

To Accreditation Council
of Eurasian Center
for Accreditation and Quality Assurance
in Higher Education and health Care

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
BASED ON THE RESULTS OF THE EVALUATION OF THE EDUCATIONAL
PROGRAMME IN THE SPECIALTY "GENERAL MEDICINE"
OF CASPIAN INTERNATIONAL SCHOOL OF MEDICINE, "CASPIAN
PUBLIC UNIVERSITY"
FOR COMPLIANCE WITH THE ACCREDITATION STANDARDS OF THE
EDUCATIONAL PROGRAMME IN THE SPECIALTY "GENERAL
MEDICINE" OF MEDICAL EDUCATIONAL INSTITUTIONS**

external expert evaluation period: 1-2 March 2022

Almaty, 2022

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List of symbols and abbreviations

AMP	Administrative and managerial personnel
GP	General practitioner
university	Higher education institution
EEC	External expert commission
PI	Public Institution
USMHE	Unified system of management of higher education
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
FSA	Final State Attestation
KazMUNO	Kazakh Medical University of Continuing Education
CISM	Caspian International School of Medicine
CEP	Educational Programmes Committee
CPU	Caspian Public University
CED	Catalog of elective disciplines
CMI	Control and measuring instruments
MoH RK	Ministry of Health of the Republic of Kazakhstan
MES RoK	Ministry of Education and Science of the Republic of Kazakhstan
RK NLA	Normative and legal acts of the Republic of Kazakhstan
EP	Educational programme
MT	Midterm
PHC	Primary health care
TS	Teaching staff
WG	Working Group
WC	Work Curricula
QMS	Quality Management System
IWS	Student's independent work
IWRT	Independent work of the student under the supervision of a teacher
TEP	Typical educational plan
EMCD	Educational and methodological complex of the discipline
EQMC	Education Quality Monitoring Centre
GM	General Medicine
ECTS	European Credit Transfer System

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 4 of February 10, 2022, an External Expert Commission was formed to conduct an external evaluation of the educational programme in the specialty (6B10128) "General Medicine" of the Caspian International School of Medicine of the "Caspian Public University" for compliance with the Standards of accreditation of the educational programme of the bachelor of medical education institutions in the following composition:

order №	Status as part of EEC	Full name	Regalia, position, place of work/place of study, course, specialty
1.	chairperson	Kemelova Gulshat Seitmuratovna	Director of the Center for Simulation and Educational Technologies NJSC "Medical University of Karaganda", Associate Professor of the Department of Clinical Pharmacology and Evidence-Based Medicine, doctor of the highest qualification category in "Clinical Pharmacology", Member of ROSOMED (Russia), member of SESAM (Europe), Member of the Joint Quality Commission of the Ministry of Health of the Republic of Kazakhstan
2.	Foreign Expert	Andrey Semenovich Rudoy	doctor of Medical Sciences, Professor, Leading Research Fellow of the Research Department of the Belarusian State Medical University, Corresponding Member. Academy of Military Sciences of the Russian Federation, full member of the Russian Scientific Society of Physicians, the Eurasian Association of Physicians, the European Society of Cardiologists, the European Society of Gastroenterologists and the European Society of internal medicine.
3.	National Academic Expert	Mustafina Kamila Kamalovna	candidate of Medical Sciences, Professor of the Department of Microbiology, Virology and Immunology of the "Asfendiyarov Kazakh National Medical University"
4.	Expert – employer representative	Shamsutdinova Alfiya Gumarovna	MD MSc, BA, Fogarty Fellow, Director of the Children's Medical Center "Helmir Leads ", President of the Association of Bioethics and Medical Law, Doctor of the highest category in Public Health
5.	Expert – Student Representative	Sudhanshu Sharma	student of the 5th year of study in the specialty "General Medicine" NEI "Kazakh-Russian Medical University"
6.	Observer for ECAQA	Umarova Makpal Aldibekovna	head of the Department of Accreditation and Monitoring of the National University "Eurasian Center for Accreditation and quality Assurance in Higher education and health care"

The work of the ECAQA was carried out in accordance with the Regulation of EEC (Order of the Director General of ECAQA No. 4 dated February 13, 2017).

The ECAQA report contains an assessment of the educational programme in the specialty (6B10128) "General Medicine" for compliance with the Standards of accreditation of the educational programme of the Bachelor of Medical Education Organizations and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the ECAQA for further improvement of approaches and conditions for the implementation of the above educational programme and recommendations for the ECAQA Accreditation Council.

2. General part of the final report of the EEC

2.1 Introduction of the Caspian International School of Medicine of the NEI "Caspian Public University" and the educational programme in the specialty (6B10128) "General Medicine"

Organization name, legal form of ownership, bin	Institution of Education "Caspian Public University" BIN 030640000531
Management body	Scientific Council
Full name of the chief executive officer	PhD, Professor Nusenov Zholdasbek Muslimovich
Created in	1992
Location and contact details	050012, Almaty, 85a Dostyk Ave. (main building); ul. Seifullin str., 521 (training building) Phone: 8 727 250-69-30 E-mail: CPU@CPU.edu.kz Official website: https://CPU.edu.kz/
State license for educational activities in the residency (date, number)	General License No. 13014042 dated September 5, 2013, issued by the State Institution "Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan"
Information on branches, subsidiaries (if any)	no.
Year of implementation of the accredited educational programme (EP)	2020.
Duration of training	5 years
Total number of graduates since the beginning of EP implementation	103
Number of students in EP since the beginning of the current year	439
Full-time trainers/ Combiners involved in the implementation of EP, incl. % of degree	72 teachers, 48 of them full-time (67.6%). Of these, 22 (45.8%) have a degree, 22 clinicians of which 15 (68.1%) have more than 5 years of experience. Degree 67.6% Combiners – 24 (33.3%). Of these, with a degree of 6 (25%), 14 clinicians, of which 8 (57.1%) have more than 5 years of experience.

Caspian Public University (hereinafter - CPU) carries out educational activities on the basis of General License No. 13014042 dated September 5, 2013, issued by the State Institution "Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan". CPU is a multidisciplinary university, which implements training on the programmes of bachelor's, master's, doctoral programmes, entered in the Register of educational programmes of the Ministry of Education and Science of the Republic of Kazakhstan. CPU provides

training in 28 undergraduate educational programmes, 11 master's programmes and 2 doctoral programmes. In the structure of 6 higher schools, including the International School of Medicine. By order of the Chairperson of the Committee for Quality Assurance in Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan (MES RK) dated February 20, 2020 No. 80, the Caspian Public University was issued an annex to the license for educational activities (number KZ56LAA00000648 dated September 05, 2013) for training in the direction of 6B101 "Health Care". Educational activities in the CISM CPU are carried out in accordance with the Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education", the State Programme for the Development of Health Care of the Republic of Kazakhstan for 2020-2025 and other by-laws of the Ministry of Health of the Republic of Kazakhstan and the Ministry of Education and Science of the Republic of Kazakhstan. CISM programmes are certified by the Institute for Accreditation, Certification and Quality Assurance (ACQUIN, Germany) and IQAA. During the period of its activities, the CISM has concluded more than 30 cooperation agreements with universities, research institutes and organizations from more than 20 countries near and far abroad. CPU participates in international projects, including projects within CBHE Erasmus+.

Since 2018, training in medicine in the specialty "Nursing" has been carried out, since 2020, the educational programme in the specialty "6B10128 General Medicine" has been registered in the Unified Management System for Higher Education (USHEM) of the Ministry of Education and Science of the Republic of Kazakhstan. In the 2020-2021 academic year, the first enrollment of students for the "General Medicine" programme was held in the amount of 96 people with English language of instruction, 137 applicants were admitted in the 2021-2022 academic year. Currently, 439 students are studying, of which 233 (53.1%) are students enrolled in the educational programme registered in 2020. 206 (46.9 per cent) of the students are transferred from the Kazakh Medical University of Continuing Education (KazMUNO). The educational process is carried out by 72 teachers of the Caspian International School of Medicine at two departments: preclinical and clinical. Degree of faculty was 67.6%. The administrative staff is represented by the director with his deputies in the areas of activity, the department of educational work with the office-registrator, the department of work with students, an IT specialist in the amount of 14 employees.

The CISM resources for the provision of the general medicine educational programme include three educational buildings, 1 gym, 1 gym, 2 choreographic halls, 3 canteens, 2 buffets. The university houses 11 computer classes, 5 reading rooms, including 2 electronic, 14 multimedia rooms equipped with projectors, 9 educational laboratories and 12 multimedia complexes. A dormitory is available for international students in CPU. Clinical training is carried out in a multidisciplinary clinical hospital, with which a trust management agreement for a period of 30 years and 10 clinics under a cooperation agreement in the field of education are concluded.

CISM mission: Training of highly qualified medical personnel, competitive and in demand in the world community.

The mission of the educational programme 6B1012828 "General Medicine": *"The preparation of a comprehensively developed, competitive bachelor of health care with high social responsibility, capable of quality performance of their professional activities, lifelong learning and meeting the needs and expectations of society"* reflects and concretizes the mission of CISM.

