



Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care

**ECAQA QUALITY PROFILE AND CRITERIA  
EVALUATION FORM  
FOR MASTER 'S DEGREES PROGRAMME IN  
MEDICAL AND HEALTH PROFESSIONS**



**ALMATY 2017**

**EURASIAN CENTRE FOR ACCREDITATION AND QUALITY ASSURANCE IN  
HIGHER EDUCATION AND HEALTH CARE**

**ECAQA QUALITY PROFILE AND CRITERIA EVALUATION FORM  
FOR MASTER'S DEGREES PROGRAMME  
IN MEDICAL AND HEALTH PROFESSIONS EDUCATION**

**Name of the institution:** \_\_\_\_\_

**Name of Programme:** \_\_\_\_\_

**Date of the ECAQA's EEC evaluation:** \_\_\_\_\_

**ECAQA's External Expert Commission Member:** \_\_\_\_\_

**ALMATY 2017**

1. **DEVELOPED** by Non-profit Entity «Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care».
2. **APPROVED AND INTRODUCED** by the Order #5 February 7, 2017 of the Director General, Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care.
3. In this document, the Provisions of the Law of the Republic of Kazakhstan "On Education» July 27, 2007, #319-III (with Amendments from April 9, 2016) has been introduced.

The Quality profile and criteria evaluation form based on the Standards for Master's Degrees Programme in Medical and Health Professions Education of ECAQA.

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## GENERAL PROVISION

ECAQA Quality Profile and Criteria Evaluation Form is intended to use by the External Expert Commission (EEC) for the external Master's Degrees Programme in Medical and Health Professions Education and to serve as basis for the drafting of the Site-visit Report.

This form is based on the ECAQA Standards for Master's Degrees Programme accreditation in Medical and Health Professions Education and includes relevant criteria for evaluation fulfillment of standards for programme accreditation.

The Standards for Master's Degrees Programme in Medical and Health Professions Education based on the WFME Standards for Master's Degrees in Medical and Health Professions Education (Revision 2016) with national specifications of the healthcare system and health professions education.

ECAQA's ECC Members develop a list of strengths, areas of partial or substantial non-compliance with accreditation standards, and any areas in transition and prepare preliminary draft of the Site-visit Report that includes the summary of findings and conclusions based on the review of the programme self-evaluation report and database, other institutional and programme's documents, and interviews with students, faculty, administrative staff, alumni, and employers.

The possible conclusion of the ECC's discussion on higher education institution is in compliance with the ECAQA's Standards for Programme accreditations are the following:

**Standard is fulfilled** this means that the higher education institution meets this standard and fulfillment demonstrated during external evaluation;

**Standard is partly fulfilled** this means that the higher education institution meets partly this standard, it is not fulfilled as required and appropriately demonstrated during external evaluation;

**Standard is not fulfilled** this means that the higher education institution does not meet this standard and the seriousness of the problem is to be reflected in the summary of the higher education institution's external evaluation report.

**Programme accreditation of Master's degrees in medical and health professions education is carried out according to the following Standards:**

1. Mission and outcomes
2. Educational process
3. Assessment of students
4. Students
5. Staffing
6. Educational resources, settings and scholarship
7. Monitoring and evaluation of the educational process
8. Governance and administration
9. Programme renewal.

***Standard: 1 MISSION AND OUTCOMES***

**Standards 1:** Programme's Mission and outcomes includes: the mission statement; institutional autonomy and academic freedom; educational outcomes; stakeholders' participation in formulation of mission and outcomes.

It is expected that the higher education institution should demonstrate the following:

- Mission and Outcomes are appropriate to higher education and consistent with the HEI's Charter, that reflect the traditions and vision and relate to external and internal context and focus on the students learning and other outcomes as well as institutional improvement;
- Mission is clearly defined and developed through collaborative participation by staff/faculty and principal and other relevant stakeholders, and addressed to the needs of society and health care needs;
- Mission is formally approved and published, periodically evaluated and widely known by the staff/faculty students and stakeholders;
- Mission and outcomes are accepted and supported by academic leadership, administrative staff, faculty, and students.
- Mission provides basis on which the institution determines its priorities and evaluating its compliance with established standards of accreditation;

### ECAQA CRITERIA EVALUATION FORM

	<b>Standard: 1 MISSION AND OUTCOMES</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
<b>1.1</b>	<b>MISSION AND OUTCOMES</b>				
1.1.1	The higher educational institution formulates the purpose of the programme and makes it available to potential students, their sponsors, employers or funders				
1.1.2	The higher educational institution states the intended outcomes resulting in a graduate who:				
	– Demonstrates mastery of the theories, concepts and practices of health professions education, including critical appraisal of their rationale and evidence base, and comparative, contextual and cultural analysis to determine applicability to the student's own context				
	– Understands the particular nature of theory, research and evidence in the social sciences				
	– Demonstrates intellectual, personal and professional abilities for: <ul style="list-style-type: none"> <li>• Independent thinking</li> <li>• Synthesising information</li> <li>• Creative problem solving</li> <li>• Communicating clearly</li> </ul>				
	– Demonstrating appreciation of the social, environmental and global implications of their studies and activities				
	– Demonstrates applied knowledge and skills to take on a variety of leadership, management or organisational roles in educational development				

