Evidence part

The development strategy of the university provides for continuous analysis and evaluation of the quality system of the educational and medical activities of the university through a systematic analysis of the QMS, monitoring feedback from consumers of services to determine the degree of their satisfaction and the modernization of the communications system at the university. All areas of the university are regulated by corporate documents.

The University strives not only to provide high-quality training for resident specialists and to provide opportunities for retraining personnel for health care in connection with the introduction of new innovative technologies in production, but also tries to achieve the greatest possible satisfaction of consumers.

The development of the university is based on the principles of improving QMS, the introduction of new technologies in the educational process, improving the quality of training of residents with the goal of flexible response to market demands. The university management seeks to prevent emerging problems and their causes by improving the system of internal control and risk management.

It should be noted that the university is constantly developing the potential of the faculty, which corresponds to the achievement of the institutional and program mission and goals of the university.

In order to provide a comprehensive and in-depth analysis, the annual work plan of the university's university includes a report of the rector on the work done, which contains a management review. The report of the rector reflects the results of the implementation of the action plan, the results of the university's activities on the processes, recommendations and proposals for the past period and tasks for the new period.

The work carried out allows for continuous improvement in various areas of the university. Based on the results of the management review, decisions are made on improving and improving the educational management, justifying the need to make changes to the quality management system of the EP, including updating the training documentation.

An important direction of the work of the departments is the formation of stable partnership relations with independent experts invited from the practical health care.

Also, a feature of analyzing the formation of the competencies of students at the university is the evaluation of the portfolio.

At the university, students of all levels, including residencies, have the opportunity to freely express opinions on all issues of quality of preparation, compliance of material and technical facilities, conditions of clinical practice, etc.

In order to improve the organizational structure and management principles, it is planned: the introduction of a risk management system in educational activities; optimization of the quality management system model;

Strengths of the University for Standard 9 "Continuous Improvement" The processes of continuous improvement of the educational program of the residency in the specialties are realized on the basis of: upgrading the qualification of the teaching staff every 5 years, incl. on pedagogical competence; participation of teaching staff at training events (seminars, master classes, conferences);

understanding of their own experience in the implementation of pedagogical technologies in the educational process; exchange of experience in the implementation of pedagogical technologies in the educational process with colleagues from other educational and scientific organizations implementing residency programs; management processes of the EP, providing for monitoring, evaluation and revision.

The university management conducts annual analysis of activities in accordance with the documented procedure (AP KMMU 5.6-01 / 03), "Analysis of the effectiveness of the QMS, implementation of the implementation plan for EW KSMU (AP KGMU 5.6.-03/01), monitoring the implementation of the Operational Plan of KSMU, the Strategic Plan development.

Analytical part

The process of updating the educational program is based on prospective studies and analyzes, on the results of their own experience, studying the literature on medical education, studying the needs of the labor market.

Due to changes in the educational environment of the world space, legislative acts, NLA and rationalization, the requirements for the design and content of educational programs are periodically reviewed. The Regulations on the residency, the Regulation on the rating system for assessing students' progress, the process cards, the instructions, the documented procedures, the management structure are updated each year. Further, the updated normative and regulating documents are posted on the University's corporate website to the attention of the university staff, and also sent to corporate mail units.

Strengths / best practice

- The University has a Strategic Development Plan for the implementation of educational programs, ensuring timely response to changing conditions

- The University monitors the implementation of ODA through the update of the EMCS, within the framework of the ECC and the analysis of current academic performance and boundary control;

- Educational services provided by the University are in demand

- The University takes a competitive position in the market.

Strategic partnership with practical healthcare to develop the competence of the resident model for specialties, the development and implementation of educational programs. ***Conclusions of the EEC on the criteria: (strong / satisfactory / requires improvements / unsatisfactory)***

In general, according to this Standard, the activities of the organization meet the criteria.

Quantitative indicators reflecting the organization's compliance with the criteria of the Standard are as follows:

Strong – 13,

Satisfactory – 0,

Requires improvements – 0,

Unsatisfactory - 0

(VII) REVIEW OF STRENGTHS / BEST PRACTICE FOR EVERY STANDARD

7.1 Standard «Mission and leadership»

Strengths / best practice

The strengths include:

• The University attracts representatives of stakeholder groups, including trainees, faculty and employers, to the formation of the EP.

• The University demonstrates the degree of implementation of the principles of sustainability, efficiency, effectiveness, priority, transparency, responsibility, delegation of authority.

• The management of the EP demonstrates evidence of openness and accessibility for students, faculty, employers.

