



INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**on the results of the external expert panel (EEP)
evaluation for compliance with the requirements of the
specialized accreditation standards of the residency
courses (specialties):**

6R110300 - Cardiology, including pediatric

6R110900 - Endocrinology, including pediatric

6R112600 - Anesthesiology and reanimation, including pediatric

6R112000 – Radiation therapy

6R111500 - Neuropathology, including pediatric

6R114700 - Forensic medical examination

6R114400 - Maieutics and gynecology, including pediatric

6R111600 - Psychiatrics

6R111700 - Child Psychiatry

Semey city 2016

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
EXTERNAL EXPERT PANEL

*Addressed to the
IAAR Accreditation Council*



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Independent agency for
Republican State Enterprise on the rights of economic management
accreditation and rating
“State Medical University of the Semey city”

27-29.06.2016

Semey city, 2016

Based on the Order of the Independent agency for accreditation and rating (hereinafter – IAAR) no. 31-16-OD as of 16/06/2016 external expert panel evaluated the compliance of the following residency educational programs of the **Republican State Enterprise on the rights of economic management “State Medical University of the Semey city”** with the specialized accreditation standards of IAAR:

- 6R110300 – CARDIOLOGY, INCLUDING PEDIATRIC
- 6R110900 - ENDOCRINOLOGY, INCLUDING PEDIATRIC
- 6R112600 - ANESTHESIOLOGY AND REANIMATION, INCLUDING PEDIATRIC
- 6R112000 – RADIATION THERAPY
- 6R111500 - NEUROPATHOLOGY, INCLUDING PEDIATRIC
- 6R114700 - FORENSIC MEDICAL EXAMINATION
- 6R114400 - MAIEUTICS AND GYNECOLOGY, INCLUDING PEDIATRIC
- 6R111600 - PSYCHIATRICS
- 6R111700 - CHILD PSYCHIATRY

The Report of the external expert panel (EEP) contains an assessment of the educational programs' compliance to the IAAR criteria, as well as EEP recommendations for further activity improvements.

EEP membership:

Panel Chair –

Botagoz Turdaliyeva, Second-level doctorate degree in medicine, Professor, Kazakh National Medical University named after S.D. Asfendiyarova (Almaty city);

Foreign expert –

Ion Bologan, Second-level doctorate degree in medicine, Kishinev State University of Medicine and Pharmacy (Kishinev city, Moldova)

Irina Zhuravel, Second-level doctorate degree in Chemical sciences, Professor, National Pharmacy University (Kharkov city, Ukraine)

Experts -

1. Saule Sarsenbayeva, Second-level doctorate degree in medicine, Professor, Kazakh National Medical University named after S.D. Asfendiyarova
2. Gulzhakhan Omarova, Second-level doctorate degree in medicine, Professor, Kazakh National Medical University named after S.D. Asfendiyarova
3. Saule Sydykova, Doctoral degree in Medicine, Associate Professor, Kazakhstan Russian Medical University
4. Marat Assimov, Second-level doctorate degree in medicine, Professor, Kazakh National Medical University named after S.D. Asfendiyarova
5. Zoya Ligay, Second-level doctorate degree in medicine, Professor, Kazakhstan Russian Medical University
6. Botagoz Torlanova, Doctoral degree in pharmaceutical sciences, Acting Professor, Department of Pharmaceutical production technologies, South Kazakhstan State Pharmaceutical Academy

Employers –

1. Nailya Almeneva, Director of the Republican Publican Association Branch “National Medical Association” in Eastern Kazakhstan region
2. Gulzhan Mussinova, Doctoral degree in Medicine, Polyclinic no. 6 of the Semey city

Student –

Gulmira Mukasheva, resident of the radiation therapy course (specialty), JSC “Kazakh Medical University of Continuous Education”

Observer from the Agency –

Aigerim Aimurziyeva, Head of the medical projects, IAAR

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Independent agency for
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I. INTRODUCTION OF THE REPUBLICAN STATE ENTERPRISE ON THE RIGHTS OF ECONOMIC MANAGEMENT “STATE MEDICAL UNIVERSITY OF THE SEMEY CITY”

The history of the State Medical University of the Semey city begins in 1952, when the Semipalatinsk State Medical Institute was incorporated. Later, by the Governmental Decree of the Republic of Kazakhstan No. 199 as of February 19, 2009, the Republican State-owned Enterprise "Semipalatinsk State Medical Academy" was reorganized into the Republican State Enterprise on the rights of economic management "State Medical University of Semey city" (Certificate of state re-incorporation of a legal entity no. 2064 -1917-27-GP as of 27.05.2009. Series B No. 0311105).

More than 4,000 students receive higher professional education at the University under the bachelor's and postgraduate programs.

It was one of the first HEI in the country which commenced education in the state, Russian and English languages. The mode of study is full-time, daytime. Since 2007, new faculties have been opened, separate departments have been merged, new structural units (hereinafter – SU) have been created, such as the Educational and Methodological Center (hereinafter – EMC), the Clinical Training Center (hereinafter – CTC), the Office of the Registrar (hereinafter – OR), Center of Medical Education (hereinafter – CME), Quality Management System department (QMS), the Committee for Youth Affairs (hereinafter – CYA), the dean's office for postgraduate and supplementary education (hereinafter – PSE), and the Center for Organizational and Personnel Work (COPW), etc. In order to introduce the process approach in HEI, a landscape map of processes, process maps, Provisions on types of activities and structural subdivisions, Job descriptions, Regulations of typical procedures for management of the university processes have been developed.

The “Alma-mater” alumni association is working, which, together with the university administration, has established the medal "Kurmetty tulek" (Honorary University graduate). The Association provides support to gifted students; from the Association's fund orphans receive a scholarship, free comprehensive meals in the student canteen.

Organizational and managerial structures of the University, which carry out a coordinating role in the educational process: the Academic Council of the University and faculties (hereinafter – AC), the Educational and Methodological Council (hereinafter – EMC), the Supervisory Board, the Board of Trustees, the Council of Wise Men "Akylman", Student Self-Government (SSG), Parents' committees.

The university management ensures the future of the HEI through the implementation of the Strategic Program for the development of the RSE on the rights of economic management "State Medical University of the Semey city" for 2011-2015 as a research university, in which the Mission, Vision, as well as through the Policy and the Quality Objectives are defined.

The University's vision is to enter the "Top 600 Universities in the World" and "Top 200 Asian Universities" by 2020.

To achieve the Mission, new educational technologies are widely introduced in the educational process of the HEI: Problem-based learning (PBL), Team-based learning (TBL), Case Based learning (CBL), Project-Oriented learning (POL), Objective structured practical examination (OSPE).

Students' clinical skills are developed at the basis of the Learning and clinical center, in the University's clinical facilities of the Medical Center of the State Medical University of Semey city (MC) and also in more than 30 University clinical facilities. The MC includes: a multi-field hospital for 530 beds, including 320 adults and 210 children, a consultative polyclinic for 250 visits per shift. On the basis of the Center the Learning and clinical center with Internet access in the Cochrane Library was organized.

The QMS of the University has been certified three times: in 2005 (by certification body SGS (Kazakhstan) “Medeu Consulting”, certificate No. SN05 / 0671); in 2009 ("Total Quality Certification Services International" (KAZAKHSTAN, certificate No.KZ172-QC), in 2013 ("Certification Center InterCert" LLP, certificate No. KZ.7500207.07.03.00077 as of June 25, 2013.

In February 2012, the University received the Certificate “Aspiration for Excellence” from the European Foundation for Quality Management (EFQM). In November 2013, the university successfully passed the 4th level of EFQM.

In July 2012, the university received an award from the Asian Network for Quality (ANQ). The award was received from the association Asian Education leadership awards in the nomination "The best educational institution in the field of health care", Dubai, Turkey.

