



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

**ECAQA QUALITY PROFILE AND CRITERIA  
EVALUATION FORM  
FOR PhD PROGRAMME  
IN BIOMEDICAL AND HEALTH SCIENCES**



**ALMATY 2017**

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

**ECAQA QUALITY PROFILE AND CRITERIA EVALUATION FORM  
FOR PhD PROGRAMME  
IN BIOMEDICAL AND HEALTH SCIENCES**

**GENERAL MEDICINE**

**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 PhD programme accreditation 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 PhD programme's evaluation in Biomedicine and Health Sciences and to serve as basis for the drafting of the Site-visit Report.

This form is based on the ECAQA Standards for PhD programme accreditation in Biomedicine and Health Sciences and includes relevant criteria for evaluation fulfillment of standards for programme accreditation.

The Standards for PhD programme accreditation in Biomedicine and Health Sciences based on the Organisation for PhD Education in Biomedicine and Health Sciences in the European System (ORPHEUS), the Association of Medical Schools in Europe (AMSE), the World Federation for Medical Education (WFME) Standards for PhD education in Biomedicine and Health Sciences in Europe with specification according to institutional needs and national Health Care System priorities/.

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:

<b>Standard is fulfilled</b>	this means that the higher education institution meets this standard and fulfillment demonstrated during external evaluation;
<b>Standard is partly fulfilled</b>	this means that the higher education institution meets partly this standard, it is not fulfilled as required and appropriately demonstrated during external evaluation;
<b>Standard is not fulfilled</b>	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.

**Accreditation of PhD programme in Biomedicine and Health Sciences is carried out according to the following Standards:**

1. RESEARCH ENVIRONMENT
2. OUTCOMES
3. ADMISSION POLICY AND CRITERIA
4. PhD TRAINING PROGRAMME
5. SUPERVISION
6. PhD THESIS
7. ASSESSMENT
8. GRADUATE INSTITUTION STRUCTURE

## **Standard 1. RESEARCH ENVIRONMENT**

Standards 1: **Research environment** 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 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.

### ECAQA CRITERIA EVALUATION FORM

	<b>Standard 1 RESEARCH ENVIRONMENT</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
1.1	The success of individual PhD programmes is ensured by being performed in a suitable research environment that would reflect the research strength of the supervisor's research group, of the department, and of the graduate institution, as well as possibilities for national and international networking with strong research institutions				
1.2	The facilities available to the PhD candidates are compatible with the requirements of completing their PhD				
1.3	Research is consistent with international ethical standards and approved by appropriate and competent ethics committees				
1.4	There are arrangements to allow PhD candidates, if relevant, to perform part of their PhD programme at another institution, including those in other countries				
1.5	Institutions lacking facilities or expertise in particular fields collaborate with stronger institutions to ensure that the graduate school can offer these				

#### **Recommendations:**

**ECCø Member Name:**

**Signature:**

**Date of evaluation:**

## **Standard 2. OUTCOMES**

**Standards 2: Outcomes** include: educational outcomes; stakeholders' participation in the formulation of mission and outcomes, scientific methods; clinical sciences and skills.

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

- educational outcomes correspond to the purpose of postgraduate studies, are consistent with the goals and objectives of the programme, and provide the basis for evaluation and improving the efficiency of the PhD programme;
- educational programme is consistent with mission and outcomes and serves to their achievement;
- outcomes are accepted and supported by academic leadership, administrative staff, faculty, and students;
- PhD students develop competences that enable them to become qualified researchers and scientists.



### ECAQA CRITERIA EVALUATION FORM

	Standard 2 OUTCOMES	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
2.1	The PhD programme leading to the PhD degree provides students with competences that enable them to become a qualified researcher; that is a scientist able to conduct responsible, independent research, according to principles of good research practice				
2.2	Completion of a PhD programme is also of potential benefit for those who pursue careers outside of academic or clinical research, by use of competences achieved during the PhD programme, including solution of complex problems by critical analysis and evaluation, appropriate transfer of new technology and synthesis of new ideas				
2.3	The outcomes expected from PhD candidates with a background in medicine or other professional training are the same as for any other PhD				

**Recommendations:**

**ECCø Expert Name**

**Signature**

**Date of evaluation**

### **Standards 3: ADMISSION POLICY AND CRITERIA**

**Standards 3: Admission policy and criteria** includes: admission policy and selection; student intake size and nature; student counselling and support services; student 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 student self-government.