7.2 Standard «Educational program»

Strengths / best practice

- The management of the EP demonstrates the presence of a professional context in the content of the training disciplines;
- The leadership of the EP demonstrates an effective balance between theoretical and practice-oriented disciplines;
- Disciplines cover all issues, problems in the field taught;
- The structure of the 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 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 monitors the satisfaction of residents, managers of medical organizations and employers.

7.3 Standard 'Evaluation of residents'

Strengths / best practice

- A mechanism has been developed to monitor the effectiveness of the implementation of the EP
- Formation of the teaching staff is carried out in strict accordance with the qualification requirements for the licensing of educational activities
- Performance indicators of EPs are developed taking into account the requirements of practical health care. Attraction of external examiners from among practical health care professionals when conducting summary control of the knowledge and skills of residents.
- Use the educational and educational portal "Platon" for constructive and fair feedback of residents based on the results of their knowledge and skills assessment.

7.4 Standard «Residents»

Strengths / best practice

- Development and implementation of a clinical examination with the admission of residents as a selection procedure in order to identify specific abilities of applicants in the field of the chosen specialty.
- Reception of the number of residents taking into account the capabilities of the clinical base, the potential of the faculty, the material and technical equipment of the department.
- Possibility of obtaining social and psychological support

7.5 Standard «Teachers»

Strengths / best practice

- Selection and placement of teaching staff is carried out taking into account the qualifications and professional growth. The analysis of the quantitative and qualitative composition of teachers corresponds to the qualification requirements, the objectives of the educational program.
- Introduction of a mentoring institute
- The rights and duties of mentors are regulated by job descriptions

7.6 Standard «Educational resources»

Strengths / best practice

- The training equipment and software used to develop the EP are sufficient and meet the safety requirements for operation.

- The University creates a learning environment that promotes the formation of basic and professional competencies and takes into account the individual needs and opportunities of residents
- The University creates conditions for the development of practical skills and competences for residents in the subjects studied
- The University conducts an assessment of the material and technical resources and information support of the EP.
- The University has the necessary number of classrooms equipped with modern technical training facilities that meet sanitary and epidemiological standards and requirements.
- The University has the necessary number of computers, educational literature, multimedia equipment.
- Free access to educational Internet resources.
- The management of the EP demonstrated the reflection on the web-resource of information characterizing the EP.

7.7 Standard «Evaluation of educational programs»

Strengths / best practice

The strengths include:

- The University has formed a system for monitoring and evaluating the educational program, based on a multilevel approach;
- For the implementation of the component, the process of forming a component for the selection of EPs is regulated;
- Evaluation of the EP in the specialty "Pulmonology, including children's", "Gastroenterology, including children's", "Allergology and immunology, including children's", "Anesthesiology and reanimatology education and involvement in the evaluation of the university's activities of residents and employers.
- Dynamic evaluation of clinical databases is carried out.
- Improvement of the EP by feedback to residents

7.8 Standard «Management and administration»

Strengths / best practice

Continuous organizational, coordinating and administrative work aimed at achieving the mission of the educational program; transparency of the management system and decisions; the responsibility of the academic leadership for the development and management of the educational program is defined; stable financial condition of the University; wide cooperation with partners in the health sector. The structure of academic leadership ensures the quality and effectiveness of the university's activities in order to ensure the training of highly qualified resident specialists, the organization and control of educational, methodological, social and educational work of the university, the effectiveness of the work of structural units.

Evaluation of the activities of management and structural units of the University is carried out by regular quality assurance of internal audit and self-assessment.

7.9 Standard «Continuous improvement»

Strengths / best practice

The University has a Strategic Development Plan for the implementation of educational programs, ensuring timely response to changing conditions

- The University monitors the implementation of ODA through the update of the EMC, within the framework of the ECC and the analysis of current academic performance and boundary control;
- Educational services provided by the University are in demand
- The University takes a competitive position in the market.

Strategic partnership with practical healthcare to develop the competence of the resident model for specialties, the development and implementation of educational programs.

(VIII) REVIEW OF RECOMMENDATION ON IMPROVEMENT OF QUALITY

8.2 Standard «Educational program»

✓ Provide an increase of hours for the practical part of the educational process for the next academic year.

8.4 Standard «Residents»

✓ Expand the base of test assignments of entrance examinations to residency with questions on biomedical sciences with inclusion in the policy of admission and selection.