In order to further develop the organization based on the criteria of the European Model EFQM commencing from 2014-2015 academic year an innovation management system is being implemented based on the CEN / TS 16555-1: 2013 standard. In 2014, the HEI for the first time took part in the International competition "Quality Innovation". The project, headed by Professor Khaybullin T.N. "Informing the population about the manifestations of cerebral stroke and its risk factors" became a finalist of the international contest "Quality Innovation in 2014".

In 2014, the State Medical University of the Semey city became the third among medical HEIs in Kazakhstan, according to the European Scientific and Industrial Chamber, which published Academic Ranking of World Universities-European Standard ARES-2014.

The HEI successfully completed the procedure of institutional accreditation by the IAAR in May 2014, and in May 2015 - specialized accreditation procedure on 18 educational programs by the IKAGAE, including 5 bachelor degree programs, 4 master degree programs, 2 doctoral studies, 7 – Residency programs.

The university has a high status of a research center in the field of medicine, biology, biochemistry, etc. Currently, the main scientific topic is the "Scientific basis for the rehabilitation of the population living in the region of the former Semipalatinsk nuclear test site", where the teaching staff of the university departments work. The university is constantly working to expand international cooperation. International agreements with the medical center of Houston (USA, 1995), Tulsa (USA, 1998), universities of Nagasaki (Japan, 1997), Anverpen (Belgium, 1999) and Great Britain (2001), Israel, Singapore, Russia, and others have been signed.

The quarterly scientific and practical medical journal "Science and Health Care", founded in 1999, as well as the newspaper "Medicine for All", is published in the State Medical Academy of the city of Semey in accordance with the Law of the RK "On Mass Media" and the Statute of the State Medical University of Semey.

The Ethics Committee, which was registered in accordance with international standards in the office for the protection of human research of the US Department of Human Services and Health Services in Rockville, USA, IORG0004829, IRB00005756, was established in the university. Teachers of the university take an active part in the implementation of the programs "Effective Perinatal Care" and "Early Childhood Care" of WHO, UNICEF and UNFPA.

For information and technological support of the main processes of the vital activity of the HEI (educational, scientific, managerial, etc.), the university is constantly improving and updating the information and computer facilities. Internet access is provided through a local network, organized through a high-speed DSL channel from JSC “Kazakhtelecom”. There is an Internet portal (www.ssmu.kz) functioning. The library of the University is one of the largest libraries in the city of Semey: its fund has about 600 thousand copies.

The university has an extensive infrastructure, which includes administrative and educational buildings, clinical facilities, laboratories, auxiliary premises, dormitories: four own educational buildings in the city of Semey, an educational building in Pavlodar city (on the rights of economic management); four own dormitories (3 - in Semey, 1 - in Pavlodar); MC, etc.

Mentoring work with students is carried out by the Council of Curators, the Parents Council, the Council of Wise Men "Akyрман", educational work is also carried out through the Committee for Youth Affairs. Its membership includes the bodies of the Student’s Union, the Alliance of Students, the youth wing of the "Zhas Otan" party, more than 20 circles of interests. The members of the Student’s Union are members of the university administration and the academic council of the university. Traditionally, the University takes prizes in the city show of amateur performances. The Club of the Cheerful and sharp-witted (humor contest club) team "Academy" (the Kazakh league) is functioning.

Over the years, more than 25,000 specialists have left the university walls, including 3 academicians of the National Academy of Sciences of the Republic of Kazakhstan, 11 deputies of the Supreme Council of the USSR, the Council of the Kazakh SSR, and the Parliament of the Republic of Kazakhstan. Many graduates are well-known public and political figures, deserved doctors of the Republic of Kazakhstan and Russia, public figures of the Republic of Kazakhstan. Six graduates are rectors of medical HEIs. 14 people became heads of regional departments of public health services. Graduates of the university work and are in demand in Pakistan, India, Palestine, Sudan, Morocco, Jordan, Israel, the USA, Belgium, Germany, Syria and Russia, which indicates the high level of qualification of trained specialists.

The Semey State University preserves the fundamental traditions of Kazakhstani education and at the same time actively participates in the system of the Bologna process, in the European and world educational and scientific space.

There are 243 residents studying at the HEI in general, including in accredited courses (specialties):

- 6R110300 -Cardiology, including pediatric (2)
- 6R110900- Endocrinology, including pediatric (3)
- 6R112600- Anesthesiology and reanimation, including pediatric (48)
- 6R112000- Radiation therapy (10)
- 6R111500- Neuropathology, including pediatric (9)
- 6R114700- Forensic medical examination (22)
- 6R114400- Maieutics and gynecology, including pediatric (79)
- 6R111600- Psychiatics (28)
- 6R111700- Child's Psychiatry (3)

II. ANALYSIS OF THE SELF-ASSESSMENT REPORTS

A self-assessment report is presented in accordance with the criteria for specialized accreditation of educational programs in the field of residency:

- 6R110300 - Cardiology, including pediatric
- 6R110900 - Endocrinology, including pediatric
- 6R112600 - Anesthesiology and reanimation, including pediatric
- 6R112000 - Radiation therapy
- 6R111500 - Neuropathology, including pediatric
- 6R114700 - Forensic medical examination
- 6R114400 - Maieutics and gynecology, including pediatric
- 6R111600 - Psychiatics
- 6R111700 - Child's Psychiatry

The reports include a description of the Standard and the application for the corresponding Standard. The report of the university is enclosed with the statement of the rector Rakhypbekov TK, confirming the reliability of the information and data contained in the report, as well as the list of members of the internal commission for self-assessment according to the criteria for specialized accreditation of educational programs of the residency (6R110300 - Cardiology, including pediatric; 6R110900 - Endocrinology, including pediatric; 6R112600 - Anesthesiology and reanimation, including pediatric; 6R112000 - Radiation therapy; 6R111500 - Neuropathology, including pediatric; 6R114700 - Forensic medical examination; 6R114400 - Maieutics and gynecology, including pediatric; 6R111600 - Psychiatics; 6R111700 - Pediatric Psychiatics) with indication of the responsibility of each member of the internal commissions; as well as the data about the person responsible for conducting self-assessment of educational programs.

Self-assessment of the educational program for residency courses (specialties) (6R110300 - Cardiology, including pediatric; 6R110900 - Endocrinology, including pediatric; 6R112600- Anesthesiology and reanimation, including pediatric; 6R112000 - Radiation therapy; 6R111500 - Neuropathology, including pediatric; 6R114700 - Forensic medical examination; 6R114400 - Maieutics

and gynecology, including pediatric; 6R111600 - Psychiatrics; 6R111700 – Child’s Psychiatry) was conducted on the basis of the order of the Rector of the State Medical University of Semey city Rakhypbekov T.K. No. 258-a as of September 7, 2015. Working groups for the preparation of the report, the staff of the State Medical University of the Semey City for the period of self-assessment carried out certain work: collected the necessary information in accordance with the Standards of accreditation of the educational program for the following specialties of the residency: 6R110300 - Cardiology, including pediatric; 6R110900 - Endocrinology, including pediatric; 6R112600 - Anesthesiology and reanimation, including pediatric; 6R112000 - Radiation therapy; 6R111500 - Neuropathology, including pediatric; 6R114700 - Forensic medical examination; 6R114400 - Maieutics and gynecology, including pediatric; 6R111600 - Psychiatrics; 6R111700 – Child’s Psychiatry; a thorough analysis of the materials was carried out, with their content reflected in the report. The content of the self-assessment report on the criteria for the specialized accreditation of educational programs in the field of residency are structured in accordance with the Standard for Specialized Accreditation of Medical HEIs and includes a description of strengths, areas for improvement for each Standard.

III. DESCRIPTION OF THE EEP VISITS for the residency courses (specialties) 6R110300-Cardiology, including pediatric; 6R110900-Endocrinology, including pediatric; 6R112600-Anesthesiology and reanimation, including pediatric; 6R112000-Radiation therapy; 6R111500-Neuropathology, including pediatric; 6R114700-Forensic medical examination; 6R114400-Maieutics and gynecology, including pediatric; 6R111600-Psychiatrics; 6R111700-Child’s Psychiatry

The visit of the external expert panel to the Semey State Medical University was organized in accordance with the program coordinated with the chairman of the EEP and approved by the university rector.