	Standards 3 ADMISSION POLICY AND CRITERIA	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
3.1	To ensure quality of PhD programmes, PhD candidates are selected on the basis of a competitive and transparent process				
3.2	Applicants for a PhD programme have an educational level corresponding to a master's degree, or to a medical degree				
3.3	Before enrolling a PhD candidate, or at a clearly defined time point in the programme, the institution evaluates and approves the following				
	– the scientific quality and feasibility of the research project to be performed by the PhD candidate				
	– whether the project is suitable and may reasonably be expected to result in a thesis				
	– the degree to which the project encourages innovation and creativity				
	– the qualifications of the nominated supervisors (see Standard 5)				
3.4	A PhD programme is not initiated unless the resources for completion of the PhD research project are available or predicted not to be a risk				
3.5	In choosing PhD candidates, the potential of the applicant for research is considered, and not just past academic performance				
3.6	Projects are assessed either by an external assessment of the written project description or else by presentation of the project to a panel of independent scientists. Where the candidate is obliged to obtain extra income, it is ensured that the candidate has the necessary time to complete the programme				

**Recommendations:**

**ECC's Expert Name**

**Signature**

**Date of evaluation**

## **Standard 4. PhD TRAINING PROGRAMME**

**Standard 4: PhD training programme** includes: framework of PhD programmes 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:

- PhD programmes 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 PhD programmes, 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 programmes
- PhD programmes 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 PhD programme;
- institution develops, approves, manages and regular cycle reviews PhD 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

	Standard 4. PhD TRAINING PROGRAMME	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
4.1	PhD training programmes are based on original research, courses and other activities which include analytical and critical thinking				
4.2	PhD programmes are performed under structured supervision				
4.3	PhD programmes ensure that candidates have appropriate training in the rules concerning ethics and responsible conduct in research				
4.4	PhD programmes are structured with a clear time limit, a length equivalent to 3-4 years full time. Extension of the time frame is possible, but limited and exceptional rather than typical. The time frame is extended in connection with parental leave or sick leave				
4.5	The training programme includes documented activities not directly related to the project (e.g. courses, journal clubs, participation in conferences, seminars and workshops, including preparation time) totalling about 15% of the programme parallel with conduct of the PhD project. A substantial part of these training activities is concerned with transferable skills				
4.6	PhD programmes that are performed in parallel with clinical or other professional training have the same time for research and course work as any other PhD				
4.7	There is continuous, structured assessment of the progress of PhD candidates throughout their PhD programme				
4.8	For PhDs performed by clinicians, leave-of absence from clinical duties is provided for the PhD part of such programmes				

[illegible]



## **Standard 5. SUPERVISION**

**Standard 5: Supervision** 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 institution'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

	<b>Standard 5 SUPERVISION</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
5.1	Each PhD candidate has a principal supervisor and normally at least one co-supervisor to cover all aspects of the defined programme				
5.2	The number of PhD candidates per supervisor is compatible with the supervisor's cumulative workload				
5.3	Supervisors are scientifically qualified and active scholars in the field concerned				
5.4	Supervisors have regular consultations with their candidates				
5.5	The institution ensures that training in supervision is available for all supervisors and potential supervisors				
5.6	The supervisor-candidate relationship is the key to a successful PhD programme. There is mutual respect, planned and agreed shared responsibility, and a contribution from both parties				
5.7	Institutional assistance is provided for career development. This is continuous, starting from the time of enrolment				
5.8	The responsibility of each supervisor is explicit and documented				
5.9	Supervisors have broad local and international scientific networks to be able to introduce the PhD candidate into the scientific community				
5.10	Supervisors in co-operation with the institution assist with career development				
5.11	Institutions consider having documented agreements describing the supervision process that are signed by				