Thus, CPU is an innovative, socially responsible public university, occupying a leading position in educational programmes, carries out multi-level training of specialists with the wide involvement of domestic and foreign scientists, experts and constantly increases scientific and academic potential. The general medicine curriculum is coordinated by the Caspian International School of Medicine.

Information on previous accreditation

This accreditation of the General Medicine educational programme is primary.

2.3 Conclusion on the results of the review of the report on the self-assessment of the educational programme "6B10128 General Medicine" for compliance with the Standards of

accreditation of the educational programme of the Bachelor of Medical Education Organizations and conclusions

The report on the self-assessment of the educational programme "General Medicine" of the CISM is presented on 99 pages of the main text and copies of electronic versions of 207 electronic documents and annexes on the organization of education.

The report is characterized by completeness of responses to all 9 accreditation standards, structured taking into account the recommendations of the ECAQA Self-Assessment Guidelines, as well as the internal unity of the information provided by the accredited medical school. A cover letter signed by Rector CPU Nusenov Zholdabek Muslimovich confirming the reliability of quantitative information and information contained in the report is attached to the report.

The report contains a list of 6 members of the internal self-assessment commission with an indication of the responsibility of each employee, information about the representative of the organization responsible for conducting the self-assessment of the educational programme – Ismailov Zhumagali Kazybayevich, Director of CISM, Director General of CISM Doctor of Medical Sciences, Professor.

The self-assessment of the educational programme in the specialty "6B10128 General Medicine" for compliance with the Standards of accreditation of the educational programme of the Bachelor of Medical Education Organizations was carried out on the basis of the order of the head No. 286Pa dated August 27, 2021 "On the composition of the working group (WG) for writing a self-assessment report within the framework of passing the specialized accreditation of ECAQA".

The report was reviewed by accreditation experts: Kemelova Gulshat Seitmurtovna (chair), Ruda Andrey Semenovich (foreign expert), Mustafina Kamiley Kamalovna (Kazakh academic expert), Shamsutdinova Alfiya Gumarovna (expert of employers' representatives). The reviews noted strengths and areas for improvement, as well as recommendations for additions and changes, including the following:

Standards	Reviewers' recommendations
1	<p>Present the curricula and revised programmes in 2020-2021 (specifically).</p> <p>Describe what external factors were taken into account with the description of specific information, given that the university trains only foreign citizens at CISM.</p> <p>Add lists of discussion bodies of the programme and the composition of members/indicate the number of the Appendix, where this information is reflected with the provision of an active link</p> <p>Attach partnership documents.</p> <p>Describe the stages of implementation with confirmation of the regulatory documents of the Republic of Kazakhstan.</p> <p>Provide a list of employers, which advisory bodies they belong to/ indicate the number of the Appendix, where this information is reflected.</p> <p>Show the protocols where the issues of EP are considered, the use of the results of their research activities in the teaching of relevant topics.</p>
2	<p>Recommend to reflect the survey process of Indian employers and how their proposals are implemented in the EP.</p> <p>Recommend writing specific examples of learning outcomes in each course or at the end of the course. What assessment methods are specifically used to assess a particular competency.</p> <p>Reflect how the results of undergraduate studies are coordinated with subsequent ones in postgraduate studies, given that the bulk of students are foreigners. Reflect how students are involved in scientific activities (disciplines, scientific circles, where the results of their scientific work are reflected).</p> <p>Recommend how the prerequisites are reflected, the uniformity of the distribution of loans by academic periods. Reflect how foreign students master exactly the communicative competence during the internship.</p> <p>Recommend showing the questionnaires, where the analysis of the questionnaires is heard, who surveys and processes the questionnaires.</p> <p>Show WC and where new disciplines (such as "Anesthesiology" and provide a calendar of</p>

	<p>department meetings.</p> <p>Provide review of the EP of several representatives of employers.</p> <p>There is no agreement with the representative of students and employers in the EP dated 23.04.2020.</p> <p>Recommend updating the thematic plans of the EP (to include the study of SARS-COV2 infection (Covid -pneumonia, etc.) in the Syllabuses - sections of internal diseases.</p> <p>Summarized data do not allow to determine the expected results of Indian employers. There is no evidence of how specific learning outcomes are analysed.</p> <p>There is no description on the basis of which the expected final LO are formulated, on what training base the training on the modules is carried out and how their achievement is monitored.</p> <p>The involvement of students in scientific research in medicine and Health Care is not described. Place emphasis on the forms of scientific work with students, which should be planned at senior departments and reflected in the strategic plan.</p> <p>It is recommended to present an analysis of the results of educational achievements, production practice.</p> <p>The report does not contain data on the structure and categories of students who need inclusive learning.</p> <p>It is necessary to specify by whom and how the evacuation is carried out.</p>
3	<p>Provide data on the transferable score (GPA) or the number of the application where this information/active link can be found, as this information must be posted on the site in the public domain to ensure transparency. Provide an extract from the SC, where the transfer points are approved.</p> <p>Show the Communication Skills Assessment Checklist.</p> <p>It is recommended to provide evidence: copies of the decision of the CF on transferable points, training log, analysis of the session results.</p>
4	<p>Provide an example of a completed questionnaire.</p> <p>To provide lists of foreign students receiving discounts, and it is better to remove this information, as it is further written that currently there are no such students.</p> <p>Confirmation of the number of students with special needs and the provision of an educational grant is required: extracts on the discussion of the formation of this contingent of students.</p> <p>Provide copies of appeals</p> <p>Provide an order for the summer semester, a list of students of the summer semester</p>
5	<p>Provide an order on the formation of a tender commission.</p> <p>Provide the qualification requirements for teaching staff conducting classes in English according to the "Medicine" programme.</p> <p>Provide an individual TS development plan and short- and long-term TS development plans.</p> <p>Provide documents regulating corporate ethics and culture.</p> <p>There is no provision for awards; the incentive document is still in operation, there are no procedures for granting allowances, although the text indicates that the process is taking place.</p> <p>Provide a link to the strategic plan and long-term plan of the QP, taking into account the number of hours in pre-clinical disciplines and clinical disciplines, a report on the implementation of the plan for the 2020-2021 academic year.</p> <p>The number of faculty members who have undergone advanced training in professional competencies over the past 3 years.</p>
6	<p>Provide information on how the School's budget is planned.</p> <p>Specify the web address of the electronic catalog in the local network of the KABIS.Web module of the university.</p> <p>It is recommended to present the infrastructure in the form of a plan of training rooms, a copy of the medical booklet, a list of new equipment.</p> <p>It is necessary to detail the share of CISM in literature, office equipment of the total number of students at the university.</p>
7	<p>Reflect work with the structural units responsible for the selection of students.</p> <p>It is recommended to present a report/presentation of the discussion of the results of the educational achievements, the results of the focus group study and the plan (programme) of</p>

	corrective measures.
8	Provide a link to the Information Center, the Regulation on the Center. Submit active links to Facebook, Instagram, Vkontakte, Cism_official. Provide examples of requisitions, procurement schedule, implementation process. Documents regulating autonomy: setting wages, incentives, etc. with a description of the procedure. It is recommended to submit purchase orders, procurement protocols, investment project plan.
9	Show link to "mailbox", trust phone. Where are the results of information processing reported? What decisions were made specifically? To show the plans of the FAT for the development of the pedagogical competence of the teaching staff, and not only in English. To show future plans for the development of TS.

Thus, in the process of feedback from the representative of the educational organization, experts received answers to the questions that arose and the self-assessment report was amended accordingly and additions were made to the recommendations of the reviewers. After finalizing the recommendations, CISM provided full information on the relevant accreditation standards.

In all standards, the real practice of the Caspian International School of Medicine of the NEI "Caspian Public University" for the preparation of bachelors in the specialty "General Medicine" is given, taking into account the beginning of admission of students in the 2020-2021 academic year, reasoned data, examples of the implementation of the tasks of the educational programme, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information about selection and admission, learning outcomes, results of knowledge and skills assessment, the material and technical base of the university and clinical bases, contractual obligations with partners (universities, associations, bases), financial information, development plans and improvement, etc.

The report is presented in the ECAQA in a completed form, with the correction of data on the above recommendations, written in a competent language, the formulations for each standard are clear and understandable and described in accordance with the criteria of standards, tables and diagrams, contain references in the text and have end-to-end numbering.

The quality of the self-assessment report served as the basis for moving to the next stage of the accreditation procedure, the external assessment. The experts plan to validate the report data, compare the information from the report with the information that will be obtained during the visit to the educational institution, i.e. verification of quantitative and qualitative indicators.

3. Description of the external expert evaluation and conclusions

3.1 Phases of External Visit

External expert work on accreditation of the educational programme in the specialty 6B10128 "General Medicine" for compliance with the standards of the educational programme of the Bachelor of Medical Education Organizations was organized in accordance with the Guidelines for conducting an external assessment of educational organizations and educational programmes of ECAQA (approved by the order of the Director General of the "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care" No.4 dated January 28, 2022) and in accordance with the programme approved on February 15, 2022 by the Director General of ECAQA Sarsenbayeva S.S. and agreed with the Rector CPU Nusenov Zh.M.