A preliminary meeting of the members of the External Expert Panel of the IAAR was held on 26.06.2016. During the organizational meeting, the visit program was clarified; the responsibilities of EEP members were assigned. A brief review of the reports on the special self-assessment of the State Medical University of Semey city was carried out, additional information was identified which should be requested from the university to fully inform the EEP members when conducting specialized accreditation procedure.

In order to obtain objective information on the evaluation of the university's activities, the following methods were used by the EEP members: visual inspection, observation, interviewing of employees of various structural units, teachers, trainees, graduates, employers, questioning of faculty and residents.

On June 28, 2016 EEP visited clinical facilities of the University.

EEP visit for the specialty 6R110300-Cardiology, including pediatric to the clinical facility of the department (Emergency Care Hospital of Semey city - ECH).

EEP members attended practical classes at the internship department for therapy, based in ECH, where residents of the 1-2 years of study are trained. During the visit, a meeting was held with the head of the internship department for the therapy, Doctor of medical sciences, professor Karazhanova L.K., who told about the work of the department: personnel number, residents, about the capabilities for training residents and their employment. EEP members visited the reception and emergency departments. The Head of Department told about the methods of teaching and control of the specialty areas, answered the questions of the EEP members about the organization of the educational process.

The Panel visited the cardiology department, where they talked with the residents of the department and doctors. On the basis of the department there is an "IHD School". Residents under the management of prof. Karazhanova L.KH. conduct classes with IHD patients. The department is equipped with facilities for differential diagnosis and rehabilitation of cardiac patients, accessible to

students. When visiting the workplaces of residents, during the interview it was noted that the trainees have the skills of providing emergency care at the level of PHC, know the algorithm for relief of acute coronary syndrome, indications and contraindications for coronary angiography.

The next site was the intensive care and resuscitation department, where cardiologist residents have the opportunity to master the algorithm for providing emergency care to cardiac patients.

Members of the EEP during the meeting found that residents of the 2nd year of study have the skills of 24-hour BP monitoring, 24-hour Holter ECG monitoring and exercising treadmill testing and other practical skills in the specialty.

Also, the lecture hall of the department, the study rooms and the material and technical facilities of the department were inspected.

EEP visit for the specialty 6R110900- Endocrinology, including pediatric to the clinical facility of the internship department for general medical practice (Semey Hospital of Emergency Care).

EEP members visited the internship department on general medical practice and postgraduate learning, where resident-endocrinologists are trained, including the endocrinology department for 35 beds on the basis of ECH. Two first-year residents are trained by agreement. Residents demonstrated practical skills in interviewing and examining patients, conducting case histories, palpating the thyroid gland. The meeting with the resident mentor showed a close connection with practical health care and the active participation of residents in providing therapeutic assistance to different categories of endocrinological patients. EEP attended a practical lesson at the patient's bedside. Head of the department, doctor of medical sciences, professor Espenbetova M.Zh., gave information about the work of the department: personnel number, residents, about the capabilities for training residents and their employment. The lecture hall of the department, the study rooms, material and technical facilities of the department were examined. The residents were interviewed for the methods of teaching and controlling knowledge and skills, publication activity, participation in two initiative projects, problems and prospects for further development. According to the residents, they supervise daily from 5 to 10 patients, by the end of the first year of training they mastered not only the majority of diagnostic methods in adult endocrinology, but also independently participated in the ultrasound of the thyroid gland, the determination of glycolized hemoglobin, etc. The main Documents on the organization of practical exercises, namely, syllabuses, tests, checklists, situational tasks, questionnaire of 360 questions were examined by EEP.

EEP Visit for the specialty 6R111500-Neuropathology, including pediatric (Emergency Care Hospital of Semey city - ECH).

EEP members visited the Department of Neurology, Psychiatry and Narcology, based in the MC of the State Medical University of Semey, where residents of the 1-2nd years of study are trained. During the visit, a meeting was held with the deputy head physician of the MC, who presented the opportunities for an in-depth study of the accredited specialty. Reanimation and intensive care units, departments of neurology and neurosurgery department were visited. In all departments teachers of the department work and part-time doctors are also involved in the educational process. The EEP met with the mentors of the residents - head physicians and practicing physicians, who provide the students with sufficient number of patients (more than 5 daily), and access to functional diagnostic methods. Thus, in the X-ray diagnostics department, residents can observe the procedure for performing CT by nephrological patients, interpret the results of the study and, together with the mentor, develop a treatment plan. During the meeting with the residents who were at the department of neurology at the time of the visit, the following were found out: approaches in teaching and evaluation used by faculty members, seminars held, functions of the supervisor, etc. Residents showed their interest in the chosen profession, as well as awareness in the scientific and clinical work of the department, methods of assessment, including "3600", the CBL method is of particular interest to them. During the visit to the department, the members of the EEP studied documents related to the educational program. The portfolio of the resident is large in volume and indicative document, showing the great involvement of students and good organizational and methodological work of the department. Head of the Department of Medical

Sciences, Professor Khaybullin T.N. and head of the academic department told about the methods of teaching and control of the development of the specialty sections, answered the questions of the EEP members and about the organization of the educational process. The Panel made recommendations to simplify the documentation of evaluation methods, to optimize the methodical work of the department. In addition to the MC facility, the members of the EEP visited the ECH, where the department of neurology, psychiatry and narcology is also located, as well as resident neuropathologists. Newly opened resuscitation and intensive care units, including chambers for stroke patients, a department for the provision of diagnostic and emergency medical care in case of ACE (thrombolysis) were examined. The department of rehabilitation of patients with neurologic pathology was visited. A conversation was held with the doctors on the ethics and deontology observance by the residents in relation to the medical staff. At the workplaces in a number of departments, residency graduates of the West Kazakhstan State Medical University work, who left positive feedback on the training and employment of residents.

EEP visit for the specialty 6R112600-Anesthesiology and reanimation, including pediatric (Medical Center of the Semey city State Medical University, Emergency Care Hospital).

EEP members attended practical classes at the internship department for surgery, based in the Medical Center of the State Medical University of Semey city, where residents of the 1-2nd years of study are trained. During the visit, a meeting was held with the director of the Medical Center, Ph.D. in medicine, Alzhanov S.N., who presented the work of the department: personnel number, residents, told about the capacities for training residents and their employment. EEP members visited the reception and emergency departments. Residents demonstrated methods of teaching at the department in the mode of internship. Head of Department presented the methods of teaching and control of the development of the specialty sections, answered the questions of the EEP members about the organization of the educational process.

The Panel visited the Rehabilitation and Intensive Care Unit, a simulation class, where the members of the EEP were demonstrated a team simulation of cardiopulmonary resuscitation. The Panel attended the class organized using CBL methodics, which demonstrated the proficiency of the faculty in using this methodology, as well as the learning content and the knowledge of the residents.

The next venue of the panel's visit was the operating unit, where the residents conducted an anesthesia manual under the guidance of clinical mentors. Members of the EEP asked residents questions about mastering practical skills in the specialty, organization of the educational process, methods for assessing knowledge and skills in the current and final assessment, employment opportunities.

The members of the Panel demonstrated modern innovative equipment of resuscitation rooms, an isolator for patients with especially dangerous infections, operating units, a detox room, wards for intensive therapy of patients with extensive burns.

Also, the lecture hall of the department, the study rooms, material and technical facilities of the department were inspected.

EEP visit for the specialty 6R112000-Radiation therapy (Regional Oncology Center).