	<b>Standard: 1 MISSION AND OUTCOMES</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	in their institution or department				
	– Demonstrates applied knowledge and skills to conduct health professions education research and programme evaluation				
	– Is prepared to undertake higher level study, such as doctoral level study				
	– Demonstrates commitment to a professional and ethical approach to educational development, research and evaluation				
<b>1.2</b>	<b>PARTICIPATION IN THE FORMULATION OF MISSION AND OUTCOMES</b>				
1.2.1	The higher educational institution involves the principal stakeholders, including potential students, in formulating the programme mission and outcomes				
<b>1.3</b>	<b>AUTONOMY AND ACADEMIC FREEDOM</b>				
1.3.1	The higher educational institution has autonomy to formulate and implement the policies for which the teaching, academic and administrative staffs are responsible, especially regarding:				
	– Design of the curriculum				
	– Use of the allocated resources necessary for implementation of the curriculum				
<b>1.4</b>	<b>PROGRAMME TITLE AND DESCRIPTION</b>				
1.4.1	The higher educational institution provides documentation of appropriate breadth and depth that describes: – Programme purposes, philosophy and values;				

	<b>Standard: 1 MISSION AND OUTCOMES</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	<ul style="list-style-type: none"> <li>– Programme learning goals, objectives or outcomes and content;</li> <li>– Modes of delivery including methods of face-to-face, individual, group, self-directed and distance learning;</li> <li>– Expected time commitment and credits to be awarded;</li> <li>– Assessment policy, methods, progression and completion conditions, including arrangements for acceptable deadline extensions, penalties for late submission and conditions for resubmission of inadequate work;</li> <li>– Purpose and arrangements for dissertations, including design, structure, length, style, supervision and marking;</li> <li>– Student support systems;</li> <li>– Plagiarism and collusion policy;</li> <li>– Conditions for admission and enrolment, including advanced standing and exemption arrangements;</li> <li>– Programme fees and bursaries;</li> <li>– Advice on study and academic skills (including presentation of written assignments and referencing) and time management;</li> <li>– Warnings and complaints procedures;</li> <li>– Programme evaluation and quality assurance.</li> </ul>				

**Recommendations:**

**ECC's Member Name:**

**Signature:**

**Date of evaluation:**

## ***Standard: 2 EDUCATIONAL PROCESS***

**Standards 2:** Educational process includes: framework of the programme and instructional methods; scientific methods; clinical sciences and skills; curriculum structure, composition and duration; programme management; linkage with medical practice and the health sector.

It is expected that the higher education institution should demonstrate the following:

- educational programme are consistent with mission and outcomes and serve to their achievement;
- institution provides the planning, provision, monitoring, research and evaluation, improvement and quality assurance and integrity of the educational programme, and awarding academic degrees;
- through the system of academic administration and the participation of the faculty, institution demonstrates the effectiveness of the system of academic monitoring, ensuring quality of all educational programme
- educational programme demonstrates the sequence of objectives, structure and content of programs, policies and procedures for admission of students, teaching methods and teaching quality and academic level of learning and achievement of students as well as adequate resources to support and improve of educational programme;
- institution develops, approves, manages and regular cycle reviews the educational programme in accordance with institutional policy, which is implemented by the respective structural units, faculty, and takes into account the stated mission and outcomes and available resources and facility.

**ECAQA CRITERIA EVALUATION FORM**

	<i>Standard: 2</i> <b>EDUCATIONAL PROGRAMME</b>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
<b>2.1</b>	<b>INSTRUCTIONAL AND LEARNING METHODS</b>				
2.1.1	The higher educational institution describes the blend of instructional and learning methods, including the rationale for the methods				
2.1.2	The higher educational institution uses instructional and learning methods that stimulate, prepare and support students to take responsibility for their own future professional development and learning				
2.1.3	The higher educational institution offers a balance of carefully planned <i>instructional methods</i> that offer students a range of learning experiences, and individual learning support and guidance, consistent with the learning goals and objectives				
<b>2.2</b>	<b>ACADEMIC SKILLS DEVELOPMENT</b>				
2.2.1	The higher educational institution ensures that the programme enables each student to develop the Masterø level academic skills of: <ul style="list-style-type: none"> <li>– Independent thinking;</li> <li>– Analysing, synthesising and offering a critique of information;</li> <li>– Creative problem solving;</li> <li>– Communicating clearly;</li> <li>– Appreciating the social, contextual and global implications of their studies and activities.</li> </ul>				
2.2.2	The higher educational institution describes expected standards of work, including length and presentation of assignments and other				

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMME</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	required elements				
<b>2.3</b>	<b>PROGRAMME CONTENT, SCOPE AND CONTEXTUALISATION</b>				
2.3.1	The higher educational institution selects programme content that educates students in the full breadth of educational concepts, theories, models, historical perspectives and practices				
2.3.2	The higher educational institution ensures coverage of basic and advanced theories and models in each topic, methods of critique and critical-reflective application to the student's own context				
2.2.3	The higher educational institution draws on both the health professions literature and on practice, models and theories from wider educational and social sciences				
2.2.4	The higher educational institution ensures that the content selected is presented in its social and historical context, and is appraised for its current applicability to the student's context				
<b>2.4</b>	<b>RESEARCH AND SCHOLARSHIP</b>				
2.4.1	The programme director ensures that students: <ul style="list-style-type: none"> <li>– Demonstrate appreciation of the process, nature and limitations of educational research;</li> <li>– Demonstrate understanding of the evidence base for any statement or programme topic, especially where there is no, contradictory, or little evidence;</li> <li>– Demonstrate skills to make an informed critique of educational research and scholarship;</li> <li>– Demonstrate understanding of the social, contextual and</li> </ul>				