	<b>Standard 5 SUPERVISION</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	supervisor, PhD candidate and head of graduate school				
5.12	The principal supervisor, at least, has some formal training as a supervisor				
5.13	Supervisors where possible also act as co-supervisors for PhD candidates at other graduate institution within the country but also internationally				
5.14	Graduate schools consider appointing a mentor or equivalent for each PhD candidate, in addition to the supervisor team, to discuss programmes from another aspect than the science topic alone				

**Recommendations:**

**ECCø 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 resource 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 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 \_\_\_\_\_

### *Evaluation criteria*

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

1. Objectives of session.
2. Structure of session, consistency and connection of its elements.
3. Scholarly, fundamentality, deepness of content of session material, its compliance 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 \_\_\_\_\_

### *Evaluation criteria*

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

1. Objectives of laboratory session (special and basic competencies).
2. Structure of lesson, consistency and connection of its 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. PhD THESIS**

**Standard 6:** The standard contains requirements for the design and preparation of a thesis as a result of research of a PhD student throughout the entire period of studies at the PhD programme.

**The external expert commission during the visit should evaluate the way:**

- medical institution ensures that PhD students and the scientific supervisor comply with the requirements for the design, structure and preparation of the thesis;
- publications of PhD students are carried out and correspond to the content of the thesis;
- PhD students follow the recommendations on the time frame of the research and the preparation of the thesis;
- medical institution ensures the original study that is considered an achievement in health care.

	Standard 6. PhD THESIS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
6.1	The PhD thesis is the basis for evaluating if the PhD candidate has acquired the skills to carry out independent, original and scientifically significant research and to critically evaluate work done by others				
6.2	The benchmark for the PhD thesis is the outcome to be expected from 3-4 years research at international level. In biomedicine and health sciences this benchmark is the equivalent of at least three <i>in extenso</i> papers published/ submitted/in preparation in internationally recognized, peer-reviewed journals				
6.3	In defining the benchmark for a PhD thesis, the assessment committee takes account of the provisos listed in the Annotations, for example the annotation indicating that fewer than three papers may be accepted if published in highly rated journals				
6.4	In addition to the papers presented, the PhD thesis includes a full review of the literature relevant to the themes in the papers, a full account of the research aims, methodological considerations, results, discussion, conclusions, and further perspectives of the PhD project				
6.5	Where the PhD thesis is presented in other formats, such as a single monograph, the assessment committee ensures that the contribution is at least equivalent to the above benchmark				
6.6	A PhD thesis in clinical medicine meets the same standards as other PhD theses				



	Standard 6. PhD THESIS	COMMENTS	Overall Quality Evaluation		
			fulfilled	partly fulfilled	not fulfilled
6.7	To encourage international recognition the thesis is written, and optimally also examined in English, unless local regulations stipulate otherwise, or where this is not possible or desirable. An abstract of the PhD thesis is published in English				
6.8	Where the articles or manuscripts are joint publications, co-author statements document that the PhD candidate has made a significant contribution to these. Ownership of results from PhD studies is clearly stated				
6.9	PhD theses are published on the graduate school's homepage, preferably <i>in extenso</i> . If patent or copyright legislation or other reasons prevent this, at least abstracts of the theses are publicly accessible				
6.10	There is a lay summary of the thesis in the local language				

**Recommendations:**

**ECCo'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, ACADEMIC STAFF 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 academic 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 academic staff 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 ACADEMIC STAFF 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 academic staff 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 academic staff?
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 ACADEMIC STAFF 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 ACADEMIC STAFF 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 ACADEMIC STAFF, 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. ASSESSMENT**

**Standard 7:** The standard contains requirements for identifying mechanisms to examine and evaluate a thesis, to analyse the achievements of PhD students to explore the possibilities for improving the PhD programme.

**The external expert commission during the visit should evaluate the way:**

- medical institution ensures the successful completion of a thesis by a PhD student and the defence of it on time in the relevant Thesis Committee;
- medical institution promotes an open, detailed and in-depth oral and written defence of a thesis;
- medical institution provides support to the PhD candidate in case of a negative assessment of the defence;
- medical institution ensures the building and development of PhD student's special skills.