EEP members attended practical classes at the Department of Oncology and Visual Diagnostics, based in the Regional Cancer Clinic, where residents of the 1-2nd years of study are trained. During the visit, a meeting was held with the Chief Doctor Sandybaev M.N., who presented the activities of the dispensary, on the basis of which the department "Radiation therapy" functions. Head of Dept. of Medical Sciences, Professor Adylkhanov T.A. told the staff about the faculty, the residents, capacities for the residents training and their employment, about the methods of teaching and monitoring students mastering in particular fields of the specialty, he also answered the questions of the EEP members about the organization of the educational process. EEP members visited various departments, such as the Nuclear Medicine Center, diagnostic departments, where they talked with residents of the department and doctors. Residents demonstrated skills in diagnosing and preparing patients for medical procedures, assessing patients, ability to work with computer equipment, told about scientific and publication activities. There was a meeting with mentors, supervisors, teaching staff of the department who told

about the skills that residents are trained under their management. Members of the EEP asked residents questions about mastering practical skills in the specialty, organization of the educational process, methods for assessing knowledge and skills in the current and final assessment procedures.

In addition, the lecture hall of the department, the study rooms and the material and technical facilities of the department were inspected.

EEP visit for the specialty 6R114700-Forensic medical examination (Medical Center of the State Medical Center of the City of Semey, City Center for Forensic Medicine)

EEP members attended practical classes at the Department of Pathanatomy and Forensic Medicine, based in the Medical Center of the Semey City Medical Center and the City Center for Forensic Medicine, where residents of the 1-2nd years of study are trained. During the visit, EEP met with the director of the Center for Forensic Medicine Adylkhanov G.O., who presented the work of the department: manpower, residents, capacities for training residents and their employment. Members of the EEP visited the laboratory, where autopsies of cadaver material and preparation for histological examination were carried out by residents within the framework of independent work. Residents demonstrated practical skills of work, demonstrated scientific publications, certificates that were made and received during the period of study at the residency. Head of Department, Doctor of medical sciences, professor Shabdarbayeva D.M. told about the methods of teaching and control of the mastery of the specialty sections, answered the questions of the EEP members about the organization of the educational process.

The Panel visited the City Center of Forensic Medicine, a patho-anatomical laboratory, where they talked with the residents of the department and doctors. Members of the EEP asked residents questions about mastering practical skills in the specialty, organization of the educational process, methods for assessing knowledge and skills in the current and final assessments. Resident of the 2nd year of study demonstrated the skills of pouring paraffin and told the whole process of processing material for research, as well as showed theoretical knowledge of this specialty.

Also, the lecture hall of the department, the study rooms, material and technical facilities of the department were inspected.

EEP visit for the specialty 6R114400-Maieutics and gynecology, including pediatric (City Perinatal Center).

EEP members on June 28, 2016 visited the Department of Internship for maieutics and gynecology, where residents of obstetrician-gynecologists, including children, are trained, on the basis of the Perinatal Center of Semey with 102 beds. At the moment, only 50 residents are trained based on a state budget, of which on the first year of study there are 36 people and on the second year of study - 14.

The head of the department, candidate of medical sciences Tanysheva G.A., provides information on the staff of the department, residents, resources for the training of students (conference room, study rooms for residents, training room with obstetric-gynecological simulators, material and technical facilities of the department).

According to the thematic plan of practical classes, the residents showed practical skills in rhythm-solving operations on simulators (vacuum extraction, cesarean section). Residents showed teamwork in the emergency conditions in obstetrics (threatening condition of the fetus, premature detachment of the normally located placenta). The teacher conducted an objective assessment of residents' actions on the developed check-lists, adapted to specific situational tasks. In conclusion of the lesson there was debriefing.

Residents were interviewed for satisfaction with teaching methods, monitoring of knowledge and skills, participation in the research work of the department.

Meeting with mentors, teachers and supervisors of residents revealed the interrelationship with practical health care and the active participation of students in the provision of medical care to pregnant women, parturient women and puerperas.

The Panel familiarized with the basic educational and methodological documents on the discipline "Maieutics and gynecology, including pediatric" for residents (syllabus, tests, checklists, situational tasks, questionnaire "360 degrees", etc.).

EEP visit for the specialty 6R111600-Psychiatrics (City Center for Mental Health).

EEP members attended practical classes at the Department of Neurology, Psychiatry and Narcology, based in the City Mental Health Center, where residents of the 1-2nd years of study are trained. During the visit, a meeting was held with the chief doctor of the center, A.K. Nurdybaev, who presented the work of the department: manpower, residents, the capacities for training residents and their employment. EEP members met with students (1st year of study - 7 residents, 2nd year of study – 6 residents). All residents are trained by state order. Residents have demonstrated practical skills of talking with patients, collecting anamnesis, using psychotherapeutic methods of treatment, conducting case histories, and showed communicative skills. During the visit, members of the EEP conducted interviews with residents about the methodology of training, monitoring of knowledge and skills, publication activity, participation in scientific research and prospects for further development. According to residents, they daily supervise from 5 to 7 patients. By the end of the first year, residents - the first year of study mastered the basic methods of biological treatment and diagnosis of mental disorders. Residents of the second year of study practice psychotherapeutic methods and methods of social therapy.

Members of the EEP studied the basic documents on the organization of practical classes: syllabuses, tests, checklists, situational tasks, feedback profiles.

EEP visit for the specialty 6R111700-Child Psychiatry (City Center for Mental Health).

EEP members visited the Children's Psychiatry Department of the Psychiatric Dispensary in Semey for 20 beds. During the visit to those responsible for the specialty, Ph.D., Associate professor Ospanova N.N. presented the work of the department: manning power, residents, capacities for the training of residents and their employment. The course trains three residents in the specialty of "Child Psychiatry". All residents are trained by the state order. During a joint clinical round residents demonstrated a proficiency in communicative skills - empathy, techniques of open and closed questions. During the visit, members of the EEP conducted interviews with residents about the methodology of training, monitoring of knowledge and skills, publication activity, participation in scientific research and prospects for further development. Members of the EEP studied the basic documents of the organization of practical classes: syllabuses, tests, checklists, situational tasks, a 360-degree questionnaire.

The visit program of the EEP was implemented in full. Team of the State Medical Center of the City of Semey ensured the presence of all persons indicated in the visit program.

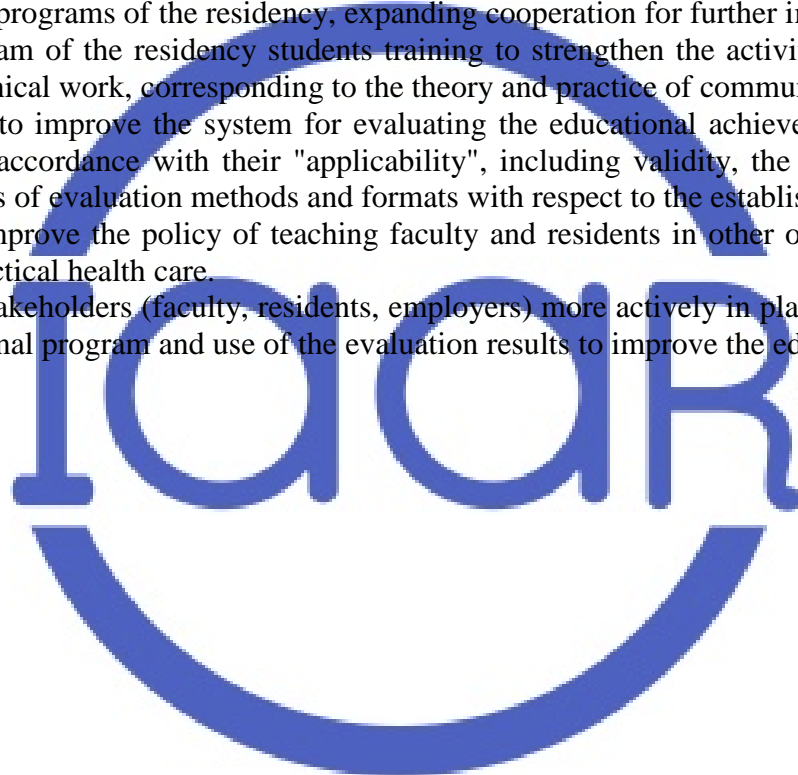
During the visit, the EEP members held discussions with the university management, teachers, residents and employers. In accordance with the visit program, EEP members visited the dean's office of postgraduate and additional education, the department, the educational and methodological center, the office registrar, the information technology center, the library, the clinical center, the center for evidence-based medicine, clinical facilities. Meetings were held with representatives of the Academic Council, the Educational and Methodological Council, the Committee of Educational Programs, the Council of Elders "Akylman", the Alma Mater Alumni Association.