	<i>Standard: 2</i> <i>EDUCATIONAL PROGRAMME</i>	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	historical basis of educational ideas; – Demonstrate skills to develop original research and scholarship appropriate to their own contexts.				
<b>2.5</b>	<b>PROGRAMME STRUCTURE AND DURATION</b>				
2.5.1	The higher educational institution ensures that the overall structure and duration of the Masterø programme is described with clear definition of: the duration of the programme, and whether it is full-time or part-time, stated in terms of actual hours of study; start and completion dates; the expected distribution of work, programme activities, their duration and deadlines; components which are compulsory and optional and a rationale for these components; amount and role of independent learning; available resources; the formative and summative assessment system; provision of feedback; evaluation of the programme; requirements for completion of the programme; arrangements for extension and deferrals, if any				
<b>2.6</b>	<b>PROCESS OF CURRICULUM DEVELOPMENT</b>				
2.6.1	The higher educational institution describes the process of curriculum design, including needs assessment and contextual analysis, survey of the academic field including the wider literature in the parent fields of psychology and social science, appropriate selection of content, and practical issues of delivery, communication and cost				
2.6.2	The higher educational institution describes what reference was made to stakeholders during curriculum design and development				

**Recommendations:**

**ECC's Expert Name**

**Signature**

**Date of evaluation**

### **Standards 3: ASSESSMENT OF STUDENT LEARNING**

**Standards 3:** Assessment of student learning includes: assessment methods and relation between assessment and learning.

It is expected that the higher education institution should demonstrate the following:

- assessment of students reflects that graduates or students who have completed the course/training program, have the knowledge, skills and attitudes, competencies, consistent with the outcomes of higher educational programme;
- assessment of students is a major component of assessment of institutional effectiveness, which additionally demonstrates the created by institution an environment for teaching, learning and achieving other aspects of the mission and vision of the institution, strategic objectives and plans.
- assessment of students is characterized as one of the elements of teaching-learning-assessment cycle of academic achievements of four stages: development of clearly stated learning outcomes: knowledge, skills, attitudes and professional values, and competencies expected of students to complete the course and complete courses at the institution;
- curriculum development of disciplines/courses and internships that provide opportunities for students to achieve their learning outcomes; assessment of students on key learning outcomes;
- use the results of this assessment to improve teaching and learning;
- the assessment of students is an integral part of the institution activity, and requires confirmation that the use of results of assessment of educational achievements of students to improve the learning is permanent.

	<b>Standards 3: ASSESSMENT OF STUDENT LEARNING</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
<b>3.1</b>	<b>ASSESSMENT METHODS</b>				
3.1.1	The higher educational institution defines, states and publishes the principles, rationale, methods and practices used for assessment of student learning, including the criteria for setting pass marks, grade boundaries and number of allowed retakes				
3.1.2	The higher educational institution ensures that assessments are open to scrutiny by external examiners, the institutional Exam Board or other authorities				
3.1.3	The higher educational institution documents the methods of quality assurance of the assessments and marking process				
3.1.4	The higher educational institution offers a system for appeal against assessment results				
<b>3.2</b>	<b>THE ASSESSMENT SYSTEM</b>				
3.2.1	The higher educational institution ensures that both formative and summative assessments are offered and assessments adequately sample the programme content				
3.2.2	The higher educational institution ensures that the assessments address the Masterø level academic skills <i>as stated in 1.1.</i>				
3.2.3	The higher educational institution ensures that a range of assessment methods and formats is used, according to their appropriateness to the learning objectives and context				
<b>3.3</b>	<b>FEEDBACK TO STUDENTS</b>				
3.3.1	The higher educational institution ensures that personalised and detailed written feedback (or oral feedback with a written record) is given to each student after both formative and summative				

	<b>Standards 3: ASSESSMENT OF STUDENT LEARNING</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	assessments				
3.4	<b>QUALITY ASSURANCE OF THE ASSESSMENT SYSTEM</b>				
3.4.1	The higher educational institution appoints a qualified academic external examiner to verify standards and results.				

**Recommendations:**

**ECCs Expert Name**

**Signature**

**Date of evaluation**

#### ***Standard 4: STUDENTS***

**Standard 4:** Students includes: admission policy and selection; Student intake size and nature; Student counselling and support services; Students representation policy.

It is expected that the higher education institution should demonstrate the following:

- in keeping with its mission, medical education institution determines admissions policy, which complies with the requirements of legislation relating to equality of educational opportunity and ethical aspects;
- policy and procedures for admission are clear, consistent with the mission and outcomes, formally published and available to all students and all stakeholders
- institution systematically determines the needs of students in learning and then creates the conditions for their satisfaction
- Student services of institution governed by principles that reflect the mission and special character of the institution, and provide academic support to students, advice on careers, health care, financial support and personal development of students
- medical institution involves student representatives in the activities of the deliberative bodies of the institution and promotes students self-government.

### ECAQA CRITERIA EVALUATION FORM

	Standard 4: STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
<b>4.1</b>	<b>ADMISSION POLICY AND SELECTION</b>				
4.1.1	The higher educational institution formulates, implements, publishes and periodically reviews an admission policy and process based on the principles of required prior achievements, equality and objectivity				
4.1.2	The higher educational institution has a policy and implements practice for admission of disabled students				
<b>4.2</b>	<b>STUDENT INTAKE</b>				
4.2.1	The higher educational institution defines the size of student intake and relates it to programme capacity				
<b>4.3</b>	<b>STUDENT SUPPORT AND COUNSELLING</b>				
4.3.1	The higher educational institution allocates resources for and offer student support, including counselling in relation to academic, social and personal needs				
<b>4.4</b>	<b>STUDENT REPRESENTATION</b>				
4.4.1	The higher educational institution formulates and implements a policy on student representation and appropriate participation in the design, management and evaluation of the curriculum, and in other matters relevant to students				
4.4.2	The higher educational institution encourages and facilitates student activities and student organisations				
<b>4.5</b>	<b>GRADUATION REQUIREMENTS</b>				
4.5.1	The higher educational institution sets out requirements in terms of: <ul style="list-style-type: none"> <li>– Evidence of successful completion of all degree requirements (programme, projects, thesis, practicum,</li> </ul>				