Dates of the EEC visit to the organization: March 1-2, 2022.

The external evaluation is aimed at validating the data of the self-assessment report and verifying the indicators indicating the degree of compliance with the criteria of accreditation standards.

The sequence of the visit within 3 days is presented in detail in the Visit Programme (hereinafter referred to as the Programme), which is contained in the documentation of the accreditation center and in Attachment 3 to this report. The programme is evidence of the implementation of all planned activities within the framework of an external expert evaluation.

The participation of foreign expert Andrei Semenovitch Ruda, doctor of medical sciences, professor and leading researcher of the research part of the Belarusian State Medical University is provided offline.

To obtain objective information, the EEC members used the following methods and their results:

- Interviews with management and administrative staff – a total of 5 people;
- Interviews with students – 38 people, including foreign students from India;
- study of the website <https://www.cism-edu.kz>
- Interviewing of 15 staff, 24 teachers;
- Questionnaires of teachers and students – 17 and 97, respectively;
- observation of students' education: attendance at 6 practical classes: attendance at training classes in basic disciplines, 1 course, the discipline "Fundamentals of Human Anatomy", group GM 21-02, teacher Zh. S. Zhunusova; 2 course, the discipline "Public Health Care", group GM 20-04, teacher - Doctor of Medical Sciences, Professor a.m. Aringazina; 2 course, the discipline "Biochemistry", group GM 20-05, teacher - B. B. Myrzakhmetova PhD. Attendance at training classes in clinical disciplines 3 course, the discipline "Radiation Diagnostics", group GM 19-01, teacher M.E. Safargaliyev; 4 course, the discipline "Surgical Diseases", group GM 18-014, teacher M.M. Mirsaliyev; 5 course, the discipline "Fundamentals of Medical Practice", group GM 17-01, teacher D.A. Kozhamberdiyeva

- Review of resources in the context of the implementation of accreditation standards: the Almaty Multidisciplinary Clinical Hospital was visited and a meeting with representatives of practical Health Care was held. This base for clinical bethrothal, where training under this educational programme is conducted with the participation of 23 full-time teachers and 14 part-time employees;

study of educational and methodological documents in the amount of 18 units both before the visit to the organization and during the visit to the units (the list of studied documents is in Attachment 2).

All persons indicated in the programme of the visit and in the lists of interview sites are present on the part of the CISM team.

Table 1 - Information on the number and category of participants in meetings, interviews, interviews with EEC members

№	Full name	Job Title
1.	Nusenov Zholdasbek Muslimovich	Rector, PhD
2.	Duysengulova N.S.	First Vice-Rector, Vice-Rector for Educational and Methodological Work, Candidate of Economic Sciences, Professor
3.	Kuatbaev A.K.	Vice-Rector for Science and Development, Doctor of Engineering Sciences
4.	O.V. Kirichok	Vice-Rector for Academic Affairs, PhD
5.	Ismailov Zh.K.	Director of the Caspian Sea International School of Medicine, Doctor of Medical Sciences, Professor
6.	Najhavan R.	Managing Director of CISM, PhD
7.	Zholdybaeva A.A.	Deputy Director of CISM for Academic and Scientific Activities, Doctor of Medical Sciences
8.	Chyngyshpaeva Yu.sh.	Deputy Director for Strategic Development and International Affairs
9.	Erkebay R.A.	Head of the Department of Training Work of CISM, Candidate of Medical Sciences
10.	Zh.S. Zhunusova	Teacher of the discipline "Anatomy"
11.	Aringazina a.m.	Teacher of the discipline "public health", Doctor of

		Medical Sciences, Professor
12.	B.B. Myrzakhmetova	Teacher of Biochemistry, PhD
13.	Tanasheva Gaukhar Asimkhanovna	Head of Human Resources Department
14.	Isanbaeva Zh.M.	Head of the Remote-Control Centre
15.	Amankeldi n.a.	Head of Student Service Center
16.	Serik E.S.	Specialist of the CISM office-registrator
17.	Safargaliev M.E.	Teacher of the discipline "Radiation Diagnostics"
18.	M.M. Mirsaliev	Teacher of Surgical Diseases
19.	Kozhamberdieva D.A.	Teacher of the discipline "Fundamentals of medical practice"
20.	Salem E.A.	Head of Surgery

Thus, when implementing the activities of the programme, namely, based on the results of the interview with the first head of the organization, members of the advisory body of the Council of the Caspian International School of Medicine, in interviews with students and teachers, compliance with the criteria of standard 1 was established. All participants in the educational process know the mission of the organization, took part in the formation of proposals for the formulation of the mission, while the mission was brought to the attention of potential residents through the website, social networks, information letters to medical organizations.

The strategic plan of the organization for the period of 5 years was reviewed, including 7 areas, such as "Development of educational programmes", "Development of research activities", "Development of international cooperation", "Personnel development", "Social and educational work", "Infrastructure development and the introduction of information technologies", "Development of the CISM brand", which confirms the fulfillment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with residents, it was established that before the beginning of classes, teachers inform about the mission, work plans of the organization of education, tell where to get the necessary information about the educational programme, teachers, training bases. This indicates compliance with Standard 2 in terms of adapting training to the needs of students. A distinctive feature of the EP, and given that the main contingent of students are Indian citizens, is its orientation towards passing examinations by graduates, in accordance with the requirements of the National Medical Council of India. Thus, for example, in a separate discipline of the fifth year, "Anesthesiology and resuscitation" is taught; in the module "Surgical diseases", the academic discipline "Maxillofacial surgery" is included; the time for studying the discipline "Emergency medical care" is increased; in the module "Public health", the discipline "Medical law" is introduced. The EP ensures the application of a student-centered approach to training. According to the passport, the educational programme 6B10128 "General Medicine" consists of modules and contains a description of competencies in the amount of 8, and the expected learning outcomes of EP, in the amount of 10. Thus, the EP presents the *competency model of the CISM graduate*, which was approved at the meeting of the Scientific Council of the CPU, order No. 10 dated April 23, 2020. The CISM documents contain work programmes, EMCD, which define the goals and objectives of training, take into account the integration of practical and theoretical components, independent work of students. In the syllabus of the disciplines, you can see the learning outcomes and competencies being formed, as well as clearly trace changes in the final learning outcomes and competencies in the courses of study. The competencies and results of training are recorded in syllabuses of disciplines that are available to students, as evidenced by their signatures in educational journals. Compliance with the State Standard and standard requirements has been established. Attending practical classes in basic and clinical disciplines, the experts received convincing data that the topics of the classes and the amount of hours corresponded to the lesson plan. Before the beginning of the lesson, students answer the tests as a basic control of knowledge in the disciplines – pre-requisites, receive timely feedback from the teacher, have

the opportunity to improve knowledge and skills. The organization ensures compliance with ethical aspects in the implementation of the educational programme, since the experts have studied the Regulations on the student's ethical code of February 1, 2019 (in the English version of the document, Chapter 9, p.31 of the Guidebook) and during the interview students replied that they were informed about the content of this document.

When attending the practical lesson of the 4th year in the discipline "Surgical diseases", group GM 18-014 of the teacher Mirsaliev M.M. on the topic "Acute cholecystitis", with a volume of 6 hours and conversation with students, the experts saw that the organization contributes to the development of practical competencies of future bachelors, which are fixed in the laboratory of medical simulation using simulation equipment. At the same time, students form and deepen their theoretical knowledge, develop communication skills. In the learning process, teachers use tablets, which are also available for every student, where all the methodological material is placed. A visit to the simulation center showed that there are simulators for training cardiopulmonary resuscitation, practicing surgical and traumatological skills, injections.

The analysis of educational activities has shown that the scientific basis and all the achievements of science in the advising disciplines have been taken into account, additions have been made to the bibliography of the EMCD and syllabuses, and teachers apply them in the classroom. Throughout the mastering of EP, students are taught scientific methodologies that include such methods as "scientific project" and "portfolio". The research competence is implemented in practical classes (for example, biochemistry).

The study of control and measuring tools for tests, tasks in basic and clinical disciplines showed that the organization has introduced an appropriate evaluation policy that allows a comprehensive assessment of students' academic achievements. Student workload is measured in credits: 1 credit ECTS = 30 academic hours. The amount of each subject is a whole number of credits. The main criterion for completing the educational process under the GP "General Medicine" is the student's mastering of 314 ECTS credits. During the interview, students spoke about the forms of formative and summative assessment, and about their full satisfaction with the educational process. Students also noted that they receive regular feedback from teachers at the end of the class and at the end of the discipline. The system of appealing the results of assessing students' achievements is reflected in the document "Academic Policy" dated January 18, 2021 and during the period of work of the organization of education, there were no precedents for appeal. Thus, compliance with standard 3 has been established.