In accordance with the accreditation procedure, 47 teachers and 79 trainees were interviewed on-line.

For the work of EEP comfortable conditions were created, with access to all the necessary information resources. The Panel notes the high level of the corporate culture of the city of Semey, the high degree of openness of the team in providing information to the members of the EEP.

IV. RECOMMENDATIONS TO THE SEMEY CITY STATE MEDICAL UNIVERSITY for the courses (specialties) 6R110300-Cardiology, including pediatric; 6R110900-Endocrinology, including pediatric; 6R112600-Anesthesiology and reanimation, including pediatric; 6R112000-Radiation therapy; 6R111500-Neuropathology, including pediatric; 6R114700-Forensic medical examination; 6R114400-Maieutics and gynecology, including pediatric; 6R111600- Psychiatric; 6R111700-Child Psychiatry.

- 1) to improve the informing of stakeholders (employers, trainees) about the stated mission of the educational programs of the residency, expanding cooperation for further improvement
- 2) in the program of the residency students training to strengthen the activity of the teaching staff, aimed at clinical work, corresponding to the theory and practice of communicative skills
- 3) to continue to improve the system for evaluating the educational achievements of the residency listeners in accordance with their "applicability", including validity, the impact on training, the effectiveness of evaluation methods and formats with respect to the established learning outcomes.
- 4) to further improve the policy of teaching faculty and residents in other organizations of entities, science, practical health care.
- 5) to engage stakeholders (faculty, residents, employers) more actively in planning the assessment of the educational program and use of the evaluation results to improve the educational program.



Independent agency for
accreditation and rating

PARAMETERS OF THE SPECIALIZED PROFILE

№	Criteria	Comments	Satisfied	Satisfied partially	Not satisfied
11.	«MISSION AND OUTCOMES»				
11.1	STATEMENT OF MISSION AND OUTCOMES				
11.1.1	Medical Education organization must define the mission of the residency program and to inform the general public and health care sector about the mission statement.			+	
11.1.2	Medical education organization must define the mission by addressing public health needs, the needs of the health care system and, accordingly, other aspects of social responsibility.		+		
11.1.3	Medical Education organization must identify a training program, comprising both theoretical and practical components, enhancing the practice and the result of such training must be a doctor, competent and able to carry out adequate and appropriate clinical practice in a particular field of medicine, capable of operating at a high professional level, to work independently as well as in a team, if necessary, which is committed and ready to learn throughout life and to the participation in continuing medical education and continuing professional development.		+		
11.1.4	Medical organization should ensure the improvement of care for patients that is appropriate, effective, safe and compassionate in dealing with health problems, and health promotion, including patient-centered and holistic approach.		+		
11.1.5	Medical education organization must ensure that the residents (students) have adequate working conditions for the support of their own health.		+		
11.1.6	Medical education organization should promote the implementation of relevant innovations in the learning process, allowing the development of more extensive and specific competences than those defined as basic competence.		+		
11.1.7	Medical education organizations should encourage residents in their becoming scientists / researchers in their chosen fields of medicine, including a deeper and / or wider participation in the development of the discipline, including the		+		

	academic development and improvement of education and research in medicine.				
11.1.8	Medical education organisation should encourage residents to their becoming active participants in addressing the social determinants of health.		+		
11.2	PROFESSIONALISM AND PROFESSIONAL AUTONOMY				
11.2.1	Medical education should include expertise in education and training of residents and should promote the professional autonomy required for a specialist to act in the best interests of the patient and society.		+		
11.2.2	Medical education organization should ensure proper independence from the government and other bodies in taking action in key areas such as the development of an educational program (see para. 12.1 and 12.6), assessment (see para. 13.1), the selection and admission of residents (see para. 14.1 and 14.2), the choice / selection of teachers (see para. 15.1), and the conditions of employment and the allocation of resources (see para. 18.3).		+		
11.2.3	Medical education should ensure academic freedom, which will include appropriate freedom, freedom of expression, freedom of inquiry, and publication.		+		
11.3	LEARNING OUTCOMES				
11.3.1	Medical Education organization must determine learning outcomes, which residents should reach as a result of training program with respect to: their achievements at the postgraduate level of knowledge, skills, and mindset; appropriate framework for their future career in the chosen field of medicine; future roles in the healthcare system; commitment and skills for lifelong learning throughout life; need and problem of health of society, the needs of the healthcare system and other aspects of social responsibility; professional conduct..		+		
11.3.2	Medical Education organization must determine learning outcomes for general and specific to the discipline / major components that are required to reach by students by the time of completing the program.		+		
11.3.3	Medical Education organization must determine learning outcomes with respect to proper behavior and attitudes to patients and their relatives, colleagues, trainees, teachers, other health care workers.		+		
11.3.4	Medical Education organization must ensure the proper professional behavior and attitude of residents to colleagues and other medical personnel, patients and their families and the		+		

	following of the Code of Honor.				
11.3.5	Medical Education organization should inform the public about the established outcomes of training program of residency on relevant specialties.		+		
11.3.6	Medical education should ensure continuity between the outcomes of training programs, undergraduate and postgraduate medical education.		+		
11.4	PARTICIPATION IN FORMULATION OF MISSION AND OUTCOMES				
11.4.1	Medical Education organization must define the mission and define learning outcomes of the program, in collaboration with key stakeholders.			+	
11.4.2	Medical education organization should formulate mission and define learning outcomes of the program, taking into account proposals from other interested parties, which are members of other health professions, patients, society, institutions and authorities, professional organizations and medical research companies.		+		
	TOTAL		17	2	0
12.	STANDARD "EDUCATIONAL PROGRAM"				
12.1	FRAMEWORK SETTINGS of the program of postgraduate medical education				
12.1.1	Medical education organization should define educational framework parameters based on established learning outcomes for the program and qualifications of the graduate resident, to develop them in accordance with the desired result, existing basic medical education and to organize systematic training and transparency.		+		
12.1.2	Medical education organization should ensure that program content corresponds to the requirements of RK SES of residency program and provide the breadth of training in accordance with the name of the program and the required depth of training in the field defined by the major.		+		
12.1.3	Medical Education organization must use practice-oriented training providing direct involvement of residents in providing medical care and responsibility for patient care.		+		
12.1.4	Medical Education organization should use appropriate teaching and learning methods and to ensure the integration of components of the theory and practice, which include didactic lessons and experience to assist the patient as independent and active learning.		+		
12.1.5	Medical Education organization must ensure that the training is conducted in accordance with the principle of equality.		+		
12.1.6	Medical Education organization must use a student-centered approach to learning, which stimulates supports and prepares students to take		+		

	responsibility for their own learning process and to demonstrate it in their practice. .				
12.1.7	Medical education organization should guide the resident through mentoring, regular evaluation and feedback, inform about the program and the rights and responsibilities of residents, and include a commitment to ethics issues in the program.		+		
12.1.8	Medical education organization should raise the degree of autonomy and responsibility of residents about their knowledge, skills and development of experience.		+		
12.1.9	Medical education organizations should recognize gender, cultural and religious particularities and prepare residents to the appropriate relationship with patients.		+		
12.2	SCIENTIFIC METHOD				
12.2.1	Medical Education organization must implement a scientific basis and methodology of medical research, including clinical research and clinical epidemiology.		+		
12.2.2	Medical Education organization must ensure that the resident can use scientific justification, can study and know the basics of evidence-based medicine through a wide access to relevant clinical /practical experience on the bases of relevant expertise in the chosen field of medicine.		+		
12.2.3	Medical education organization should include teaching and learning critical evaluation of the literature, articles and scientific data, the use of scientific developments.		+		
12.3	PROGRAM CONTENT				
12.3.1	Medical education organization should included clinical work and relevant theory or practice of basic biomedical, clinical, behavioural and social sciences, preventive medicine, clinical decision-making, communication skills, medical ethics, public health, medical jurisprudence and forensic medicine, management disciplines, patient safety, the responsibility for one's own health, knowledge of complementary and alternative medicine into the training program			+	
12.3.2	Medical education organization should organize educational programs with due regard to patient's safety and autonomy.		+		
12.3.3	Medical education organization should ensure the development of knowledge, skills and professional attitude corresponding to the different roles of the physician, such as a medical practitioner or a medical expert, communicator, collaborator and member of the team, leader / manager, or administrator, a defender of interests of the patient and health scientist / researcher.		+		