	Standard 4: STUDENTS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
	<ul style="list-style-type: none"> <li>portfolio, transcript, etc.);</li> <li>– Expected standards of work;</li> <li>– Evidence of research skills and critical appraisal.</li> </ul>				
<b>4.6</b>	<b>PROGRESS AND ATTRITION RATES AND REASONS</b>				
4.6.1	The higher educational institution sets out requirements for progress, including:				
	– Range and role of formative and summative assignments				
	– Deadlines for assignments				
	– Arrangements and acceptable reasons for late submission				
	– Arrangements for resubmission, including deadlines and maximum possible marks on submission				
4.6.2	The higher educational institution keeps records of student progress and compliance with milestones				
4.6.3	The higher educational institution has a system for follow-up of students whose progress gives cause for concern				
4.6.4	The higher educational institution keeps records of student attrition rates				
4.6.5	The higher educational institution determines and records the reasons why any student who leaves the programme before completion has done so				

**Recommendations:**

**ECC's Expert Name:**

**Signature:**

**Date of evaluation:**

## ***Standard 5: STAFFING***

**Standard 5:** Staffing includes: recruitment and selection policy; staff activity and development.

It is expected that the higher education institution should demonstrate the following:

- institution develops a faculty which is corresponded to the fulfillment of Programme's mission and outcomes;
- academic staff qualifications are appropriate to the field and level of their assignment;
- qualification of teachers is confirmed by their academic degree, research experience, creative activities, professional experience and credentials
- institution uses an open and clear process and criteria for the selection and appointment of faculty and guarantees equal opportunities of employment, consistent with legal requirements and any other selection criteria;
- institution makes clear the responsibility of faculty, assessment of activities, and promotion and tenure;
- institution provides faculty equal opportunities for continuous professional development in their careers, which are consistent and contribute to achieving the mission and outcomes;
- faculty accept the responsibility that the content and teaching methods meet established academic and professional standards and expectations
- educational strategies and methods of teaching and learning, including innovative technology, consistent with abilities and learning needs of students and serve to the mission and outcomes of academic programmes;
- research and creative achievements of students are encouraged and valued accordingly by faculty.

### ECAQA CRITERIA EVALUATION FORM

	Standard 5: STAFFING	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
<b>5.1</b>	<b>APPOINTMENT POLICY</b>				
5.1.1	The higher educational institution provides a list of full-time, part-time or consulting staff required to run the programme, including: academic programme design staff; academic teaching staff; administrative staff; technical support staff; staff involved in assessment; the programme director				
5.1.2	For each type of staff, the higher educational institution formulates and implements an appointment policy, consistent with the mission of the programme, that specifies:				
	– The expertise and level of qualification required				
	– Criteria for scientific, educational and experiential merit, including the balance between teaching, research and service qualifications				
	– Their responsibilities, including: hours and distribution of work; communication with students; submission of records and reports of activity.				
<b>5.2</b>	<b>OBLIGATIONS AND DEVELOPMENT OF STAFF</b>				
5.2.1	For each category of staff, and each staff member individually, the programme director				
	– Provides a list of duties and responsibilities				
	– Specifies the programme policy on staff induction and support				
	– Provides induction and training				
	– Provides appropriate monitoring and feedback				

	<b>Standard 5: STAFFING</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	– Makes provision for all staff to provide feedback to the programme director on their roles, responsibilities and the support provided				
<b>5.3</b>	<b>NUMBER AND QUALIFICATIONS OF TEACHING AND SUPERVISORY STAFF</b>				
5.3.1	The higher educational institution ensures the presence of teaching and supervisory staff with education-related academic qualifications at least one level above that for which the students are studying				
5.3.2	The higher educational institution ensures the presence of a student-to-staff ratio that is specified and sufficient to allow students appropriate access to teachers and supervisors				
5.3.3	The higher educational institution ensures the presence of qualified dissertation mentors with sufficient research experience				
<b>5.4</b>	<b>ADMINISTRATIVE SUPPORT</b>				
5.4.1	The higher educational institution describes and publishes the arrangements that ensure sufficient administrative support for students and sufficient administrative support for teaching and supervisory staff				

**Recommendations:**

**ECC's Expert Name:**

**Signature:**

**Date of evaluation:**

**In the context of this standard should visit and analyze all types of lessons as well as  
conduct questionnaire of teachers**

**1. LECTURE EVALUATION**

*General information*

Topic \_\_\_\_\_

Discipline \_\_\_\_\_

Group, course, faculty \_\_\_\_\_

Date and time of conducting \_\_\_\_\_

Number of students on lecture / total number of students in group \_\_\_\_\_

Name, scientific degree, academic status, position of teacher  
\_\_\_\_\_

*Evaluation criteria*

***Lecture content and structure:***

1. Lecture Objectives.
2. Structure of lecture, consistency and connection of its elements.
3. Scholarly, fundamentality, deepness of content of lecture material, its compliance to course program, current level of science and practice development. Using of materials obtained by teacher during science research work.
4. Consistency, clarity and validity of educational material presenting.
5. Availability of subject and interdisciplinary connections during of educational material presenting.
6. Reflection of content of future professional activity in educational material. Orientation to student involving into research.
7. Conclusion of lecture. Establishment of connections with further lecture, session, laboratory lessons.