Annex 1. Score table «SPECIALIZED PROFILE PARAMETERS»

	CRITERIA FOR EVALUATION	Comments	Position of the organization of education			
			Strong	Satisfactory	Requires improvements	Unsatisfactory
11.	"MISSION AND FINAL RESULTS OF STUDY"					
11.1	Mission definition					
11.1.1	The medical education organization should determine the mission mission of the residency program and inform the public and the health sector about the mission stated.		+			
11.1.2	The medical organization of education must determine the mission on the basis of consideration of the needs of public health, the needs of the system of medical care and, accordingly, other aspects of social responsibility.		+			
11.1.3	The medical education organization should define a training program containing both theoretical and practical components, reinforcing the practice and the result of such training should be a physician competent and able to implement appropriate and appropriate clinical practice in a specific field of medicine, capable of working at a high professional level, working independently and independently, as well as in the team, if necessary, who, is committed and ready for lifelong learning and participation in continuing medical education and continuing professional development.		+			
11.1.4	The medical education organization should provide improved patient care that is appropriate, effective, compassionate and safe in addressing health problems and promoting health, including a patient-centered and holistic approach.		+			
11.1.5	The medical education organization must ensure that residents (listeners) have appropriate working conditions to support their own health.		+			

11.1.6	The medical education organization should promote the introduction of appropriate innovations in the learning process, allowing the development of broader and more specialized competencies than those identified as core competencies.		+			
11.1.7	The medical education organization should encourage residents, in their development by scientists / researchers in their chosen fields of medicine, including deeper and / or broader participation in the development of discipline, including in academic development and improvement of education and research in medicine.		+			
11.1.8	The medical education organization should help residents in their becoming active participants in addressing the social determinants of health.		+			
11.2	PROFESSIONALISM AND PROFESSIONAL AUTONOMY					
11.2.1	The medical education organization should include professionalism in training and training residents and promote professional autonomy necessary for a specialist to act in the best interests of the patient and society.		+			
11.2.2	The medical education organization should ensure that there is adequate independence from the government and other bodies in decision-making in key areas such as the development of the educational program (see 12.1 and 12.6), the evaluation (see 13.1), the selection and reception of residents (see 14.1 and 14.2), the choice / selection of teachers (see 15.1) and conditions for employment and resource allocation (see 18.3).		+			
11.2.3	The medical education organization should guarantee academic freedom, which would include appropriate freedom of expression, freedom of request and publication.		+			
11.3	THE FINAL RESULTS OF STUDY					
11.3.1	The medical organization of education must determine the final results of the training that should be achieved by residents, as a result of the training program in relation to: their achievements at the postgraduate level in knowledge, skills and thinking; an appropriate basis for their future careers in the chosen field of medicine; future roles in the health system; commitment and skills in lifelong learning; needs and problems of public health, the needs of the health system and other aspects		+			

	of social responsibility; professional behavior.					
11.3.2	The medical organization of education must determine the final results of training in general and specific for the discipline / specialty components that are required to reach the students at the end of the program.		+			
11.3.3	The medical education organization should determine the final results of the training regarding proper behavior and attitude towards patients and their relatives, fellow trainees, teachers, other health care workers.		+			
11.3.4	The medical education organization must ensure proper professional behavior and the attitude of residents to colleagues and other medical personnel, patients and their relatives and also compliance with the Code of Honor.		+			
11.3.5	The medical organization of education should inform the public about the established final results of training the residency program in the relevant specialties.		+			
11.3.6	The medical education organization should guarantee continuity between the final results of training programs for basic and postgraduate medical education.		+			
11.4	PARTICIPATION IN THE FORMULATION OF MISSION AND FINAL RESULTS					
11.4.1	The medical education organization must determine the mission and determine the final results of the training program in collaboration with the main stakeholders.		+			
11.4.2	The medical education organization should formulate a mission and determine the final results of the training program, taking into account proposals from other stakeholders, which are representatives of other medical specialties, patients, society, organizations and authorized health authorities, professional organizations and medical scientific societies.		+			
	IN ALL:		19	0	0	0
12.	STANDARD «EDUCATIONAL PROGRAM»					
12.1	FRAMEWORK PARAMETERS OF THE PROGRAM OF POSTGRADUATE MEDICAL EDUCATION					
12.1.1	The medical organization of education should determine the educational		+			

	framework parameters based on the established final results of training under this program and the qualifications of the graduate-resident, develop them in accordance with the required results of the existing basic medical education and organize the systemic and transparent training.					
12.1.2	The medical organization of education should ensure that the contents of the resident program comply with the requirements of the State Educational Establishment of the Republic of Kazakhstan and ensure the breadth of the training of specialists in accordance with the name of the program and the necessary depth of training in the field defined by the specialty.		+			
12.1.3	The medical education organization should use practice-oriented training, ensuring the personal participation of residents in providing medical care and responsibility for patient care.		+			
12.1.4	The medical education organization should use appropriate methods of teaching and learning and ensure the integration of the components in practice and theory, which include didactic exercises and experience in assisting the patient also with independent and active learning.			+		
12.1.5	The medical education organization must ensure that instruction is conducted in accordance with the principles of equality.		+			
12.1.6	The medical education organization should use a student-centered approach in teaching that stimulates, prepares and supports students to take responsibility for their own learning process and demonstrate in their practice.		+			
12.1.7	The medical education organization should send the resident through mentoring, regular evaluation and feedback, inform the program and the rights and obligations of residents, and also include ethics obligations in the program.			+		
12.1.8	The medical education organization should increase the degree of autonomy and responsibility of residents regarding their knowledge, skills and experience development.			+		
12.1.9	The medical education organization should recognize gender, cultural and religious			+		