12.3.4	Medical education organization should adjust and modify the contents to changing conditions and needs of the health care system.		+		
12.4	PROGRAM STRUCTURE, CONTENT AND DURATION				
12.4.1	Medical education organization must describe the overall structure, composition and duration of the educational program, clearly establish a mandatory component and optional component, integrate practice and theory, take into account the requirements of national legislation and to ensure adequate representation of how the local, national or regional health systems are focused on needs of medical assistance to the population.		+		
12.4.2	Medical education should when deciding on the duration of the program, take into account the required learning outcomes in basic medical education in relation to the chosen field of medicine, the requirements for the implementation of the different roles of certified professionals in the healthcare sector, the possible alternatives for the use of learning based on time parameters.		+		
12.5	ORGANIZATION OF LEARNING				
12.5.1	Medical education organization should define the responsibility and authority for the organization, coordination, management and evaluation of each base for training, of clinical base and of educational process.		+		
12.5.2	Medical education organization should ensure clinical training under conditions of multidisciplinary clinics and coordinate training on the basis of these clinics so that residents would acquire adequate training in various aspects of the chosen field of medicine. Medical education organization must comply with proper representation of employees, residents, and other relevant stakeholders while planning of the educational program.		+		
12.5.3	Medical education organization should ensure that training in a variety of clinical settings, which are characterized by clinics profiles, various categories of patients, of health care levels (primary care, specialized medical care, highly specialized medical care), hospitals and ambulant clinic.		+		
12.5.4	Medical education organization should coordinate numerous training bases for appropriate access to various aspects of the chosen field of medicine.		+		
12.5.5	Medical education organization should have access to the resources needed for the planning and implementation of teaching methods, evaluation of students, innovation of the education program.		+		
12.6	RELATIONSHIP BETWEEN Postgraduate				

	MEDICAL EDUCATION and PROVISION OF MEDICAL AID				
12.6.1	Medical Education organization must describe and recognize the role of mentoring in professional development, ensure the integration between education and provision of medical aid (training in the workplace), ensure that training is complementary and is compatible with the requirements of medical assistance.		+		
12.6.2	Medical education organization should effectively organize the use of the opportunities of health care system, for the purposes of training that involves the use of the capabilities of different clinical sites, the problems of patients and clinical problems for training purposes, and at the same time respecting the requirements imposed for provision of medical help.		+		
	TOTAL				
13.	STANDARD "EVALUATION OF RESIDENTS"				
13.1	METHODS OF EVALUATION				
13.1.1	Medical Education organization should formulate and implement a policy of resident evaluation, it must determine, establish and publish the principles, goals, methods and practices for assessment of the residents, including professional qualification exams and it must ensure that the assessment covers the knowledge, skills and professional behaviours and attitudes.		+		
13.1.2	Medical education organization must use an extra set of evaluation methods and formats in accordance with their "applicability", which includes a combination of validity, reliability, impact on training, suitability and effectiveness of the methods and formats of assessment in respect to specified learning outcomes.		+		
13.1.3	Medical education organization must formulate the criteria for passing examinations or other forms of assessment, including the number of mulligans allowed.		+		
13.1.4	Medical education organizations should study and document the reliability, validity and fairness of assessment methods.		+		
13.1.5	Medical Education organization should use the system appellation of the evaluation results based on the principles of justice and in compliance with the legal process.		+		
13.1.6	Medical education organization should facilitate the involvement of external examiners; introduce new methods of assessment, if necessary.		+		
13.1.7	Medical education organization should keep a record of the different types and stages of learning		+		

	in an educational journal or protocols .				
13.2	RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING				
13.2.1	Medical Education organization must use the principles, methods and practices of evaluation that are consistent with the established learning outcomes and teaching methods and ensure that the specified learning outcomes are achieved by learners, promote learning, determine the adequacy and compliance of the training.		+		
13.2.2	Medical education organization should ensure the provision of timely, specific, constructive and fair feedback to residents on the basis of the assessment of their knowledge and skills.		+		
13.2.3	Medical Education organization should use the principles, methods and evaluation practices that contribute to the integrated training and involvement in practical clinical work and provide interprofessional education.		+		
	TOTAL		10	0	0
14.	STANDARD "RESIDENTS"				
14.1	ADMISSION AND SELECTION POLICY				
14.1.1	Medical Education organization should consider the relationship between the mission and the selection of residents.		+		
14.1.2	Medical education organization should ensure a balance between available capacity and facilities for the preparation and the set of residents.		+		
14.1.3	Medical education organization must formulate and implement policy on the criteria and process of selection of students, including the reception of residents with disabilities, which requires the necessary conditions and equipment in accordance with national laws and regulations, and consider the safety of doctors and patients.		+		
14.1.4	Medical Education organization should formulate and implement a policy of transfer of residents from other national or international programs.		+		
14.1.5	Medical Education organization must ensure a high level of understanding of biomedical sciences achieved at the undergraduate level prior to the post-graduate education.		+		
14.1.6	Medical education organization should ensure the transparency of the selection procedure and equality of access to post-graduate education.		+		
14.1.7	Medical Education, an organization should consider in its selection procedures specific abilities of applicants in order to improve the results of the learning process in the chosen field of medicine.		+		
14.1.8	Medical education organization should develop a procedure for appeal against the decision of the		+		

	selection committee.				
14.1.9	Medical education organization should include associations and organizations of the residents into the policy development process of admission and selection of residents.		+		
14.1.10	Medical education organization should periodically review the admission policy, on the basis of relevant social and professional data to meet public health needs.		+		
14.2	NUMBER OF TRAINEES				
14.2.1	Medical education organization must determine the number of residents, which corresponds to the clinical / practical training capabilities, the potential of clinical mentoring and other available resources to national and regional needs of human resources in accordance with the chosen field of medicine, and if medical education does not define their own set of students it is necessary to demonstrate their responsibility, explaining the existing relations with the authorities and paying attention to the consequences of the decisions on the admission, for example, the imbalance between the set and the existing potential and opportunities of database and resources to prepare.		+		
14.2.2	Medical education organization should have available information on the health needs of society, which includes consideration of balanced admission according to gender, ethnic and social characteristics of the population, including the potential need for a special policy of recruitment and admission of groups of small nations and doctors from rural areas.		+		
14.2.3	Medical education organizations should review the number of residents through consultation with stakeholders.		+		
14.2.4	Medical education organization should adapt the number of residents, taking into account the information available on the number of qualified candidates, the available information on national and international labor markets, the unpredictability of the exact needs for health professionals in various fields of medicine.		+		
14.3	SUPPORT AND CONSULTING RESIDENTS				
14.3.1	Medical education organization must have a system of academic advising provided to residents to provide advice to residents based on the results of monitoring progress in the training, including the unintentional incidents.		+		
14.3.2	Medical education organization should provide support to residents, focused on the social, financial and personal needs, to allocate adequate resources for social and personal support.		+		