***Pedagogical aspects. Methods of learning:***

8. Level of teacher competencies in discipline, relevant theoretical disciplines, areas of professional activity.
9. Level of speaker ability of teacher
10. Degree of dependence of teacher from his/her notes, outlines and records.
11. Level of communication skills of teacher (pedagogical tact, ability to establish appropriate relationship with students, emotional state etc.).
12. Variety of used methods and learning recourse facilities. Using of method of activation of students cognitive abilities. Ability to adapt material for different types of perception, manage educational activity and work attitude of students.
13. Using of visual and technical facilities.

***Educational activity of students:***

14. Level of involvement of students in lecture:
  - high (active). Involvement of students in discussion process supplied by teacher, demonstration of initiative (questioning teacher etc.);
  - medium (performing). Recording, answers on questions of reproductive character;
  - low (passive). Absence of educational activity, non-involvement in learning process
15. Discipline and attendance of students.

*Summary and suggestions*

## 2. SESSION -S EVALUATION

### *General information*

Topic \_\_\_\_\_  
Discipline \_\_\_\_\_  
Group, course, faculty \_\_\_\_\_  
Date and hour of conducting \_\_\_\_\_  
Number of students on lecture / total number of students in group \_\_\_\_\_  
Name, scientific degree, academic status, position of teacher \_\_\_\_\_

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### *Evaluation criteria*

#### ***Session content and structure:***

1. Objectives of session.
2. Structure of session, consistency and connection of it elements.
3. Scholarly, fundamentality, deepness of content of session material, its compliancy to course program, current level of science and practice development. Using of materials obtained by teacher during science research work.
4. Availability of subject and interdisciplinary connections of educational material presenting.
5. Reflection of content of future professional activity in educational material. Orientation on student involving into research
6. Variety of tasks for students, creation of opportunities for independent choice of type of activity.
7. Organization of individual, group work.

#### ***Educational activity of students:***

8. Level of involvement of students in session:
  - research (creative). Implementation of tasks of creative character not solved in science and/or practice. Analysis of sources on topic of lesson has been found independently;
  - partly-searching. Inclusion of students in consideration of questions of divergent character, using of additional sources recommended by teacher;
  - reproductive. Answers on questions of convergent character or retelling of textbook;
  - passive. Absence of educational activity, non-involvement in learning process.
9. Discipline and attendance of students.

#### ***Summary and suggestions***

## 3. LABORATORY SESSION EVALUATION

### *General information*

Topic \_\_\_\_\_  
Discipline \_\_\_\_\_  
Group, course, faculty \_\_\_\_\_  
Date and hour of conducting \_\_\_\_\_  
Number of students on lesson / total number of students in group \_\_\_\_\_  
Name, scientific degree, academic status, position of teacher \_\_\_\_\_

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### *Evaluation criteria*

#### ***Laboratory lesson content and structure:***

1. Objectives of laboratory session (special and basic competencies).
2. Structure of lesson, consistency and connection of it elements.

3. Reflection of content of future professional activity in educational material. Orientation on student involving into research
4. Availability of subject and interdisciplinary connections during account of educational material.
5. Variety of tasks for students, creation of opportunities for independent choice of activity type
6. Availability of necessary facilities, methodical guides, handouts materials etc.
7. Organization of individual, group work.
8. Conclusion of lesson. Establishment of connections with further lecture, sessions, laboratory sessions.
9. Students' reflection. Their orientation on understanding of work on laboratory session, assessment of their performance and errors.

***Teacher's Competencies. Methods of learning:***

10. Level of competency of teacher in discipline, relevant theoretical disciplines, areas of professional activity.
11. Level of teacher's communication skills (pedagogical skills, ability to establish appropriate relationship with students, empathy, emotional state etc.).
12. Variety of used methods and facilities for learning.
13. Level of management skills of teacher (orientation of students in essence and sequence of implemented tasks).
14. Using of method of activation of cognitive skills of students, development of cognitive needs and motives. Ability of students to manage educational activity and work attitude of students, operatively solve arising difficulties.
15. Using of visual and technical facilities.

***Educational activity of students:***

16. Level of involvement of students in work:
  - high (active). Interesting of students in successful implementation of tasks, necessary work mood during whole lesson, self-control of work quality;
  - medium (performing). Absence of interest and diligence in implementation of tasks;
  - low (passive). Absence of educational activity, non-involvement in learning process
17. Discipline and attendance of students.

***Summary and suggestions***

**Standard 6:** Educational resources, settings and scholarship includes: physical facilities; clinical training resources; effective use of information and communication technologies; research and scholarship; educational expertise and educational exchange.

It is expected that the higher education institution should demonstrate the following:

- has sufficient and appropriate physical facilities, information resources, education and information technologies and resources for clinical training, research that institute uses to achieve the programme's mission and outcomes;
- plans and allocates resources to the development of libraries, information resources and technologies;
- ensures appropriate access to the library and information resources;
- uses information technology for effective planning, management, evaluation their programs and services;
- provides clinical training resources based on agreements between the higher education institution and health care organizations with responsibilities of each party on the courses, and HEI may also have university clinic;
- has policy contributing to facilitate and develop researches and education;
- has expertise in higher education, research in medical education and improvement of teaching and learning methods.