	characteristics and prepare residents for appropriate relationships with patients.					
12.2	SCIENTIFIC METHOD					
12.2.1	The medical education organization should introduce the scientific basis and methodology of medical research, including clinical research and clinical epidemiology.		+			
12.2.2	The medical education organization must ensure that the resident is able to use the scientific grounds, study and know the basics of evidence-based medicine through broad access to relevant clinical / practical experience at the appropriate profile bases in the chosen field of medicine.		+			
12.2.3	The medical education organization should include the teaching and learning of critical appraisal of the literature, articles and scientific data, the use of scientific developments.		+			
12.2.4	The medical education organization should include the teaching and learning of critical appraisal of the literature, articles and scientific data, the use of scientific developments.		+			
12.3	CONTENT OF THE PROGRAM					
12.3.1	The medical education organization should include in the training program clinical work and relevant theory or practice of basic medical, biological, behavioral and social sciences, preventive medicine, clinical decision-making, communication skills, medical ethics, public health, medical jurisprudence and forensic medicine, disciplines, patient safety, responsibility for one's own health, knowledge of complementary and alternative medicine.		+			
12.3.2	The medical education organization should organize educational programs with due regard for patient safety and autonomy.		+			
12.3.3	The medical education organization should ensure the development of knowledge, skills and professional attitudes corresponding to the various roles of the physician, such as a practicing physician or medical expert, communicator, employee and team member, leader / manager or administrator, advocate and patient's health, scientist / researcher.		+			
12.3.4	The medical education organization should adjust and change the content to the changing conditions and needs of the health care system.		+			

12.4	STRUCTURE OF THE PROGRAM, CONTENT AND DURATION					
12.4.1	The medical education organization should describe the overall structure, composition and duration of the educational program, clearly establish the mandatory component and component of choice, integrate practice and theory, take into account the requirements of national legislation and provide an adequate picture of how local, national or regional health systems are oriented towards the needs of medical assistance to the population.		+			
12.4.2	The medical education organization should, when deciding on the duration of the program, take into account the required outcomes of basic medical education in relation to the selected area of medicine, the requirements for performing different roles of certified professionals in the health sector, possible alternatives for using time-based learning.		+			
12.5	EDUCATIONAL ORGANIZATION					
12.5.1	The medical organization of education should determine the responsibility and authority for the organization, coordination, management and evaluation of each training base, clinical base and educational process.		+			
12.5.2	The medical education organization should guarantee clinical training in conditions of multi-disciplinary clinics and coordinate training on the basis of these clinics so that residents acquire adequate training in various aspects of the chosen field of medicine. The medical organization of education must comply with the planning of the educational program due representation of employees, residents and other relevant stakeholders.		+			
12.5.3	The medical education organization should guarantee the preparation in the conditions of different clinical bases, which are characterized by the profile of the clinics, different categories of patients, the level of medical care (primary medical care, specialized medical care, highly specialized medical care), hospitals and dispensaries.		+			
12.5.4	The medical education organization should coordinate numerous training bases for obtaining appropriate access to various aspects of the chosen field of medicine.		+			

12.5.5	The medical education organization should have access to the resources necessary to plan and implement teaching methods, evaluate students, innovate the training program.		+			
12.6	RELATIONSHIP BETWEEN FOLLOWING MEDICAL EDUCATION AND PROVISION OF HEALTH CARE					
12.6.1	The medical education organization should describe and recognize the role of mentoring in professional development, ensure integration between training and health care (training in the workplace), ensure that training is complementary and consistent with the requirements for medical care.		+			
12.6.2	The medical education organization should effectively organize the use of the health system's capacity or the provision of medical assistance for training purposes, which involves the use of the capabilities of various clinical bases, patient problems and clinical problems for training purposes, and at the same time, meeting the requirements for medical care.		+			
	IN ALL:		22	4	0	0
13.	STANDARD «EVALUATION OF RESIDENTS»					
13.1	METHODS OF EVALUATION					
13.1.1	The medical education organization should formulate and implement a resident assessment policy, identify, establish and publish principles, objectives, methods and practices for the assessment of residents, including specialist qualification exams and ensure that the evaluation covers knowledge, skills and professional behavior and attitudes.			+		
13.1.2	The medical organization of education should use an additional set of evaluation methods and formats in accordance with their "applicability", which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of assessment methods and formats with respect to established learning outcomes.			+		
13.1.3	The medical organization of education must formulate the criteria for passing examinations or other types of assessment, including the number of permitted retakes.			+		

