



**I.K. AKHUNBAEV KYRGYZ STATE  
MEDICAL ACADEMY**

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**MONITORING AND ASSESSMENT OF  
THE EDUCATIONAL PROCESS  
QUALITY AT KSMA**

**Methodological guidance**

**Bishkek 2018**

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## LIST OF ABBREVIATIONS AND TERMS

**HEI** – Higher education institution

**KSMA** – I. K. Akhunbayev Kyrgyz State Medical Academy

**KR** – Kyrgyz Republic

**MoH** – Ministry of Health

**MA** – Monitoring and Assessment

**HO** – Health organizations

**DEQM** – Department of Education Quality Management

**OSCE** – Objective structured clinical examination

**TS** – Teaching staff

**CQE** – Council for the Quality of Education

**MM** – Mass media

**QMS** – Quality management system

**SC** – Student Council

**EMD** – Educational and Methodological Department

**FPME** – Faculty of Post-Graduate Medical Education

**AIS** – Automated Information System (AVN)

**PDCA** – Plan-Do-Check-Act, Plan-Do-Check-Improve

**ISO** – International Organization for Standardization

**Audit** – verification of the activities of an institution by an independent expert (auditor) in order to assess compliance with the established procedure for the implementation of this activity, i.e. determining the compliance/non-compliance of the activities with the current regulatory and legal documents of a regulatory nature, in order to develop recommendations for optimizing the activities of the institution.

**Monitoring** is the constant monitoring of a process in order to compare the current state with the expected results, monitoring processes by certain indicators.

It includes systematic collection, accounting, and analysis of information, forecasting and development of interventions.

**Monitoring of education quality** allows assessing the dynamics of the key components of the education quality, including the quality of the main and management processes, the quality of participants in the educational process, the quality of the education content, the quality of the educational programs implementation.

**The quality of education** is a characteristic of the education system that reflects the degree of compliance of the actual results achieved with regulatory requirements, social and personal expectations.

**Assessment** is a systematic study of a situation, process, or their impact (results) in order to develop interventions. It includes the collection and analysis of information, the development of interventions.

## INTRODUCTION

Monitoring and assessment of the quality of education is the most important and integral part of the modern full-fledged educational process.

Monitoring and assessment the quality of education on a regular basis is an important part of the work of any university. This is due to the need to correct existing plans and make operational management decisions, the purpose of which is to ensure the quality of the educational process at the university, determined by the effectiveness of the educational process in society, its compliance with the needs and expectations of society in the development and formation of civil, domestic and professional competencies of the individual [2].

The quality of higher education itself is a multidimensional concept that includes all its functions and all its activities and is determined by a set of indicators that characterize various aspects of the educational activity of an educational institution: the content of education, forms and methods of training, material and technical base, personnel, which ensure the development of the competencies of the learning youth.

The need to monitor and assess the quality of education in higher education institutions has increased significantly in the context of increased competition among educational institutions at the national and international levels, increasing requirements for transparency and information openness of their activities.

Now, there is a need to develop a system for measuring the quality of education and educational services at the university level. These should be objective, easily applicable, simple and understandable criteria and indicators, the development of which is the task of today.

The quality of education is divided into two interrelated components

- The quality of knowledge and the quality of the educational process. These two concepts are in a causal relationship and act as an inseparable pair
- The goal and the means.

Monitoring and assessment of the students' knowledge quality is regulated by the "Regulations on conducting current control and intermediate certification of higher

educational institutions students of the Kyrgyz Republic”, “Regulations on the final state certification of higher educational institutions graduates of the Kyrgyz Republic”, approved by the Decree of the Government of the Kyrgyz Republic of May 29, 2012 N 346, as well as local acts of the KSMA: “Regulations on the test week and examination session in KSMA”, “Regulations on the module-rating system for assessing student performance in KSMA”, “Regulations on the procedure for restoring and transferring students of KSMA”, etc.