	<b>Standard 6: EDUCATIONAL RESOURCES, SETTINGS AND SCHOLARSHIP</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
<b>6.1</b>	<b>EDUCATIONAL SETTINGS</b>				
6.1.1	In the case of face-to-face programmes, the higher educational institution ensures sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately and ensure learning environment which is safe for staff and students				
6.1.2	In the case of distance learning, the higher educational institution ensures that materials are provided in formats that are accessible to all students and clear guidance about materials, resources and study requirements is provided				
<b>6.2</b>	<b>INFORMATION TECHNOLOGY</b>				
6.2.1	The higher educational institution for both face-to-face and distance learning formulates and implements a policy which addresses effective use and evaluation of appropriate information and communication technology in the educational programme				
6.2.2	The higher educational institution for both face-to-face and distance learning enables teachers and students to use appropriate information and communication technology for independent learning and accessing information				

**Recommendations:**

**ECC's Expert Name:**

**Signature:**

**Date of evaluation:**

## **QUESTIONS FOR THE INTERVIEW WITH LEADER AND ADMINISTRATIVE STAFF ABOUT INSTITUTION'S PHYSICAL FACILITIES (BUILDINGS, CLASSROOMS AND LECTURE ROOMS/AUDITORIUMS)**

1. Describe the main sources of funding, give a brief description of results of financial activity for the last 5 years, and evaluate the adequacy of resources to sustain of institution activity in terms of mission for the future.
2. Describe the processes of institution financial resources management and evaluate the effectiveness with respect to the mission of the institution and its objectives of individual programs.
3. Provide a plan for continuous improvement and for the development of resources in accordance with the strategic objectives of the institution.
4. Evaluate the effectiveness and transparency of the procedures for accounting and planning.
5. Give a general description of buildings: the number of academic buildings, classrooms, training areas, clinics, research centers, and their total usable area, including at one student; evaluate their compliance with the institution mission and strategic objectives, as well as sanitary and epidemiological norms.
6. Briefly evaluate the technical equipment of the audience, teaching and research laboratories, training areas, parks and clinics and research centers.
7. Reflect the total number of computer classes, reading rooms, multimedia, lingua-phone, and scientific-methodical cabinet with the number of seats.
8. Briefly describe the printing, publishing base, and its effectiveness.
9. Present plans on expanding and developing the material-technical base of the institution.
10. Describe the conditions of language teaching (language laboratory), access to resources, involvement of students and academic staff in the process of learning languages.
11. Evaluate the significance of language resources for the institution's mission and objectives of individual programs.
12. Some impact on improving the quality of the educational process is supporting service (additional resources) of the institution. The level of administrative support can be determined by questioning or survey, interviews.

## **QUESTIONS FOR THE INTERVIEW WITH THE ADMINISTRATION, TEACHERS AND STUDENTS OF INSTITUTION ABOUT ADMINISTRATION SUPPORT**

1. Describe the maintenance services for teachers and students in the learning process.
2. Evaluate the qualification of administrative staff and its ability to react to the changing needs.
3. Describe additional services provided for teachers and students in the educational process.
4. Analyze the frequency and results of a survey of teaching staff and students about the compliance of technical facilities of teaching to current requirements.
5. Evaluate the contributions of administrative support to the mission of the institution, quality assurance programs and personal development of students.

The quality of learning activities of students and teaching activity of teachers depends on the level of equipment of classrooms and social conditions. This problem is useful to explore by interview educational process participants.

## **QUESTIONS FOR THE INTERVIEW WITH TEACHERS AND STUDENTS ON WORKPLACES' CONDITIONS**

1. Whether audiences equip with the necessary technical training aids and equipment?
2. Whether classrooms have quality board to conduct the required records? Whether markers / chalk and dusters are always in the audience?

3. Whether the lighting in the classroom is good? What are the conditions of temperature? Whether acoustics of the classes favors to lessons?
4. How often do you have to face lack of classrooms? Whether disruption of studies is for this reason?
5. Is it convenient for teachers and students address the issue of using of audiences in the learning process?
6. Whether institution has auditorium, suitable for type of activities, recreation of academic staff and students? How is recreation of teachers organized?
7. Whether the need to move within a working / school day from one building to another, how often? How much time is spent on these transitions? How does this affect your quality of teaching / learning activity?
8. What is the state of sport, cultural and health base of institution, whether effectively it is used for personal and physical development of students and teachers?
9. Does students health support?
10. Whether institution has buildings and campuses required number of cafeterias and buffets? Are you satisfied with the level of service in it? What is the quality of food in it?
11. Are the prices in these cafeterias acceptable?
12. If you live in campus, do you satisfy the conditions of room? Whether campus has facilities to prepare for classes? Is it safe to stay in a campus?

#### **QUESTIONS FOR THE INTERVIEW WITH TEACHERS AND STUDENTS ABOUT LIBRARY AND RESEARCH CENTERS**

1. Give general characteristic of libraries and research centers and evaluate their role in the institution's mission and individual programs objectives.
2. Analyze the availability of educational, methodical and scientific literature on general, basic and profile disciplines of educational program and professional programs (including the Kazakh language).
3. Indicate the number of annual subscriptions to the profile of institution (both domestic and foreign); evaluate level of their adequacy and efficiency of use.
4. Describe procedures used to adequately provide students with necessary information and access to the resources of the library at off-hour time.
5. Describe interlibrary communication.
6. What would you like to see your library in the future?

#### **QUESTIONS FOR THE INTERVIEW WITH TEACHERS AND STUDENTS ABOUT THE LIBRARY RECOURSES AND SERVICES**

1. How effectively does your library work? How often do you get rejections, ordering in it literature? Does the collective of libraries and institution's administration take measures to address such situations?
2. How effective your needs in the literature, located in the library collections outside the city/region/country are provided by institution?
3. Whether regularly book funds of library are replenished?
4. Do you use mostly institution library / private library / other libraries in the city?
5. Whether your needs in scientific and methodical literature are taking into account?
6. Whether the fund of periodicals is enough in your opinion?
7. What are the disadvantages of service in the library you could note? What advantages are noted in the library of your institution?
8. Whether the conditions necessary to complete work in the reading rooms are established? Whether seats in it are enough in your opinion?
9. Is there any possibility to use full-text databases?
10. How intensive do you use Internet resources in preparing for sessions, research, etc.?