14.3.3	Medical education organization must ensure the confidentiality of counselling and support, and provide support for vocational guidance and career planning.		+		
14.3.4	Medical education organization should provide support in the case of a professional crisis and involve student organizations (residents) in the solution to their problem situations.		+		
14.4	REPRESENTATION OF RESIDENTS				
14.4.1	Medical Education organization should develop and implement a policy of representation of residents and ability to participate in the formulation of the mission and outcomes of training, participation in the development of training programs, planning, working conditions, evaluation of training programs, management training program.		+		
14.4.2	Medical education organizations should encourage the organization of residents to participate in making decisions about the processes, terms and conditions of education and training.		+		
14.5	CONDITIONS OF WORK				
14.5.1	Medical Education Organization should conduct a training program in accordance with the paid positions / grants or other means to finance the residents.		+		
14.5.2	Medical Education organization must ensure resident participation in all the medical activities of the clinical sites, including the insertion of the obligation to be called to visit patient's house, related to the training program.		+		
14.5.3	Medical Education organization must determine responsibility and bring up all the information on the participation and conditions of the provision of health care services by residents.		+		
14.5.4	Medical Education organization should provide additional training, in case of the forced breaks in training, on the occasion of pregnancy (including maternity / paternity leave), illness, military service or secondment.		+		
14.5.5.	Medical educational organization should ensure that residents participation in the provision of medical services does not dominate and is not excessive.		+		
14.5.6	Medical education organization should take into account the needs of patients, continuity of medical aid and the educational needs of residents in the planning duties and on-call work schedule.		+		
14.5.7	Medical education organization should allow the training under special circumstances, in accordance with an individual program of training and taking into account previous experience in providing		+		

	medical aid.				
14.5.8	Medical education program should ensure that the quality of an individual program of study and the total duration of training is not less than that of the resident, passed a complete training program.		+		
	TOTAL		28	0	0
15.	STANDARD "TEACHERS"				
15.1	RECRUITMENT AND SELECTION POLICY				
15.1.1	Medical Education organization should develop and implement a policy of recruitment and admission of teachers, supervisors and mentors, which determines the required experience criteria of scientific and educational, pedagogical and clinical achievements, including the balance between teaching, research activities and professional qualifications of their responsibilities, duties staff and in particular the balance between teaching, research and medical care.		+		
15.1.2	Medical Education organization must, in its selection policy to take into account the mission of the educational program, the educational system needs and the needs of the health care system.		+		
15.1.3	Medical Education, an organization should develop and implement personnel policies define the responsibilities of all doctors as part of their professional duty to participate in postgraduate education based on practice, reward for their participation in postgraduate training, to ensure that teachers are practitioners in their respective fields , to ensure that teachers at sub-specialties are appointed only for a certain period of training in accordance with the specifics of the training program and their qualifications.		+		
15.2	LIABILITIES AND DEVELOPMENT				
15.2.1	Medical Education organization must ensure that teachers and residents have enough time to teaching, mentoring and training program to ensure the development of teachers and trainers, to ensure periodic evaluation of teachers and mentors.		+		
15.2.2	Medical education organization should during the development and implementation of personnel policies include in the program development staff and support teachers of their training and further professional development of both professional and educational qualifications; assess and recognize the true academic activities as teachers, mentors; to determine the ratio between the number of teachers who have received the recognition and the number of residents to ensure their personal relationship and monitor the achievements of residents.		+		
	TOTAL		5	0	0
16.	STANDARD "EDUCATIONAL				

	RESOURCES"				
16.1	LOGISTICS AND EQUIPMENT				
16.1.1	Medical education organization must provide facilities and opportunities to residents for the 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	Medical education organizations should regularly evaluate and update the material and technical facilities and equipment for their compliance and quality assurance of postgraduate education.		+		
16.2	CLINIC BASES				
16.2.1	Medical Education organization shall select and approve the framework for the preparation and provide access to relevant clinical / practical bases for training, a sufficient number of patients, corresponding to patients and patient information with a variety of issues in order to achieve the learning objectives, including the utilization of both fixed and outpatient care and duty.		+		
16.2.2	Medical education organization should be when choosing a learning environment and a clinical database ensure that the curriculum include issues of health promotion and disease prevention, education profile in other relevant hospitals / institutions and PHC.		+		
16.3	INFORMATION TECHNOLOGIES				
16.3.1	Medical Education organization must ensure access to the Web and electronic media and effectively use information and communication technologies, in an ethical manner, as an integrated part of the educational program.		+		
16.3.2	Medical Education organization should promote the use of teachers and students of existing and new information and communication technologies for self-study, communication with colleagues, access to relevant data and patient health information systems, management of patients, practices and work in the health care systems.		+		
16.4	CLINICAL TEAMS				
16.4.1	Medical Education organization must guarantee work experience in a team of colleagues and other health professionals.		+		
16.4.2	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	Medical education organization should promote the development of skills in the management and training of other health professionals.		+		

16.5	MEDICAL RESEARCH AND ACHIEVEMENTS				
16.5.1	Medical education organization should ensure that residents receive knowledge and are able to apply scientific basis and methodology of scientific research in the chosen field of medicine and to ensure the proper integration and balance between training and research.		+		
16.5.2	Medical education organization should provide information on the research and development base and the priority areas in the field of scientific research of medical education organization		+		
16.5.3	Medical education organization should encourage the participation of residents in medical research, quality development of health and health systems, which include research in basic biomedical, clinical, behavioral and social sciences.		+		
16.5.4	Medical education organization should provide for the residents of the corresponding time in the training program for research.		+		
16.5.5	Medical education organization should have access to the equipment for research and scientific activities carried out on the bases of learning.		+		
16.6	EXPERTISE IN THE FIELD OF EDUCATION				
16.6.1	Medical Education organization should develop and implement a policy on the use of expertise in the field of education with respect to planning, implementation and evaluation of educational programs.		+		
16.6.2	Medical education organization should give due attention and ensure the development of expertise in the evaluation of education and research in the discipline of medical education.		+		
16.6.3	Medical education organization should promote the interests of employees in the conduct of research in education.		+		
16.7	TRAINING IN OTHER INSTITUTIONS				
16.7.1	Medical Education organization should develop and implement a policy of accessibility for residents and provide them with training opportunities in alternative institutions inside or outside the country.		+		
16.7.2	Medical Education organization should establish a system for the transfer of learning outcomes through active program coordination between training institutions and the use of academic credit.		+		
16.7.3	Medical education organization should be to promote regional and international exchange of faculty and residents, by providing adequate resources.		+		
16.7.4	Medical education organization should develop relations with relevant national and international		+		