13.1.4	The medical education organization should study and document the reliability, validity and validity of evaluation methods.			+		
13.1.5	The medical education organization should use the appellate results evaluation system based on the principles of fairness and through compliance with the legal process.			+		
13.1.6	The medical education organization should facilitate the involvement of external examiners, introduce new methods of evaluation if necessary.			+		
13.1.7	The medical education should keep a record of the different types and stages of learning in the training log or protocols.			+		
13.2	RELATIONSHIP BETWEEN ESTIMATION AND STUDY					
13.2.1	The medical education organization should use evaluation principles, methods and practices that are compatible with the established learning outcomes and teaching methods, ensure that the established learning outcomes are achieved by the students, promote learning, determine adequacy and compliance with learning.			+		
13.2.2	The medical organization of education should ensure the provision of timely, concrete, constructive and fair feedback to residents on the basis of the results of assessing their knowledge and skills.			+		
13.2.3	The medical education organization should use evaluation principles, methods and practices that promote integrated learning and involvement in practical clinical work, provide inter-professional training.			+		
	IN ALL:			3	7	0 0
14.	STANDARD «RESIDENTS»					
14.1	ADMISSION POLICY AND SELECTION					
14.1.1	The medical education organization should consider the relationship between the mission and the selection of residents.			+		
14.1.2	The medical organization of education must balance the existing potential and opportunities for training and recruitment of residents.			+		
14.1.3	The medical organization of education should formulate and implement a policy on the criteria and process for selecting students, including the reception of residents with disabilities, which requires the necessary conditions and equipment in accordance with national laws and			+		

	regulations, and take into account the safety of doctors and patients.					
14.1.4	The medical education organization should formulate and implement a policy of transferring residents from other national or international programs.		+			
14.1.5	The medical education organization should guarantee a high level of understanding of biomedical sciences, achieved at the undergraduate level before the beginning of postgraduate education.				+	
14.1.6	The medical organization of education must guarantee the transparency of the selection procedure and the equality of access to postgraduate education.		+			
14.1.7	The medical education organization should consider within the framework of their selection procedure the specific abilities of applicants in order to improve the result of the learning process in the chosen field of medicine.			+		
14.1.8	The medical education organization should develop an appeal procedure for the decision of the admissions committee.		+			
14.1.9	The medical education organization should include associations and organizations of residents in the process of developing the policy of admission and selection of residents.			+		
14.1.10	The medical education organization should periodically review the policy of admission, on the basis of relevant social and professional data, to meet the needs of public health.			+		
14.2	NUMBER OF STUDENTS					
14.2.1	The medical organization of education should establish the number of residents that corresponds to clinical / practical training opportunities, the potential for clinical mentoring and other available resources, national and regional human resources needs in accordance with the chosen field of medicine, and if the medical education organization does not independently determine the number of students demonstrate their responsibility, explaining the existing relations with the authorized bodies and focus on the consequences of the decisions on the reception of, for example, the imbalance between the set and the existing potential and opportunities bases and resources to prepare		+			

14.2.2	The medical education organization should have accessible information about the health needs of society, which includes the consideration of a balanced set in accordance with the gender, ethnic and social characteristics of the population, including the potential need for a special policy of recruiting and accepting their groups of small peoples and doctors from the countryside.		+			
14.2.3	The medical education organization should revise the number of residents through consultation with stakeholders.		+			
14.2.4	The medical education organization should adapt the number of residents, taking into account the available information on the number of qualified candidates, available information on national and international labor markets, the unpredictability of the exact needs of health professionals in various fields of medicine.		+			
14.3	SUPPORT AND CONSULTING OF RESIDENTS					
14.3.1	The medical education organization should have a system of academic counseling of residents, provide advice to residents, taking into account the results of monitoring progress in training, including unintentional incidents.		+			
14.3.2	The medical education organization should provide support to residents, oriented to social, financial and personal needs, allocate appropriate resources for social and personal support.		+			
14.3.3	The medical education organization should guarantee confidentiality with regard to counseling and support provided and provide support for career guidance and career planning.		+			
14.3.4	The medical education organization should provide support in case of a professional crisis and involve student organizations (residents) in solving their problem situations		+			
14.4	RESIDENT REPRESENTATIVE					
14.4.1	The medical organization of education should develop and implement a policy for the representation of residents and their due in the formulation of the mission and the final results of training, participation in the development of the training program, planning of working conditions, evaluation		+			