## **QUESTIONS FOR INTERVIEW WITH TEACHERS, STUDENTS AND STAFF ABOUT INFORMATION AND TECHNICAL SUPPORT**

1. Existing resources: the total number of computers and their relation to the of students contingent, including number of computers of the new generation. How often computer equipment is updated?
2. Evaluate importance of the Internet lines, online catalogs, e-recourses, e-textbooks, unique information network and educational TV
3. Evaluate the effectiveness of a website that supports the mission, objectives and goals of the institution.
4. Evaluate the degree of implementation of information technologies in educational process and their effectiveness. Describe the specific skills and qualities that developed at students through the use of information technology.
5. Describe the effectiveness of use of information technology in institution governance.
6. Indicate the budget for information technology for learning (percentage of total funding/budget).
7. Describe how intensive computer equipment is used, to address of which problems of the educational process is directed.
8. Describe the availability of computer technology for academic staff and students.
9. The time table of the computer classes; whether these classes are available in off-hour time.
10. Describe how information and communication technologies (ICTs) have used during sessions in the computer classes.
11. Describe how a range of subjects on which classes are conducted using a PC and ICT is wide (indicate for cycles of subjects: general education, basic, professional, and the humanities, biomedical sciences, technical disciplines, etc.).
12. Whether the academic staff has training on using information and communication technologies (ICT) and new equipment in the educational process?
13. Does each faculty / department have enough computers, copiers, printers, and scanners, fax machines, etc.?
14. Whether these funds are outdated or modern enough?
15. How often these facilities/computers are broken? How efficiently its repair is carried out?
16. Do you have the difficulties for copy of documentary information (such as copying, printing, scanning, etc.)?
17. Does the training on using computers have organized for academic staff, support staff, students?
18. Are there opportunities for teaching staff and students the necessary consultations on the use of PCs and other hardware? Does the institution have required methodological literature on the use of PCs in the educational process, the science research work and others?
19. Are there enough computer equipped work places?

## ***Standard 7: MONITORING AND EVALUATION OF THE EDUCATIONAL PROCESS***

**Standard 7:** Monitoring and evaluation of the educational process includes: mechanisms for programme monitoring and evaluation; teacher and student feedback; performance of students; involvement of stakeholders.

It is expected that the higher education institution should demonstrate the following:

- institution establishes mechanisms for regularly review and evaluation of educational programme and ensures the quality of programme management
- educational programme is regularly evaluate through feedback from students, teachers and stakeholders, including employers, as well as an analysis of student's performance.

	<b>Standard 7: MONITORING AND EVALUATION OF THE EDUCATIONAL PROCESS</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
<b>7.1</b>	<b>MECHANISMS FOR PROGRAMME MONITORING AND EVALUATION</b>				
7.1.1	The higher educational institution has a programme of routine monitoring of curriculum activities, processes and outcomes				
7.1.2	The higher educational institution establishes and applies a mechanism for programme evaluation that: addresses the curriculum and its main components; addresses student progress; identifies and addresses student and staff concerns; reviews the continued appropriateness of educational and study settings				
7.1.3	The higher educational institution ensures that relevant results of monitoring and evaluation influence the programme				
7.1.4	The higher educational institution ensures that stakeholders have access to results of the programme evaluation				
<b>7.2</b>	<b>FEEDBACK FROM STAFF AND STUDENTS</b>				
7.2.1	The higher educational institution systematically seeks, analyses and responds to teacher, staff and student feedback				
7.2.2	The higher educational institution uses feedback results for programme development				
<b>7.3</b>	<b>PERFORMANCE OF STUDENTS AND GRADUATES</b>				
7.3.1	The higher educational institution analyses the performance of cohorts of students and graduates in relation to the programme mission and intended educational outcomes; the curriculum; provision of resources				
7.3.2	The higher educational institution uses the analysis of student performance to provide feedback to the committees				

	<b>Standard 7: MONITORING AND EVALUATION OF THE EDUCATIONAL PROCESS</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	responsible for student selection, curriculum planning, student counselling				

**Recommendations:**

**ECC's Expert Name:**

**Signature:**

**Date of evaluation:**

## **Standard 8: GOVERNANCE AND ADMINISTRATION**

**Standard 8:** Governance and Administration includes governance and administration; academic leadership; educational budget for training and resources allocation; administrative staff and management; interaction with health sector.

It is expected that the higher education institution should demonstrate the following:

- medical institution has a management system that is suited to the fulfillment of its mission and outcomes, supports institutional effectiveness and integrity, creates and maintains an environment for teaching and research and creative activity;
- the authority, responsibilities and relationships between the deliberative bodies of the university, administration, faculty and staff are clearly described in the relevant documents;
- the organizational structure of the institution, processes and policy of decision making are clear and consistent with its mission and support institutional effectiveness;
- the management system of institution involves the participation of all stakeholders, including the health care sector, and reflects the responsibility of academic leadership;
- the effectiveness of the organizational structure and management of the institute is strengthened through periodic and systematic review and medical education institution has appropriate internal and external mechanisms for assessing the financial condition and financial management and maintains its integrity and uses its achievements for continuous renewal.