During the visit to the organization and during the interview with Zholdybayeva A.A., Deputy Director of CISM for Academic and Scientific Activities, Doctor of Medical Sciences, the commission made sure that there is a documentation system that is transparent and accessible to all teachers and employees, and includes such documents as annual operational plans, annual reports, regulations of divisions, contracts with teachers and students, and educational and methodological documentation (working programme, working curricula, syllabuses, journals), control and measuring tools (checklists, sheets), certificates and certificates. It has been established that the management of EP is carried out at a qualitative level, the dean of the school is aware of all the problems and successes of students, they are constantly in contact with them on academic, social and other issues.

A review of the website showed that its pages contain the necessary documents for undergraduate students and information that is regularly updated. This information was obtained during an interview with R. A. Erkebay, Candidate of Medical Sciences, Head of the Department of Training Work of the CISM.

The conversation with the Head of the Human Resources Department CPU Tanasheva Gaukhar Asimkhanovna included questions on the selection and recruitment of employees and teachers of the school, allowed experts to learn about approaches to attracting clinical staff to implement the learning process (37 teachers in total), about the strategy and tactics of recruiting students for this specialty, the information security of the educational programme, as well as to identify problems in the management and development of human resources. 80% of teachers know how to teach, and those employees who

do not have certificates in pedagogical qualification are included in the plan for improving pedagogical qualification for the 2021-2022 academic year.

Interviews with 9 teachers, including 7 full-time teachers, showed that there are both successes and problems in educational management, depending on the specific base (admission of residents to the equipment, sufficient number of thematic patients, time for maintaining medical records, independent work). Experts received answers about the programme of professional development of teachers, financing of this training, availability at teachers of certification on methods of teaching.

On the same day, experts studied materials on the admission of residents and the selection of teachers and established compliance with standard 4.

In order to verify the data of Standard 5, external experts received an opinion on personnel policy and approaches to the development of teachers' pedagogical competence, motivation to work with students, implementation of the system of advisers in accordance with the Regulation on the CISM adviser. Experts found that teachers initiate research topics for students within scientific student circles, stimulate the need for additional training and independent work with literature, medical documentation

Early contact of students with patients is guaranteed in CISM. Thus, within the framework of the educational practice "Assistant ward nurse" in the fourth semester, students learn the skills of caring for a patient. At the same time, clinical training is carried out in a multidisciplinary clinical hospital, with which a trust management agreement and 10 clinics under a cooperation agreement in the field of education have been concluded. During the visit to Almaty Multidisciplinary Clinical Hospital, experts conducted a survey of resources, their compliance with training programmes, accessibility for teachers and students, as far as this equipment is modern and meets the needs of students and practical health care. Experts have obtained evidence of compliance with Standard 6, as well as validation of the self-assessment report information.

In order to validate the implementation of the self-assessment report and to obtain evidence on the quality of the programmes, interviews were conducted with residents in the specialty. Experts asked questions about the satisfaction with the training, the adequacy of time for the supervision of patients, work with medical documentation, satisfaction with teaching methods and the qualifications of teachers, social and moral support for students in need, participation in scientific work, the availability of a resource of international databases of professional literature. In general, students are satisfied with the training, assessment methods, and purposefully entered this organization, as they believe that the organization of education has good resources, image and international relations.

Students showed their commitment to the organization of education, were active in answering the questions of external experts, demonstrated their judgment on the organization of training, assessment of their skills, advisory support, opportunities to participate in research, funding, demonstrated their proficiency in English when answering the questions of experts, since all experts were fluent in English for the interview. Experts studied students' documents (portfolio, student assessment results, survey results).

Interviews with three employers were conducted locally at the clinical base and included such issues as: knowledge of the mission of the university, participation in the development of the mission and proposals in the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in the training of students through mentoring and/or mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, on the problems of interaction with departments. There are no data on the employment of graduates, since training is carried out for the time being during 2 academic periods.

The review of resources showed that they correspond to the goals and objectives of educational activities, and employees of the organization of education provide a collegial and ethical relationship with medical personnel, the management of the clinical base to achieve the final results of students. A sufficient number of thematic patients, modern equipment and demonstrates accessibility to students are provided, and employees who simultaneously perform the roles of teachers and mentors (mentors)

provide high-quality training in compliance with ethics and deontology. Before starting the relevant discipline of the educational programme, the resident receives a syllabus from the teacher and knows what skills he must acquire and develop during the training.

On the last day of the visit to the organization, a meeting of EEC members was held on the results of the external evaluation. The final discussion of the results of the external evaluation of the educational programme, the study of documents, the results of the interview, questionnaires was held. EEC members started designing the final EEC report. The results of the external evaluation are summarized. Experts have individually filled out the "Quality profile and criteria for external evaluation of the General Medicine educational programme for compliance with ECAQA Accreditation Standards". No inconsistencies were made by the EEC members. Recommendations for improving the educational programme were discussed, and the chairperson of Kemelova Gulshat Seitmuratovna held a final open vote on the recommendations for the ECAQA Accreditation Council.

For the work of the EEC, comfortable conditions were created, access to all the necessary information and material resources was organized. The Commission notes the high level of corporate culture of the Caspian International School of Medicine of the NEI "Caspian Public University", a high degree of openness of the team in providing information to the members of the EEC.

At the end of the programme of the visit, the chairperson of the EEC for the management and employees of the organization of education announced recommendations on the results of an external assessment within the framework of specialized accreditation.

4. Results of the survey.

The ECAQA observer conducted an online questionnaire on February 17, 2022 at <https://webanketa.com/>.

The survey of students includes 21 questions.

A total of 97 (63.8%) of the respondents responded to the survey. Total 439 students for the current year. Among the respondents who answered the questions of satisfaction with the educational process, 12 are graduates, 1 is a student of the advanced training programme. The basis for the analysis was the answers of undergraduate students. 84 – undergraduate students, of which 97.9% will recommend studying in this educational institution to their acquaintances, friends, relatives, 2 respondents (2%) - partially agree with this statement. Among the respondents there are students who participate in the work of advisory bodies (methodological council, scientific council, committees of educational programmes), 6 respondents do not participate, 2 respondents do not know anything about it. 91.7% of respondents are satisfied with the conditions and equipment of study rooms, classrooms at the departments that teach in 1-3 courses. "In the organization of education conditions for rest and meals of pupils (rooms for rest, benches/gazebos on the territory, a buffet-canteen) in breaks between occupations" answered 85,5% and 4% - doubt with the answer. In 2% of cases, teachers do not provide or do not always provide handouts, tests, tasks, additional literature to prepare for classes, 97.9% answered "regularly". 53.6% are engaged in research work at departments and 41.2% plan to be engaged. 97.9% of respondents believe that the library has educational literature on disciplines, which is recommended to them by teachers; 95.8% of respondents tutor helps in studying constantly; 100% - teachers and employees of the organization of education respect students; 98.9% are aware that there are social programmes to support students in the university; 97.9% of respondents are satisfied with the equipment and equipment of classrooms at clinical departments; 97.9% agree that the independent work of the student is a necessary part of study at the university; the organization of clinical (practical) training organized at the university respondents in 82.4% of cases consider "excellent" and 14.4% - good. 95.8% believe that there is sufficient time for practical training (patient supervision, clinical rounds, clinical reviews, assistance in operations, work in laboratories and in pharmaceutical production). 96.9% of respondents believe that the assessment of their knowledge and skills is carried out fairly and correctly and only 1 respondent "doubts the answer". After completing the classes, the teacher gives feedback (listens to the student's opinion, carries out a mini-questionnaire and work on errors) – 97.9%, the teacher (mentor, curator) of this organization of

education is an example as a professional doctor, a person (ethics, communications, appearance, speech) – 100%, 96.9% are satisfied with the educational process, 96.9% are sure that the organization allows to acquire the necessary knowledge and skills in the chosen specialty; 32.9% of students were involved by the management and teachers in preparing for specialized (programme) accreditation, 55.6% - learned about this only upon the arrival of the commission.

Thus, the results of the questionnaire allow us to conclude that students are satisfied with the educational process of the school and no negative answers were revealed.

The teacher survey included 26 questionnaire questions. A total of 17 (53%) people responded, out of the total number of faculty members declared for the questionnaire, with pedagogical experience of up to 5 years – 11.7%, up to 10 years – 41.1%, more than 10 years - 47%.