	of the training program, management of the training program.					
14.4.2	The medical education organization should поощрять организации резидентов участвовать в принятии решений о процессах, условиях и правилах обучения и подготовки.		+			
14.5	WORKING CONDITIONS					
14.5.1	The medical education organization must conduct a training program in accordance with paid positions / scholarships or other ways to finance residents.		+			
14.5.2	The medical education organization should ensure the participation of residents in all medical activities of clinical facilities, including the inclusion of home-related duties related to the training program.		+			
14.5.3	The medical organization of education must determine the responsibility and communicate to all information about the participation and conditions of the provision of medical services by residents.			+		
14.5.4	The medical organization of education must provide additional training, with forced interruptions in preparation, on the occasion of pregnancy (including maternity / paternity leave), illness, military service or secondment.			+		
14.5.5	The medical education organization should ensure that the participation of residents in the provision of medical services is not dominant and is not excessive.			+		
14.5.6	The medical education organization should take into account the needs of patients, the continuity of medical care and the educational needs of residents in the planning of shifts and work schedule on a call.			+		
14.5.7	The medical education organization should allow training in special circumstances in accordance with the individual training program and taking into account previous experience in providing medical care.			+		
14.5.8	The medical education organization should ensure that the quality of training according to the individual program and the total duration of training is not less than that of residents who have completed a full training program.			+		
	IN ALL:		18	9	1	0
15.	STANDARD «TEACHERS»					

15.1	RECRUITMENT AND SELECTION POLICY					
15.1.1	The medical organization of education should develop and implement a policy of recruiting and accepting teachers, managers and mentors, which determines the required experience, the criteria for scientific, educational, pedagogical and clinical achievements, including the balance between teaching, research and qualification of a specialist, their responsibility, in particular the balance between teaching, research and the provision of medical care.		+			
15.1.2	The medical organization of education should, in its selection policy, take into account the mission of the educational program, the needs of the education system and the needs of the medical care system.		+			
15.1.3	The medical education organization, in the development and implementation of personnel policy, should determine the responsibility of all physicians as part of their professional duties to participate in postgraduate education based on practice, reward for their participation in postgraduate training of specialists, ensure that teachers are practitioners in relevant fields, ensure that teachers by sub-specialities are assigned only for a certain period of study in accordance with the specifics of the training program and their qualifications and.		+			
15.2	COMMITMENTS AND DEVELOPMENT					
15.2.1	The medical organization of education must ensure that teachers and residents have enough time for teaching, mentoring and training, provide a program for the development of teachers and mentors, and guarantee periodic evaluation of the activities of teachers and mentors.		+			
15.2.2	The medical education organization, when developing and implementing the personnel policy, should include in the development program employees and the support of teachers their training and further professional development of both professional and pedagogical qualifications; evaluate and recognize the merits of academic activities as teachers, mentors; to determine the ratio between the number of teachers who received		+			

	recognition and the number of residents, guaranteeing their individual relationship and monitoring the achievements of residents.					
	IN ALL:					
16.	STANDARD «EDUCATIONAL RESOURCES»					
16.1	MATERIAL AND TECHNICAL SUPPORT AND EQUIPMENT					
16.1.1	The medical education organization should provide residents with a base and opportunities for practical and theoretical training, access to the latest professional literature and sources, adequate information and communication technologies and equipment for teaching practical skills, a safe environment for self-directed learning.		+			
16.1.2	The medical education organization should regularly evaluate and update material and technical equipment and equipment for their compliance and quality assurance of postgraduate education.		+			
16.2	CLINICAL BASES					
16.2.1	The medical education organization should select and approve the training bases and provide access to appropriate clinical/practical training facilities, a sufficient number of patients, appropriate patients and information about patients with various problems to achieve learning goals, including the use of both inpatient and outpatient care and shifts.		+			
16.2.2	While choosing a learning environment and clinical base, the medical education organization should ensure that the training program includes questions on health promotion and disease prevention, training in other relevant clinics/ institutes and PHC profiles.		+			
16.3	INFORMATION TECHNOLOGY					
16.3.1	The medical education organization should guarantee access to the web and electronic media and effectively use information and communication technologies, with ethical compliance, as an integrated part of the educational program.		+			
16.3.2	The medical education organization should encourage teachers and students to use existing and new information and communication technologies for: self-study, communication with colleagues, access to relevant patient data and health information systems, patient management,		+			