**ECAQA CRITERIA EVALUATION FORM**

	<b>Standard 8: GOVERNANCE AND ADMINISTRATION</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
<b>8.1</b>	<b>PROGRAMME DIRECTOR/ THE HIGHER EDUCATIONAL INSTITUTION</b>				
8.1.1	The higher educational institution appoints the Programme director for the Master programme and has a named programme director and accountability to specified higher management				
<b>8.2</b>	<b>GOVERNANCE</b>				
8.2.1	The higher educational institution defines programme governance structures including the managing committee structures, relationships, conflicts of interest and accountability				
8.2.2	The higher educational institution ensures transparency of governance processes and decisions				
<b>8.3</b>	<b>ACADEMIC LEADERSHIP AND INTEGRITY</b>				
8.3.1	The higher educational institution describes the responsibilities of its academic leadership for definition and management of the educational programme				
8.3.2	The higher educational institution periodically evaluates its academic leadership in relation to achievement of its mission and intended educational outcomes, objectivity and conflicts of interest				
<b>8.4</b>	<b>PROGRAMME MANAGEMENT</b>				
8.4.1	The higher educational institution has appropriately qualified (i.e. having a degree higher than a Master's award) academic leadership and/or programme director(s) and administrative staff with responsibility for planning and implementation				
8.4.2	The higher educational institution clears lines of appropriate responsibility and management for programme design and the various components of the programme				

	<b>Standard 8: GOVERNANCE AND ADMINISTRATION</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
<b>8.5</b>	<b>FUNDING AND RESOURCE ALLOCATION</b>				
8.5.1	The higher educational institution defines a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget				
8.5.2	The higher educational institution has autonomy to allocate the resources necessary for the implementation of the curriculum				
<b>8.6</b>	<b>ADMINISTRATION</b>				
8.6.1	The higher educational institution has an administrative and professional staff establishment that is appropriate to support implementation of its educational programme and related activities and ensure effective management and resource deployment				
<b>8.7</b>	<b>REQUIREMENTS AND REGULATIONS</b>				
8.7.1	The higher educational institution ensures that the administrative staff are appropriate to support the implementation of the programme				
8.7.2	The higher educational institution shows that the management process includes a programme of quality assurance				
8.7.3	The higher educational institution demonstrates compliance with relevant regulatory requirements, including the award of an academic qualification				
<b>8.8</b>	<b>PROCESS FOR START-UP AND APPROVAL</b>				
8.8.1	Programme documentation shows: <ul style="list-style-type: none"> <li>- A formal documented process at start-up of vetting the programme and other degree requirements by a group of experts in education (e.g. graduate education or an external advisory board);</li> </ul>				

	<b>Standard 8: GOVERNANCE AND ADMINISTRATION</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	<ul style="list-style-type: none"> <li>– A formal initial approval and subsequent review process for the programme;</li> <li>– Documentation and evidence of any joint participation with other institutions and/or adjunct faculty;</li> </ul> <p>Appropriate official approval by a university to enroll students</p>				
<b>8.9</b>	<b>FINANCE</b>				
8.9.1	The higher educational institution shows adequate documentation of the cost of completing the programme; clearly documented fees for the programme (minimum cost for receiving the degree and explicit documentation of cost for additional programme components)				
8.9.2	The higher educational institution shows evidence of financial sustainability				
<b>8.10</b>	<b>FINANCIAL MANAGEMENT AND PROBITY</b>				
8.10.1	The programme director provides evidence of financial management and probity, including independent audit of finances				
<b>8.11</b>	<b>PROGRAMME INFORMATION</b>				
	The higher educational institution ensures provision of:				
	<ul style="list-style-type: none"> <li>– Full and accurate accessible information for prospective students about programme content, structure, costs, processes and events, including the assessment system;</li> </ul>				
	<ul style="list-style-type: none"> <li>– A variety of information channels appropriate to prospective students including a website, a brochure</li> <li>– and help-line;</li> </ul>				
	<ul style="list-style-type: none"> <li>– A comprehensive student handbook for registered students to include information on: programme philosophy; programme</li> </ul>				

	<b>Standard 8: GOVERNANCE AND ADMINISTRATION</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	aims and values; learning goals and objectives; program structure; study times; approaches to teaching and learning; learning materials and resources; feedback and supervision; assessment policies and practices; coursework requirements; description of assessments at each programme level; admission and enrolment; requirements for admission with advanced standing; specific requirements for approving module exemptions; course fees and bursaries; course materials; available faculty and staff for teaching and student academic, technical and administrative support; study skills; academic, personal and technical support for students.				

**Recommendations:**

**ECC's Expert Name:**

**Signature:**

**Date of evaluation:**

## **Standard 9: PROGRAMME RENEWAL**

**Standard 9:** Programme renewal includes: renewal process and continuous improvement according to: mission and outcomes; educational programme; assessment of students; students counselling and support; academic staff/faculty; educational resources; programme evaluation; governance and administration.

It is expected that the higher education institution should demonstrate the following:

- the process of renewal of the higher education institution is based on prospective studies and analyses which led to the revision of its policies and practices in accordance with past experience, present activities and future perspectives.

### **ECAQA CRITERIA EVALUATION FORM**

	<b>Standard 9: PROGRAMME RENEWAL</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
9.1	The higher educational institution initiates procedures for regularly reviewing and updating programme structure and functions				
9.2	The higher educational institution has a system for rectifying documented deficiencies				
9.3	The higher educational institution bases the process of renewal on results of programme evaluation and wider changes in educational knowledge, theory and practice, where appropriate				

#### **Recommendations:**

**ECCo's Expert Name:**

**Signature:**

**Date of evaluation:**