The profile of respondents is presented as follows: therapeutic (5.88%), paediatric (17.65%), surgical (11.76%), functional diagnostics (5.88%), other specialties (teachers of basic disciplines) – 58.82%. Respondents' answers are as follows: 100% are satisfied with the organization of the educational process in this educational institution, 100% are satisfied with the ethics and subordination in relations between colleagues, teachers, management, 100% are satisfied with the organization of labor and workplace in this educational organization. 100% are satisfied with the organization of labor and workplace in this educational organization. There is an opportunity for career growth and the development of teacher competencies in the organization: 88.24% fully agree, 11.7% partially agree, in this organization of education there is an opportunity to engage in scientific work and publish the results of research completely agree and partially agree – 94.1% and 5.9%, respectively. Of the respondents, 11.7 per cent were dissatisfied with their salaries and 100 per cent were satisfied with the personnel service. 64.7% underwent further training less than 1 year ago, and 35.2% - during the current year. Characteristics of the microclimate in the staff of the department/department/department/department is assessed as satisfactory in 82.3% of cases, 17.65 – quite satisfactory. In this educational institution there is an opportunity to realize as a professional in the specialty 94.1% (completely agree) and 5.9% (partially agree). All teachers agree that students of this educational organization have a high level of knowledge and practical skills after completing the curriculum. The timeliness of the implementation of applications for the purchase of methodological and didactic materials, office equipment, stationery to ensure the educational process in the organization is estimated at 94.1% and 5.9% noted the untimely implementation of the application. The education organization supports participation in conferences (international, republican) 52.9%, don't address to the management on this occasion 17.6%, there is no answer – 29.4%. "Students have free access to patients on clinical sites and all conditions for improving their practical skills" answered "fully agree" 76.5% and "partially agree" - 23.5%. Teachers during training sessions use cases (64.7%), EMCD (100%), CMI (88.2%), monographs (29.4%), the training journal (82.3%), the journal of registration of working off (23.5%). The theoretical part of the training as a teacher of clinical discipline takes from 30% to 50% of the total time of 48% of respondents. Satisfaction with the level of previous training of students when entering educational programmes in the organization of education answered "fully satisfies" 29.4%, partially satisfies 52.9%, 1 respondent answered that "does not satisfy". 41.1% are supervisors of students, 52.9% are not supervisors/mentors. To the question "Is it difficult for you to combine teaching activities with clinical work in a hospital or polyclinic?" 35.3% answered that "I have a well-established organization of work", 5.9% - "teaching activities prevail", 11.7% - "these activities complement each other", 58.8% - "I do not do clinical work". Respondents rate their professional level as high – 88.2%, average – 11.7%. The most frequently used teaching methods in the process of students' education: lectures (47%), oral analysis (64.7%), problem-oriented learning (47%), interactive learning (82.3%), performance of abstracts (5.9%), implementation of projects, coursework (35.3%), practical classes on clinical skills at the training and clinical center (35.3%), analysis of situational tasks (82.3%), compilation and solution of cases (47%), oral survey of students (64.7%), solution of tests (70.1%), work in small groups (82.3%), written completion of tasks (64.7%). All teachers believe that this questionnaire is useful for

developing recommendations for improving the key areas of the organization's activities.

Thus, the results of the questionnaire in general demonstrate satisfaction with the educational process, the resources of the clinical base, the competencies of teachers, as well as indicate the existence of centralized management of educational programmes and the use of a wide variety of teaching methods.

5. Analysis for compliance with accreditation standards based on the results of an external evaluation of the educational programme "General Medicine" of the CPU

Standard 1: MISSION AND END OUTCOMES

Evidence of compliance:

1.1 Mission statement

The expert commission received convincing data that the mission and vision of CPU, CISM and EP "general medicine", corresponds to the objectives of the development of the national system of medical education, is posted on the website of the university, is available to all interested parties (students, employees, teachers, employers, etc.). CISM has its own officially published mission, which includes values and priorities. CISM has autonomy in the development of the policy for the implementation of the EP. The educational programme "6B10128 General Medicine" has its own mission. Students and all interested parties are informed about the mission and values of CISM through the website of the university and CISM, information stands and communication with teachers. Students are aware of the qualification requirements of the specialty from the first lesson, and strive to achieve the final results of training in the relevant programmes. The plans, goals and objectives of CISM have been developed taking into account the requirements of training of the future specialist, contributing to improving the quality of medical care in accordance with the strategy of the university and the Ministry of Health of the Republic of Kazakhstan with a description of the process of development and approval of training programmes. The results of the CISM activity are actively published in social networks to achieve the final results under the educational programme "6B10128 general medicine".

1.2 Participation in the formulation of the mission of the educational programme

The development and approval of the mission of the university and school is carried out in accordance with the existing procedure, ensuring the involvement of all stakeholders at the stage of planning and implementation of decisions. During interviews with students, teachers, CISM employees, interviews with managers and employers, the participation of the team, employees, the student community in the discussion of the mission and goals of the university, the school was established.

1.3 Institutional autonomy and academic freedom

CISM has institutional autonomy, which allows to independently regulate the admission of applicants, to ensure the quality of the educational programme through the CISM Councils, regulations. There is its own strategic plan in 6 areas for 5 years.

Documents confirming the implementation of the standard:

1. Mission <https://CPU.edu.kz/caspian-university>
2. CISM mission <https://www.cism-edu.kz>
3. Mission of the educational programme
4. CISM Strategic Development Plan dated 26.11.2020

Strengths:

1. The mission, goals and objectives of the EP are in line with the strategic directions of CPU and CISM.
2. Openness and transparency of CISM activities through social media.
3. Active and mutually beneficial integration with other structural units of the university and practical health care.

4. A wide range of training outcomes in pre-clinical, clinical training using innovative technologies.

5. A wide range of stakeholders are involved in the process of formulating the mission, objectives and strategic plans, including CISM staff, representatives of Health Care of the Republic of Kazakhstan, India and Pakistan, as well as representatives of students and their parents.

6. The expected learning outcomes cover all areas of future professional activity, giving graduates the opportunity to choose their individual profile in postgraduate studies from a practitioner to a scientist or manager.

Conclusions of the EEC on the criteria. Compliant with 11 standards: full – 11.

Standard 1: *completed*

Recommendations for improvement identified during the external visit: *none*

Standard 2: EDUCATIONAL PROGRAMME

Evidence of compliance:

2.1 Outcomes of the educational programme

The educational programme and passport of EP are presented in three languages (Kazakh, Russian and English). CISM has defined the final expected learning outcomes. Training in the educational programme "General Medicine" is implemented in accordance with the mission, goals and expected results of training in the educational programme and reflects the needs and expectations of practical health care and society as a whole, which is reflected in the passport of the educational programme, syllabuses, including in modules. When developing the EP, the goals of the educational programme were taken into account, external examinations were taken into account to check the quality of the EP, the load on students, the student-centered approach was ensured. Learning objectives and outcomes are also presented in the Academic Policy, the Student Guidebook.

2.2 Organization and structure of the educational programme

EEC received convincing data on the organization and structure of EP, methodological support, the use of various teaching methods by teachers (traditional and interactive, active, simulation technologies). Throughout the mastering of EP, students are taught scientific methodologies, research through the discipline of evidence-based medicine. When surveying students, a high percentage of students' satisfaction with their studies at CISM was established. In the structure of the EP, 8 main competencies of the graduate are identified with a description of subcompetencies that will have to be mastered within the framework of 314 educational loans. The concept of the development of the EP until the 2024–2025 academic year with a description of tasks and target indicators is also presented in the EP. The results of the promotion of students in the field of education are stored in the database of the relevant structures of the university: the department, the department for work with students, the Registrar's Office.

2.3 Content of the educational programme

CISM guarantees the content of EP, including basic, clinical and social sciences. In order to ensure the adequacy of the EP, students are surveyed and changes are made to the EP based on the results of the survey and the requirements of the National Medical Council of India. The methods of teaching and training used are based on modern principles, the participation of stakeholders from medical universities, contribute to the formation of professional competencies with an increase in competencies and determine the content, sequence of components of training, allow you to master basic biomedical sciences, professional skills. However, there is inconsistency in the study of tropical diseases and infectious diseases.

2.4 Basic Biomedical Sciences

In the EP, the volume of 100 educational credits of basic biomedical sciences are distributed by disciplines and modules. The modules of the basic disciplines are integrated into the modules by organs and systems, for example, "morphology and physiology", "pathology of the body", including general pathology, pathophysiology, pharmacology. Modular training is based on the principle of

simultaneous study of human systems from the standpoint of all integrated disciplines. First, the fundamental foundations of a number of natural sciences are studied: the modules of normal morphology and physiology of the body in the first and second years to know the individual, sexual, age anatomical and physiological features of the body. Then the body pathology, and microbiology modules with the basics of immunology. Having acquired knowledge of the nature, causes and mechanisms of various processes in the human body, the student is ready to master the profiling disciplines: pediatrics, surgery, therapy, GMT modules, emergency clinics.

2.5 Clinical Sciences

Early contact with patients begins with the 2nd year of TP and training at clinical sites, however, the development of clinical skills begins in the laboratory of medical simulations, and is carried out in a total amount of up to 50% at clinical sites and in the laboratory of medical simulation. The EP has been updated in accordance with the COVID-19 pandemic. Rules, a programme of practice are developed for passing of production practice. One of the strengths of clinical training is the presence of its own clinic and contracts with 10 clinical bases, including in foreign clinics from India. The proportion of training hours of clinical training, diaries of production practice, student portfolios allow to determine the compliance of competencies with the level of training.

2.6 Scientific Method

To form competence in the research area, the disciplines "Evidence-based medicine and biostatistics", "Fundamentals of scientific research" were introduced into the structure of the EP. The results of training in these disciplines are confirmed by the increased interest among students seeking to participate in scientific projects of teachers. For example, the project of Professor a.m. Aringazina on "Covid-19 Survivor Study". Managers of projects planned jointly with students are experienced researchers who have great potential to develop the skills of scientific research in students.