	<b>Standard 7. ASSESSMENT</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
7.1	Acceptance of a PhD thesis includes acceptance of both the written thesis and a subsequent oral defence				
7.2	PhD degrees are awarded by the institution on the basis of a recommendation from an assessment committee that has evaluated the thesis and the oral defence with respect to the recommendations described in Standard 6				
7.3	The assessment committee consists of established and active scientists who are without direct connection to the milieu where the PhD was performed, and without any conflict of interest, and including individuals from another institution				
7.4	To avoid conflict of interest the supervisor is not a member of the assessment committee. However, local regulations might include the supervisor as a member of the assessment committee. In these cases it is suggested that the supervisor can take part in the discussions but not have a formal role in making the final decision				
7.5	In the case of a negative assessment of the written PhD thesis, the PhD candidate is normally given the opportunity to rewrite the thesis. Where there is a negative assessment of the oral defence, the candidate is normally allowed an additional possibility for defence. In exceptional cases the assessment committee can reject a thesis without offer to reconsider				
7.6	The oral examination is detailed enough to ensure that the thesis is the candidate's own work, that the intended training goals have been achieved, and that the candidate is able to put				

	<b>Standard 7. ASSESSMENT</b>	<b>COMMENTS</b>	<b>Overall Quality Evaluation</b>		
			<b>fulfilled</b>	<b>partly fulfilled</b>	<b>not fulfilled</b>
	the results into scientific context				
7.7	The oral defence is open to the public, or at least to the faculty				
7.8	To promote internationalisation, the institution ensures where economically and practically possible that the assessment committee includes at least one member from another country				
7.9	Apart from the thesis, the institution ensures that sufficient transferable skills have been acquired during the PhD programme				
7.10	The competences developed during the PhD programme are documented in a portfolio. This documentation is evaluated by the assessment committee and forms part of their decision concerning the award of the PhD degree				

**Recommendations:**

**ECCø Expert Name:**

**Signature:**



**Date of evaluation:**

## **Standard 8. GRADUATE INSTITUTION STRUCTURE**

**Standard 8: Graduate institution structure** 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>
8.1	The graduate school has sufficient resources for proper conduct of PhD programmes. This includes the resources appropriate to support the admission of PhD candidates, implementation of the PhD programmes of the PhD candidates enrolled, assessment of PhD theses, and awarding of PhD degrees				
8.2	<p>The graduate school has a website, in the national language and in English, including transparent information about policies concerning:</p> <ul style="list-style-type: none"> <li>– the responsibilities of the head of graduate school and the administration;</li> <li>– quality assurance and regular review to achieve quality improvement;</li> <li>– admission policy including a clear statement on the process of selection of candidates;</li> <li>– the structure, duration and content of the PhD programme;</li> <li>– the methods used for assessment of PhD candidates;</li> <li>– the formal framework for following the progress of the individual candidate;</li> <li>– supervisor appointment policy outlining the type, responsibilities and qualifications of supervisors;</li> <li>– Effective use of information and communication technology</li> </ul>				
8.3	Merit is given for relevant courses taken elsewhere or other relevant experience				
8.4	There are procedures for regular review and updating of the structure, function and quality of PhD programmes. This normally includes				

	<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>
	both supervisor and candidate feedback				
8.5	Representatives of the PhD candidates interact with the leadership of the graduate institution regarding the design, management and evaluation of PhD programmes. Candidate involvement and candidate organizations working to enhance PhD programmes at the institution are encouraged and facilitated				
8.7	There is an appeal mechanism allowing candidates to dispute decisions concerning their programmes and assessment of their theses				
8.8	Confidential candidate counselling concerning e.g. the PhD programme, supervision, as well as personal matters are offered by the graduate institution (by some referred to as an ombudsman)				
8.9	Graduate schools consider having a thesis committee for each PhD candidate that monitors the progress of the PhD candidate through meetings with the PhD candidate and the supervisors				

**Recommendations:**

**ECCø Expert Name:**

**Signature:**

**Date of evaluation:**