	practices and work in health care delivery systems.					
16.4	CLINICAL TEAMS					
16.4.1	The medical education organization should guarantee the experience of working in a team of colleagues and other health professionals.			+		
16.4.2	The medical education organization should provide training in an interdisciplinary / interprofessional team and develop the ability to work effectively with colleagues and other health professionals.			+		
16.4.3	The medical education organization should promote the development of the ability to guide and train other health professionals.			+		
16.5	MEDICAL SCIENTIFIC RESEARCH AND ACHIEVEMENTS					
16.5.1	The medical education organization must ensure that residents receive knowledge and are able to apply the scientific bases and methodology of scientific research in the selected field of medicine and ensure the appropriate integration and balance between training and research.			+		
16.5.2	The medical organization of education should provide information about the research base and priority areas in the field of scientific research of the medical organization of education			+		
16.5.3	The medical education organization should promote the participation of residents in medical research, development of quality of health and the health system, which include scientific research in basic biomedical, clinical, behavioral and social sciences.			+		
16.5.4	The medical education organization should provide residents with adequate time in the training program for scientific research.			+		
16.5.5	The medical education organization should provide access to equipment for scientific research and ongoing scientific activities at training bases.			+		
16.6	EXPERTISE IN THE FIELD OF EDUCATION					
16.6.1	The medical organization of education should develop and implement a policy on the use of expertise in education regarding the planning, implementation and evaluation of the educational program.			+		
16.6.2	The medical education organization should give due attention and ensure the development of expertise in assessing			+		

	education and research in the discipline of medical education.					
16.6.3	The medical education organization should promote the development of the interests of employees in the conduct of research in education.			+		
16.7	PREPARATION IN OTHER INSTITUTIONS					
16.7.1	The medical education organization should develop and implement an accessibility policy for residents and provide them with training opportunities in alternative institutions inside or outside the country.		+			
16.7.2	The medical organization of education should create a system for the translation and offsetting of learning outcomes through active program coordination between training institutions and the use of academic credits.		+			
16.7.3	The medical education organization should promote regional and international exchange of teachers and residents, by providing appropriate resources. promote regional and international exchange of teachers and residents, by providing appropriate resources.		+			
16.7.4	The medical education organization should develop relations with relevant national and international bodies with a view to facilitating the exchange and mutual recognition of the elements of training.		+			
	IN ALL:		15	1	0	0
17.	STANDARD "ESTIMATION OF EDUCATIONAL PROGRAMS"			1		
17.1	MECHANISMS FOR MONITORING AND EVALUATION					
17.1.1	The medical organization of education should continuously monitor the educational program, identify and implement a mechanism for program evaluation, and evaluate the program taking into account the mission, the required final learning outcomes, the content of the educational program, the assessment of knowledge and skills, and educational resources.		+			
17.1.2	The medical organization of education should evaluate the program regarding the policy of admission and the needs of education and the health system, the process of implementing the educational program, evaluation methods, the progress of		+			

	residents, the qualifications of teachers, identified problems and shortcomings.					
17.1.3	The medical education organization should ensure that the relevant evaluation results are aimed at improving the educational program and involving stakeholders in the evaluation of the program.		+			
17.1.4	The medical education organization should ensure the transparency of the process and the results of the assessment for management and all stakeholders.		+			
17.2	FEEDBACK FROM TEACHERS AND RESIDENTS					
17.2.1	The medical organization of education should study the feedback on the educational program from teachers, residents, employers.		+			
17.2.2	The medical education organization should actively involve teachers and residents in the planning of program evaluation, and use of evaluation results to improve the program.		+			
17.2.1	The medical organization of education should study the feedback on the educational program from teachers, residents, employers.		+			
17.3	RESULTS OF RESIDENTS AND QUALIFIED SPECIALISTS					
17.3.1	The medical organization of education should constantly monitor qualified specialists, provide feedback on the clinical practice of qualified professionals from employers, establish and apply a mechanism for evaluating the program, using the collected data on the results of the clinical practice of qualified professionals.		+			
17.3.2	The medical education organization should inform about the results of the assessment of the clinical practice of qualified specialists of persons responsible for the reception of residents and the planning of the educational program.		+			
17.3	INVOLVEMENT OF INTERESTED PARTIES					
17.3.1	The medical education organization should involve the main stakeholders in the program for monitoring and evaluating the educational program.		+			
17.3.2	The medical education organization should provide access to the interested parties for the results of the assessment of the course and educational program, it is necessary to study and analyze the results of feedback on		+			