2.7 Behavioral and Social Sciences and Medical Ethics

In the EP, the implementation of competencies in behavioral and social sciences, medical ethics is carried out through the disciplines "IT in practical health care", the module "Public and socio-political knowledge", contributing to the formation of skills to respond to the individual health needs of the patient, to defend the interests of the patient in the clinical environment and beyond, on the basis of social responsibility to respond to the needs of the served population.

2.8 Educational Technologies, Learning Methods and Practical Training

EP is provided by conducting classes with innovative training technologies. The interactive virtual learning environment Proceum is used, which allows you to master basic disciplines in anatomy and physiology. The presented methodological developments meet the requirements for conducting active teaching methods, which contributes to the cognitive activity of students. The medical simulation laboratory has a sufficient number of mannequins and simulators to cover the number of students and clinical skills. In addition, an application is submitted for the purchase of simulation equipment to expand the spectrum of clinical competence. The effectiveness and efficiency of innovation implementation is determined by the feedback system, and the evaluation of learning outcomes is carried out by analyzing students' academic achievements and questionnaires of students and teaching staff.

2.9 Management of the educational programme

The educational programme was registered in the USHEM of the Ministry of Education and Science of the Republic of Kazakhstan on May 8, 2020. Despite this, in order to update and analyze the needs of stakeholders, students/ teachers are surveyed, focus groups and round tables are held to ascertain the wishes of students for changes in the EP. The Registrar Office, on the basis of the analysis of the examination session and the recommendations of the members of the SAC, forms its proposals for the revision of the EP and reports at the meeting of the Council of the CISM. During the visit, the experts found that the implementation of EP is ensured by a number of regulatory documents, such as the Academic Policy, the Regulation on the Development and Approval of EP, the Ethical Code, the Code of Corporate Culture and the Rules for Academic Integrity of Students.

2.10 Relation to medical practice and health care system

In the framework of clinical training, CISM cooperates closely with the staff of clinical bases and the health care system. Preparation of students for future clinical practice is carried out through the study of the module "Basics of general medical practice". Taking into account the fact that graduates of this educational programme will have to pass a national examination abroad, in order to timely update and analyze changes in the NLA in India and Pakistan, representatives of employers from these countries are included in the Council of the CISM.

Strengths:

1. The implementation of educational programmes is provided by the educational process of education, taking into account the needs of practical health care.
2. A variety of teaching and learning methods with effective feedback (Proceum) are applied.
3. Internal quality assurance analysis is carried out by analyzing the results of questionnaires of all stakeholders.
4. A quality assurance policy is described, taking into account the confidentiality of students' results and the determination of priorities for the allocation of resources.
5. The presence of a multidisciplinary affiliated university clinic CISM allows for the implementation of early clinical contact and clinical preparation with the achievement of the expected end results.

Conclusions of the EEC on the criteria. Compliant with 38 standards: 33 in full, 5 in part.

Standard 2: Implemented

Recommendations for improvement identified during the external visit:

- 1) To develop an internship programme for further implementation of educational levels.
- 2) When forming the catalogue of elective disciplines (CED), take into account the vertical integration of disciplines.
- 3) Take into account clinical developments when compiling syllabuses of disciplines. Provide an algorithm for the development of acts of introduction into the educational process.
- 4) Taking into account the vision of the University of the Caspian Sea as a research university, it is recommended to strengthen the scientific component of the educational programme through the creation of a scientific council, the development of research and innovation activities of teachers and students, the **creation of a PT** on research and the creation of a provision on intra-university grants for research.
- 5) Establish A CEP with the authority to plan and implement the educational programme taking into account the needs of stakeholders.

Standard 3: ASSESSMENT OF STUDENTS

Evidence of compliance:

3.1 Evaluation policy and system

The policy and evaluation system of the CISM CPU educational programme is carried out in accordance with the internal regulations governing the educational and methodological work of the university as a whole by the Council of CISM, which participates in the discussion of the evaluation of programmes and makes an appropriate contribution to the further improvement of the CPU educational process. Evaluation of the expected results of the implementation of training programmes is carried out by analyzing the results of the questionnaire, feedback from students after the completion of the training stage, as well as by discussing training approaches with stakeholders. The student assessment policy is regulated by the Academic Policy of the CPU and the Rules for assessing the educational achievements of students at CISM. The documents contain information about the assessment policy, methods, criteria, appeal procedure, retaking conditions, organization of independent work of students, monitoring of the educational process, rules for the implementation of the summer semester, rules for the organization and conduct of professional practice, rules for the transfer, restoration and expulsion of students. The student is informed through a guidebook, a syllabus, an academic calendar, a schedule of current classes, examination sessions, consultations, curatorial and advisory hours. Students are

acquainted with the marks in the magazine with paintings. CISM has a system for assessing students' knowledge, skills and abilities in accordance with the competency model. A system of formative and summative assessments is applied. Assessment of students' academic progress is carried out by teachers of disciplines (modules) in the process of current and intermediate control with the use of certain indicators and criteria.

3.2 Evaluation that promotes and supports learning (formative assessment)

Assessment of students' academic progress is carried out by teachers of disciplines (modules) in the process of current and intermediate control with the use of certain indicators and criteria. Monitoring of attendance and performance of foreign students is carried out in accordance with the Evaluation Rules. Students' academic well-being is monitored by facilitators, who provide curatorial hours and conversations to track students' progress and identify discussion weaknesses. The main method of formative assessment is to provide constructive feedback, support and motivate students to achieve educational outcomes.

3.3 Decision Supporting Assessment (Summative Assessment)

CISM has developed and implemented an evaluation system that provides information on the results of the assessment and the transition of students to the next course of study, the principles of the final assessment (summary assessment), applies assessment methods that provide reliable and reliable quantitative data on the results of the assessment. The form and procedure for conducting the exam in each academic discipline is discussed at the meeting of the CISM, considered and approved at the Academic and Methodological Council.

3.4 Quality Control

General monitoring of the quality of educational programmes is carried out by the Education Quality Monitoring Centre (EQMC) through a survey of stakeholders, including employers, and the examination of anonymous proposals from the complaints and proposals box. The university has a monitoring group to assess and improve the educational process, as well as a quality commission. The University has developed a system of feedback and analysis of students' academic achievements with a monthly discussion of the results of the current and final student performance monitoring with the adoption of corrective measures. Feedback is conducted twice a year, upon completion of interim certification, responsibility is assigned to the Department of Academic Quality of the Department of Academic Work of the University. The evaluation sheets used, fixing the indicators of dummies and simulators, audio and video fixation during the TCE allow to regularly analyze inconsistencies during the training with the subsequent adjustment of the educational process.

Strengths:

1. Evaluation of the CISM CPU educational programme is carried out in accordance with the internal regulations governing the educational and methodological work of the university as a whole
2. General monitoring of the quality of educational programmes is conducted by the Education Quality Monitoring Centre (EQMC) through a stakeholder survey
3. A system of feedback and analysis of students' academic achievements was developed with monthly discussion of the results of current and final student performance monitoring with the adoption of corrective measures.

The conclusions of the EEC meet the criteria of 14 standards: fully - 12, partially – 2.

Standard 3: Implemented

Recommendations for improvement identified during the external visit:

- 1) Adjust the calculation of learning achievements and switch to the electronic form of evaluation and registration of learning achievements
- 2) Update the "pool" of evaluators to regularly analyze customer satisfaction and make proposals for assessing the quality of educational services provided.

Standard 4: STUDENTS

Evidence of compliance:

4.1 Student Selection and Admission Policy

The rules for admission to bachelor's programmes in the "CPU" educational institution have been developed in accordance with the requirements of the current Law of the Republic of Kazakhstan "On Education", the Standard Rules for Admission to Education Organizations Implementing Educational Programmes of Higher and Postgraduate Education", approved by the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 (with amendments and additions as of June 8, 2020 No. 237). The admission policy is based on the results of a special examination. The form of the entrance special examination (psychometric test) for admission to the CPU. The requirements for candidates were determined, the available resources and the ratio of students to teaching staff were taken into account.

4.2 Student Counseling and Support

The student is provided with a guidebook, which provides step-by-step information about the educational process for the entire first year of study. The function of academic consulting on the accredited EP is performed by advisors advising students in the construction of the learning path, and supervisors. During the entire period of study, the same specialist carries out the registration of students at the entrance and exit from Kazakhstan, in case of change of place of residence, supporting students in all types of activities and in all spheres. For students, conditions have been created that allow them to realize creative and intellectual potential – students have the opportunity to form an individual educational trajectory; participate in research work.

Strengths:

1. The requirements for candidates were determined, the available resources and the ratio of students to teachers were taken into account.
2. An effective system of social and academic support for students, including a wide range of issues from visa support to the organization of meals and transportation of students.
3. Broad representation of students, including developed student self-government.
4. Created conditions for the realization of creative potential and personal growth of students

Conclusions of the EEC on the criteria. Compliant with 16 standards: fully – 12, partially – 4.