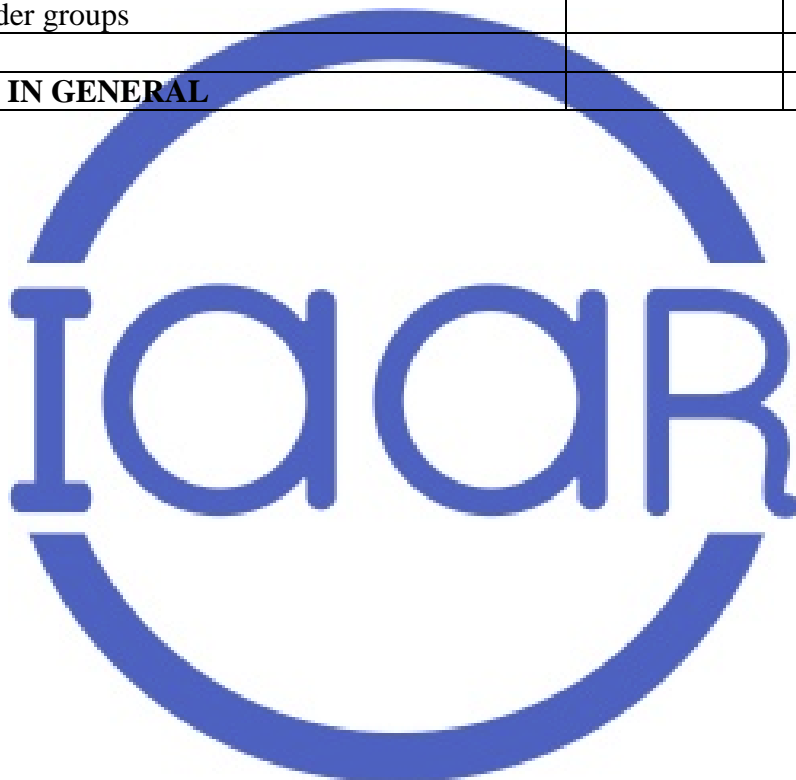
	authorities in order to facilitate the exchange and the mutual recognition of study components.				
	TOTAL		21	0	0
17.	STANDARD "ASSESSMENT OF EDUCATIONAL PROGRAMMES"				
17.1	ARRANGEMENTS FOR MONITORING AND EVALUATION				
17.1.1	Medical educational organization should carry out constant monitoring of the educational program, define and implement a mechanism for the evaluation of the program and evaluation of the program carried out in view of the mission, the required learning outcomes, content, educational programs, assessment of knowledge and skills, educational resources.		+		
17.1.2	Medical education organization should carry out an assessment of the program relating to the admission policy and education needs, and the health care system, the process of implementation of educational programs, assessment methods, progress resident of teachers identified problems and weaknesses.		+		
17.1.3	Medical education organization should ensure that relevant evaluation results are aimed at improving the educational program and the participation of stakeholders in the program evaluation.		+		
17.1.4	Medical education organization should ensure the transparency of the process and evaluate the results to management and all stakeholders.		+		
17.2	FEEDBACK FROM TEACHERS AND RESIDENTS				
17.2.1	Medical Education organization should study the feedback on the educational program of teachers, residents, employers.		+		
17.2.2	Medical education organizations should be actively involved teachers and residents in the evaluation of the program planning, assessment and use the results to improve the program.			+	
17.3	RESULTS OF RESIDENTS AND QUALIFIED EXPERTS				
17.3.1	Medical Education organization must continuously monitor the trained professionals to provide feedback on the clinical practice of qualified professionals from employers to establish and implement a mechanism to assess the programs using the data collected by the results of the clinical practice of qualified professionals.		+		
17.3.2	Medical educational organizations should inform about the results of the evaluation of clinical practice of qualified persons, responsible for the reception of the residents and planning the educational program.		+		

17.3	INVOLVEMENT OF THE INTERESTED SIDES				
17.3.1	Medical education organization should involve key stakeholders in the program for monitoring and evaluation of the educational program.		+		
17.3.2.	Medical education organization should ensure that interested parties access to the results of the course evaluation and educational programs should be studied and analysed feedback on the results of an independent clinical practice professionals and the feedback on the educational program.		+		
17.4	PROCEDURE FOR APPROVAL OF EDUCATIONAL PROGRAMS				
17.4.1	Medical Education organization shall document that all educational programs, including clinical sites, approved by the competent authority on the basis of clearly defined criteria, evaluation of the educational program and the existing authority to award or revoke the recognition of an authorized body of clinical databases and theoretical training courses.		+		
17.4.2	Medical Education organization should develop and implement a system of quality control of clinical databases and other educational resources, material and technical equipment, including a visit to training bases or other established procedures.		+		
	TOTAL		12	1	0
18.	STANDARD "MANAGEMENT AND ADMINISTRATION"				
18.1	MANAGEMENT				
18.1.1	Medical Education organization must ensure that the educational program is carried out in accordance with the requirements of regulations in relation to the reception of residents (the selection and the number of tests), process, assessment of knowledge and skills set of learning outcomes.		+		
18.1.2	Medical Education organization must document the completion of training by awarding degrees, issuing of diplomas, certificates or other formal evidence of qualification for use by national and international authorized bodies and shall be responsible for the program to ensure and improve the quality of postgraduate training.		+		
18.1.3	Medical Education organization should ensure transparency in the management and decision-making, compliance with the health needs of the population program and the provision of medical services.		+		
18.2	ACADEMIC LEADERSHIP				
18.2.1	Medical Education organization must determine the responsibility and duties of management / staff in postgraduate medical education.		+		

18.2.2	Medical Education organization should assess the management / staff at regular intervals towards the achievement of the mission of postgraduate training programs, the desired end result of the program.		+		
18.3	BUDGET FOR TRAINING AND RESOURCE ALLOCATION				
18.3.1	Medical Education organization should define the responsibility and authority to manage the budgets of the educational program.		+		
18.3.2	Medical education organization should have clear responsibilities and powers of enforcement resources, educational programs, including targeted training budget should allocate the necessary resources for the introduction and implementation of training programs and share educational resources with the needs.		+		
18.3.3	Medical Education organization should manage the budget to maintain the commitment of teachers and residents to provide medical care and innovation in the program.		+		
18.4	ADMINISTRATION AND MANAGEMENT				
18.4.1	Medical education organization should ensure that adequate administrative and academic staff, staff to support the implementation of the educational program, proper management and allocation of resources.		+		
18.4.2	Medical education organization should develop a quality management program, including regular reviews.		+		
18.4.3	Medical Education organization should ensure that management is carried out regular review to achieve quality improvement.		+		
18.5	REQUIREMENTS AND NORMATIVE REGULATIONS				
18.5.1	Medical Education organization must follow the definition of the national competent authorities and the number of recognized medical specialties and other functions of medical experts, which are developed for training post-graduate training program.		+		
18.5.2	Medical education organization should identify and adopt the program of postgraduate medical education in cooperation with all stakeholders.		+		
	TOTAL		13	0	0
19.	STANDARD "CONTINUOUS IMPROVEMENT"				
19.1	Medical education organization in the implementation of the development of postgraduate medical education with the involvement of relevant stakeholders should initiate a regular review and updating process, structure, content, learning		+		

	outcomes / competences, assessment of knowledge and skills, the program learning environment, documented fix flaws, to allocate resources for the continuous improvement.				
19.2	Medical Education organization should				
	- Base the upgrade process on prospective studies and analyzes, and the results of his own experience and review of the literature on medical education		+		
	- To ensure that the process of renewal and restructuring leads to a revision of the policy and practice of postgraduate medical education program in accordance with experience, current activities and future prospects.		+		
19.3	Medical education organizations should be in the upgrade process to pay attention to the following questions:				
	- Adaptation of the mission and outcomes of postgraduate training programs in scientific, socio-economic and cultural development of society,		+		
	- Modification of the set of learning outcomes after completion of postgraduate training in the chosen field of medicine in accordance with documented needs of the environment apply to recently completed the training of health professionals, changes may include clinical skills, training in the field of public health and participation in patient care, the respective responsibilities assigned upon completion of the program.		+		
	- Adaptation of educational approaches and teaching methods, to ensure their relevance and appropriateness		+		
	- Adjustment of the structure, content and duration of training programs in residency in accordance with developments in the basic biomedical sciences, clinical, behavioural and social sciences, changes in demographics and the structure of the population on health / illness, as well as socio-economic and cultural conditions, the adjustment It will ensure that new relevant knowledge, concepts and methods are included and outdated are cancelled		+		
	-Development of principles and valuation methods in accordance with changes in the established results and teaching methods		+		
	-Adaptation of the resident selection policies, methods of selection and admission of residents to changing expectations and circumstances, human resource needs, changes in basic medical education and curriculum requirements		+		
	-a set of policy adaptation and development of academic mentors and teachers in accordance with the changing needs in postgraduate education		+		

	-Upgrading equipment at clinical sites of education and other educational resources to changing needs in postgraduate medical education, that is, the number of residents, the number of teachers and profile training program and contemporary educational principles		+		
	-Improving the monitoring process of the program and evaluation of the program		+		
	-Development of the organizational structure, governance and management to address changing circumstances, and postgraduate training needs, and eventually gathering the interests of different stakeholder groups		+		
	<i>TOTAL</i>		13	0	0
	TOTAL IN GENERAL		144	4	0



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