	the independent clinical practice of specialists and feedback on the educational program.					
17.4	PROCEDURE FOR THE APPROVAL OF EDUCATIONAL PROGRAMS					
17.4.1	The medical organization of education must document that all educational programs, including clinical bases, are approved by the authorized body on the basis of clearly established criteria, evaluation of the educational program and the available authorities for awarding or revoking the recognition by the authorized body of clinical bases or courses of theoretical training.		+			
17.4.2	The medical education organization should develop and implement a system of quality control of clinical facilities and other educational resources, material and technical equipment, including visits to training bases or other established procedures.			+		
	IN ALL:		12	1	0	0
18.	STANDARD «MANAGEMENT AND ADMINISTRATION»					
18.1	CONTROL					
18.1.1	The medical organization of education must ensure that the educational program is conducted in accordance with the requirements of the regulatory rules for the reception of residents (selection criteria and quantity), the process, the assessment of knowledge and skills, the established learning outcomes.		+			
18.1.2	The medical education organization should document the completion of studies by awarding degrees, issuing diplomas, certificates or other official qualifications for use by national and international authorities and should be responsible for programs to ensure and improve the quality of postgraduate training.		+			
18.1.3	The medical education organization should ensure transparency of management and decision-making, the adequacy of the program to the health needs of the population and the provision of medical services.		+			
18.2	ACADEMIC LEADERSHIP					
18.2.1	The medical education organization should determine the responsibilities and responsibilities of management / staff in postgraduate medical education.		+			

18.2.2	The medical education organization should to assess the management / staff at certain intervals in relation to the achievement of the postgraduate training mission, the required outcomes of the program.		+			
18.3	BUDGET FOR TRAINING AND RESOURCE ALLOCATION					
18.3.1	The medical organization of education must determine the responsibility and authority for managing the budgets of the educational program.		+			
18.3.2	The medical organization of education should have a clear set of responsibilities and authority to provide educational programs with resources, including a targeted training budget, should allocate the resources necessary to implement and implement the training program and allocate educational resources in accordance with the needs.		+			
18.3.3	The medical education organization should manage the budget to support the commitment of teachers and residents to provide health care and innovation in the program		+			
18.4	ADMINISTRATION AND MANAGEMENT					
18.4.1	The medical education organization should ensure the availability of an appropriate administrative and academic staff, staff to support the implementation of the educational program, proper management and resource allocation.		+			
18.4.2	The medical education organization should develop a quality management program, including regular reviews.		+			
18.4.3	The medical education organization should ensure that a regular management review is conducted to achieve quality improvement.		+			
18.5	REQUIREMENTS AND NORMATIVE ACTS					
18.5.1	The medical organization of education must follow the definition of the national authorized bodies of the number and recognized medical specialties and other functions of medical experts for the training of which postgraduate programs are being developed.		+			
18.5.2	The medical education organization should define and approve programs of postgraduate medical education in cooperation with all interested parties.		+			
	IN ALL:		13	0	0	0

19.	STANDARD «CONTINUOUS IMPROVEMENT»					
19.1	Medical organization of education in the implementation of the development of postgraduate medical education with the involvement of relevant stakeholders should initiate procedures for regular review and updating of the process, structure, content, learning outcomes / competencies, assessment of knowledge and skills, program learning environment, document shortcomings, allocate resources for continuous improvement		+			
19.2	The medical education organization should					
	- to base the updating process on prospective studies and analyzes and on the results of their own experience and studying the literature on medical education		+			
	- to ensure that the process of updating and restructuring leads to a review of the policy and practice of the postgraduate medical education program in accordance with past experience, ongoing activities and future prospects		+			
19.3	The medical education organization should, during the renovation process, pay attention to the following questions:					
	- Adaptation of the mission and results of postgraduate training programs in the scientific, socio-economic and cultural development of society		+			
	- Modification of the established learning outcomes after the completion of postgraduate training in the selected field of medicine in accordance with documented environmental needs is extended to newly completed health professionals, the changes may include clinical skills, public health education and participation in care, completion of the program		+			
	- Adaptation of educational approaches and teaching methods, to ensure that they are appropriate and relevant		+			
	- Correction of the structure, content and duration of training programs in the residency in accordance with the achievements in the basic biomedical sciences, clinical, behavioral and social sciences, changes in the demographic situation and population structure on health / illness, as well as socio-economic and cultural conditions, ensure that new relevant		+			

	knowledge, concepts and methods are included and outdated are canceled					
	- Development of evaluation principles and methods in accordance with changes in established results and methods of training		+			
	-Adaptation of the policy of selecting residents, methods of selection and reception of residents to changing expectations and circumstances, needs for human resources, changes in basic medical education and requirements of the curriculum		+			
	- Adaptation of the policy of recruitment and development of academic mentors and teachers in accordance with changing needs in postgraduate education		+			
	-Upgrading equipment at clinical training bases and other educational resources to the changing needs in postgraduate medical education, that is, the number of residents, the number and profile of teachers, the training program and modern learning principles		+			
	- Improving the process of program monitoring and program evaluation		+			
	-Development of the organizational structure, governance and management to address changing circumstances, and postgraduate training needs, and in time to collect the interests of different stakeholder groups		+			
	IN ALL:		13	0	0	0
	TOTAL:		11	3	1	0
		5		2		