Standard 4: Implemented

Recommendations for improvement identified during the external visit:

- 1) To increase the participation of students in the scientific research of the department, the development of policies to ensure the connection between scientific research and education

Standard 5: FACULTY

Evidence of compliance:

5.1 Policy on Academic Staffing

CISM is headed by a highly qualified specialist, Dr. med., Professor Ismailov Zh.K. CISM is provided with a sufficient number of personnel. The total staff of CISM is 72 teaching staff and 14 administrative staff. There is a sufficient number of experienced teachers of medical education who speak English. Personnel policies are described in the Human Resources Development Administration. CISM guarantees the sufficiency of knowledge and skills of each teacher, provides free English courses for both full-time teachers and co-clinicians.

5.2 Academic performance and professional ethics of teachers

CPU has developed a certification mechanism that provides a comprehensive assessment of the activities of teaching staff, including scientific and educational achievements. Qualification requirements, rights and obligations, goals and objectives of activities, functions of the university faculty are determined by the relevant job descriptions. In the event that a violation of the main regulations governing labour discipline is found in the process of monitoring teaching activities, a set

of corrective measures (conversation, advanced training, etc.) is carried out at a low level of teacher qualification. The main criterion for election to the position is performance in the previous job. New employees are briefed and are supervised during the first academic period by a mentor formally assigned. A competitive system of remuneration for teaching in English has been established.

5.3 Continuous professional development of academic staff

The TS regularly builds professional competence, includes support and development, as well as performance evaluation. In the portfolio of teachers there are certificates of advanced training, including on pedagogical qualifications. 48 new employees were trained under the programme of the school of a young teacher.

Strengths:

1. The head of CISM has sufficient competence and authority to carry out activities.
2. The CISM staff is staffed with competent in the field of medical education, which allows to support the goals of the school and to carry out the educational process qualitatively using innovative technologies.
3. There is a plan to improve the qualifications of teachers for the current year.

Conclusions of the EEC on the criteria. Compliant with 10 standards: full – 9, partial – 1.

Standard 5: Implemented

Recommendations for improvement identified during the external visit:

- 1) Develop a system for assessing the effectiveness of personnel activities.

Standard 6: EDUCATIONAL RESOURCES

Evidence of compliance:

6.1 Material and technical basis for teaching and learning

The material and technical base meets the qualification requirements, 3 study rooms for clinical disciplines, 2 study rooms for basic disciplines, 12 study rooms for CCCs. EEC received convincing evidence on the list of equipment of training and laboratory rooms and laboratory of medical simulations with the plan and layouts of simulation equipment. In CISM, the material and technical base has been strengthened in accordance with the strategy for the development of CPU, which effectively implements the goals and objectives of training in the educational programme "General Medicine". The CPU buildings are designed in accordance with the requirements of fire safety and emergency services. There is its own clinical base, accredited for three years. Teachers actively introduce the achievements of medical science, as well as the results of their research, into the educational process. The library's collection consists of textbooks, teaching and methodological aids, scientific and fiction literature, periodicals (newspapers and magazines) on paper, electronic and magnetic media. CISM employees are involved in the examination of the EP. A scheme for the continuous improvement of EP has been developed. Conditions have been created for conducting research in the field of medical education. CISM facilitates the international exchange of students and staff.

6.2 Resources for Clinical Training

To form and develop the clinical competence of students, a safe and reliable environment was created through training in the laboratory of medical simulation and training at the clinical bases of CISM. The presence of its own clinical base in Almaty multidisciplinary clinic is a particularly strong strength for the training of future doctors, since the clinic is not overloaded with students, there are enough study rooms and departments and patients to cover the training programme.

6.3 Medical research and scientific achievements

CISM actively integrates the achievements of science into the educational process, 4 scientific projects are carried out by CISM staff. The conditions have been created for students to perform research work within the topics of interest. The results of research work are covered in publications. However, more

health education publications are needed to objectively assess the effectiveness of teaching and learning methods.

6.4 Information Resources

Effective use is made of information and communication technologies. Access to information resources is reasonably well ensured. There are catalogues of the media library, active links to information resources in the library and individual access of students through smartphones. The CISM Library provides students with access to various databases. CISM concluded a contract with the electronic educational portal Proceum <http://proceum.com> on this platform, the material is submitted to students. Also, students and teachers are provided with a corporate subscription to the online resource Access Medicine from McGraw Hill Medical. Teachers and students have a subscription to the Cochraine Library; Springer; ScienceDirect; Scopus; Engineering Village; Clinicalkey databases.

6.6 Education expertise

Employees have experience of review and are involved in the examination of educational programmes. CISM has developed a scheme for continuous improvement of EP based on the results of regular expert review. The departmental meeting discusses the results of the analysis and external and internal expertise, as well as the expected areas of improvement. On the Caspidot platform there is a feedback tab "Feedback", where students are invited to anonymously submit their opinion on the discipline and the EP as a whole. Teachers introduce innovative technologies into the educational process and evaluate their effectiveness.

6.6 Exchange in education

Agreements, memoranda and agreements on cooperation in the field of science and education with other universities in the near and far abroad are concluded in order to organize academic mobility for students of CPU. Cooperation has already been established with medical universities in Georgia, Tajikistan and Kyrgyzstan.

Strengths:

1. There is open access to information sources, electronic resources for conducting face-to-face and distance learning for employees, teachers, students.
2. Availability of own university clinic CISM, laboratory of medical simulation.
3. Availability of pedagogical and scientific potential of teaching staff.

Conclusions of the EEC on the criteria. Meet of 21 standards: fully - 19, partially – 2.

Standard 6: Implemented

Recommendations for improvement identified during the external visit:

- 1) Continue to develop the material and technical base for the implementation in the process of simulation training of logistics chains that simulate the work of medical institutions (admission-diagnostics – treatment – discharge) in several specialties.
- 2) To carry out scientific publications in the field of medical education, to hold international Olympiads and conferences

Standard 7: PROGRAMME EVALUATION

Evidence of compliance:

7.1 Quality Assurance System

CPU has introduced a quality control system for the educational process, which is carried out by the Central Committee for Municipal Education. University administration, teaching staff and students take an active part in the formation and support of quality assurance policy. The participation of the teaching staff in the management of the university is also ensured through various forms of feedback. Students take part in the management of the university, are part of the collegial management bodies. The Academic Committee of the CPU develops and forms a document regulating the procedure of the Quality Assurance Policy at the University.

7.2 Monitoring and evaluation mechanisms of the programme

The structure and hierarchy of decision-making is carried out through the discussion of problematic issues at meetings of deliberative bodies, the Academic Council. The heads of all structural divisions of CISM are responsible for the compliance of the activities of the divisions with the goals, objectives and functions regulated in the Regulations. Monitoring of the quality assurance of the educational process is carried out on the basis of the Rules of internal quality assurance of the educational process in the CISM through the collection of feedback from stakeholders (students, teachers, representatives of practical health care), analysis of resources (IT, library, classroom fund, number and quality of teachers), analysis of students' academic achievements. The collection and analysis of the results of the survey of stakeholders allows us to identify areas of improvement in the educational programme.

7.3 Teacher and Student Feedback

CISM regularly collects feedback from faculty and students to analyze academic achievements. Based on the results of the survey and proposals from employers, students and teachers, changes were made, namely, the disciplines of evidence-based medicine and the basics of scientific research were included.

7.4 Academic achievements of students and graduates

Based on the results of the past three sessions, a statistical analysis of the dynamics of in-session assessments of students in the main studied disciplines was carried out. A focus group study was conducted to determine the causes of poor academic performance, the results of which can be consulted by students and all stakeholders on the quality assurance policy through the media and the official website.

7.4 Stakeholder Engagement

The results of the training achievements are discussed at the Council of the CISM and communicated to all interested parties. Employers, management, teachers and student representatives take part in the discussion of the EP, the results of achieving the final results.

Strengths:

1. A wide range of stakeholders are involved in the monitoring of the educational programme, including CMM staff, students and their parents, representatives of employers, experts in the field of medical education and state regulatory bodies.
2. CISM conducts regular assessment of EP using internal and external expertise.
3. Transparency in the development of an educational programme with the participation of all stakeholders

Conclusions of the EEC on the criteria. Comply with 14 standards: fully - 13, partially – 1.

Standard 7: Implemented

Recommendations for improvement identified during the external visit:

- 1) Expand membership in international organizations and associations to improve the assessment and examination of the educational programme.

Standard 8: GOVERNANCE AND ADMINISTRATION

Evidence of compliance:

8.1 Control

The structure of education management is transparent and accessible to all stakeholders, which ensures effective management of the educational process. External stakeholders are permanent members of the advisory bodies of the CPU and the CISM as full members.

8.2 Representation of students and academic staff

In its information activities, the University is based on the principles of timeliness, objectivity and openness. CISM has defined a set of values for motivating employees to ensure the educational process – this is the formation and maintenance of a corporate culture by establishing favorable interpersonal relations and developing communication links. Fundamental corporate principles are set

out in the Code of Business Ethics document "Code of Honor" and follow the principles of academic integrity. The CISM Council discusses and agrees on quality assurance algorithms and regulations. In carrying out its activities, CISM provides safety and comfortable conditions for all participants in the educational process of CISM organized training, paying special attention to the safety and reliability of practical skills. The Student Council actively interacts with the administration and management of the CISM.

8.3 Administration

In connection with the inclusion of a new international school of medicine in CPU, a new management structure for the university was revised and developed. CPU carries out the activity on the basis of constituent documents on the state registration, the Charter, the state licensing on training in the specialty health care. Representatives of practical health care are included in the composition of the CISM, the final examination committee and the examination of educational programmes.

The CPU regularly monitors and analyzes the Strategic Plan, the Operational Plan and the achievements of the indicators of the activities of the university and the School in all types of activities.

8.3 Training budget and resource allocation

The distribution of financial resources, production and non-production assets to ensure the educational programme "general medicine" is carried out in accordance with the needs of structural units and stakeholders. The university and school monitoring systems developed in accordance with the recommendations of international standards work effectively in the CPU. All indicators and characteristics of the quality of the university's work are divided into internal quality indicators used to control processes, and indicators obtained after external examination (accreditation, licensing, audit, and other procedures of an external nature).

8.5 Interaction with the health sector

CPU and the School interact effectively with practical Health Care. The existence of a contract for the trust management of its own multidisciplinary clinical hospital allows to cover all disciplines that provide clinical training. Experienced practitioners of the hospital are also involved in the educational process as part of a full-time job. There are also contracts with specialized medical institutions and dispensaries to provide clinical training and practical training both at home and abroad.

Strengths:

1. The structure of education management is transparent and accessible to all stakeholders, which ensures effective management of the educational process.
2. External stakeholders are permanent members of the advisory bodies of the CPU and the CISM as full members.
3. Fundamental corporate principles are set out in the Code of Business Ethics document "Code of Honor" and follow the principles of academic integrity.

Conclusions of the EEC on the criteria. Comply with 17 standards: fully - 16, partially – 1.

Standard 8: Implemented

Recommendations for improvement identified during the external visit:

- 1) Install an electronic management system for online administration with site modernization (access to student databases, class schedules, attendance records, video archive, educational materials, modules, test tasks, mailing lists, etc.).

Standard 9: CONTINUOUS RENEWAL

Evidence of compliance:

CISM improves its activities using the system of quality management and quality assurance of the educational process, as well as initiates procedures for regular review and updating of the mission, process, organizational structure, content, final results/competencies, teaching methods, assessment

methods and educational environment of the educational programme, taking into account the changes in the needs of practical health care, new regulatory documentation, changes in society. CISM has processes in place to identify and address issues and complaints and make decisions to improve performance.

CISM has assessed and regularly updated facilities and equipment for basic and practical skills to ensure adequate learning environments.

Strengths:

1. CISM improves its activities using the system of quality management and quality assurance of the educational process, as well as initiates procedures for regular review and updating of the mission, process, organizational structure, content, final results/competencies, teaching methods, assessment methods and educational environment of the educational programme, taking into account the changes in the needs of practical health care, new regulatory documentation, changes in society.

2. The material, technical and educational facilities have been strengthened.

3. New training methods and technologies are being developed and introduced.

4. Organizational, coordination and administrative work aimed at achieving the University's mission is carried out on a regular basis.

5. The aim is to ensure the transparency of the management and decision-making system.

6. Information and communication technologies (electronic document management) are used.

Conclusions of the EEC on the criteria. Compliant with 3 of the standards: fully – 3.

Standard 9: Implemented

Thus, all 9 accreditation standards have been met, no inconsistencies in the fulfillment of the criteria of each of the basic accreditation standards in the process of analyzing the self-assessment report and conducting an examination within the framework of the implementation of the tasks of the external expert evaluation programme have been found.

6. Recommendations for improving the educational programme "General Medicine" of the Caspian Public University:

- 1) Develop an internship programme for further implementation of educational levels (*standard 2*);
- 2) When forming the catalogue of elective disciplines (CED), take into account the vertical integration of disciplines (*standard 2*);
- 3) Take into account clinical developments when compiling syllabuses of disciplines. Provide an algorithm for the development of acts of introduction into the educational process (*standard 2*);
- 4) Taking into account the vision of the University of the Caspian Sea as a research university, it is recommended to strengthen the scientific component of the educational programme through the creation of a Scientific Council, the development of research and innovation activities of teaching staff and students, the creation of a **TP** on research and the creation of a provision on intra-university grants on research (*standard 2*);
- 5) Create A CEP with the authority to plan and implement the educational programme taking into account the needs of stakeholders (*standard 2*);
- 6) Adjust the calculation of learning achievements and switch to the electronic form of evaluation and registration of learning achievements (*standard 3*);
- 7) Update the "pool" of evaluation experts for regular analysis of customer satisfaction and proposals for assessing the quality of educational services provided (*standard 3*);
- 8) To increase the participation of students in the scientific research of the department, the development of policies to ensure communication between scientific research and education (*standard 4*);
- 9) Develop a system for assessing the effectiveness of personnel activities (*standard 5*);

- 10) Continue to develop the material and technical base for the implementation in the process of simulation training of logistics chains that simulate the work of medical institutions (admission-diagnostics – treatment – discharge) in several specialties (*standard 6*);
- 11) Carry out scientific publications in the field of medical education, hold international Olympiads and conferences (*standard 6*);
- 12) Expand membership in international organizations and associations to improve the assessment and examination of the educational programme (*standard 7*);
- 13) Install an electronic management system for online administration with site modernization (access to student databases, class schedules, attendance records, video archive, educational materials, modules, test tasks, mailing lists, etc.) (*standard 8*).

7. Recommendation to the Accreditation Council

The members of the EEC agreed unanimously to recommend to the Accreditation Council to accredit the Bachelor's degree programme in 6B10128 General Medicine of Caspian Community University", which complies with the Standards for Accreditation of Bachelor's degree programmes of medical education for a period of 3 (three) years

Председатель Внешней экспертной комиссии
Кемелова Гульшат Сейтмуратовна

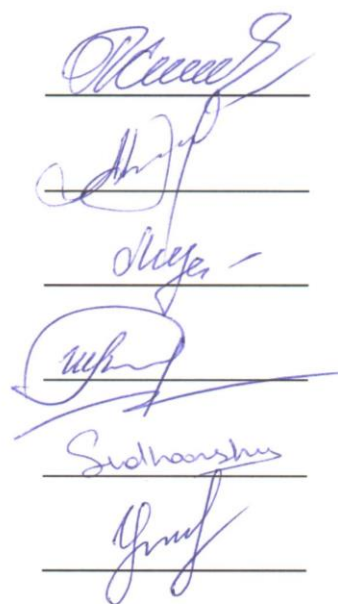
Зарубежный эксперт
Рудой Андрей Семенович

Национальный академический эксперт
Мустафина Камиля Камаловна

Эксперт – представитель работодателей
Шамсутдинова Альфия Гумаровна

Эксперт – представитель студентов
Судханшу Шарма

Наблюдатель от ЕЦА
Умарова Макпал Альдибековна



**Quality profile and criteria for external evaluation of the educational programme
(generalization)**

Standard	Evaluation Criteria	Number of standards	Estimation		
			Fully compliant	Partially compliant	Not compliant
1	MISSION AND END OUTCOMES	11	11		
2	EDUCATIONAL PROGRAMME	38	33	5	
3	ASSESSMENT OF STUDENTS	14	12	2	
4	STUDENTS	16	12	4	
5	FACULTY	10	9	1	
6	EDUCATIONAL RESOURCES	21	19	2	
7	PROGRAMME EVALUATION	14	13	1	
8	GOVERNANCE AND ADMINISTRATION	17	16	1	
9	CONTINUOUS RENEWAL	3	3		
	Subtotal:	144	128	16	
			144		

**List of documents studied by EEC members
as part of the external evaluation of the educational programme in the specialty (6B10128)
"General Medicine"
of ECAQA Accreditation Standards**

№	Names of documents	Quantity	Date of approval
1.	Extract from the minutes of the meeting of the SC CPU "On approval of the EP General Medicine" speech by the acting HSH Kirichok O.V.	1	No.10 23.04.2020
2.	Minutes No.5 of the meeting of the CISM Council, issue 3 "Information Zholdybayeva A.A. on the preparation of documentation for the opening of an internship programme in the field of "Health Care"	2	25.03.2021
3.	Order No.55 On the appointment of curators (in the amount of 17 people) on the basis of Minutes No.7 dated January20, 2022	1	21.01.2022
4.	Decree No.3/39 on the establishment of a working group on areas of preparation for 2022	9	29.12.2021
5.	CISM R&D Plan	14	01.02.2022
6.	Extract from the Minutes No.7 On the appointment of a mentor for the period of adaptation of the Ass. Professor Kozhamberdimeva D.O.	1	02.02.2022
7	EMCD in the discipline of "surgical diseases" on Google Disk	1	
8	Questionnaire of employers, students and teaching staff on satisfaction with the educational process	3	
9	Library Directory	1	
10	Professional Practice Programme	1	25.05.2021