This manual provides a system for monitoring and assessing the quality of the educational process, and does not include a methodology for assessing the quality of students' knowledge, regulated by the above documents.

The purpose of this guidance is to manage effectively the quality of the design and implementation of main educational programs, allowing identifying more clearly identifying the strengths of this process and areas for improvement on a collegial basis and based on feedback from students, faculty, graduates and service consumers.

This Guidance has been developed using the following documents:

- “ISO-9001:2015. “Quality management systems. Requirements”
- “MS ISO 9001: 2008. Quality management systems. Requirements”
- “STST EPCO 9001-2011 Quality Management Systems. Requirements”
- “STST EPCO 19011-2003. Guidelines for the audit of quality management systems and / or environmental management systems”.
- “Regulations on the procedure for filling positions of teaching staff of higher educational institutions of the Kyrgyz Republic”, approved by the Government of the Kyrgyz Republic Resolution No. 346 of May 29, 2012
- “Qualification requirements of teachers and managers of general education organizations”, Order of the Ministry of Education and Science of the Kyrgyz Republic, of February 11, 2008, No. 70/1, No. 11 of February 14, 2008

# **CHAPTER 1**

## **QUALITY MANAGEMENT SYSTEM**

The quality management system (QMS) is a part of the management system of the university and is aimed at obtaining results in accordance with the implementation of processes for achieving quality goals aimed at meeting the needs, expectations and requirements of stakeholders. An important aspect of ensuring the quality of education is the level of satisfaction of various groups of university consumers with the quality of educational services [Ilyin 2007: 61-63].

The consumers and stakeholders of the results of the educational process are: students and their parents, an employer (health care organizations), a government or regulatory body, research institutes or agencies that receive consulting services and / or use research developments made by the university's teaching staff [Spiridonova, Khomutova 2012: 91-92].

A quality management system includes the actions by which an organization sets its goals and defines the processes and resources required to achieve the desired results.

Quality management system:

- manages the interoperable processes and resources required to deliver value and deliver results to relevant stakeholders;
- allows senior management to optimize the use of resources, taking into account the long - term and short-term consequences of their decisions;
- Provides management tools to identify actions with respect to intentional or unintended consequences in the provision of products and services.

### **Quality management principles:**

- Customer orientation;
- Leadership;
- Staff involvement;
- Process approach;
- Improvements;

- Decisions based on facts;
- Relationship management.

### **Quality Management Cycle**

In accordance with the international standard ISO 9001: 2015 "Quality Management Systems-Requirements", a process approach is used, which includes a Plan-Do-Check-Act (PDCA) cycle and risk-assessment thinking.

The PDCA cycle can be briefly described as follows:

- **Plan:** Set the goals of the system and its constituent processes, identify the resources needed to produce results in accordance with customer requirements and the organization's policies, and identify and make decisions on risks and opportunities;
- **Do:** Perform the scheduled task.
- **Check:** Monitor and (where possible) measure processes, products, and services against policies, goals, requirements, planned actions, and generate reports on results.
- **Act:** take actions, if necessary, to improve the performance of the process.

The above-mentioned processes (stages) can serve as a basis for the adoption by the Academic Council of the University of the Concept of quality management of training of specialists.

To ensure the functioning of the system of management and assessment of the quality of education, it is necessary:

- participation in the quality management of all university staff;
- creating incentives to ensure it;
- Creating a quality monitoring service, etc.

Intra-university quality control of education as a process and result is a combination of the following components, namely quality of:

- the potential of applicants, representing the "entrance" to the specialist training system;
- human resources capacity;
- organization of the educational process;
- educational and methodological work;
- material and information support;

- monitoring of academic achievements at the following levels: entrant, student, graduate;
- The level of demand for graduates — exit.

### **Criteria and indicators of the quality of the educational process**

The quality of an organization's products and services is determined by its ability to satisfy consumers and its intentional or unintended influence on relevant stakeholders. The quality of products and services includes not only the performance of functions as intended and their characteristics, but also the perceived value and benefit to the consumer.

The quality of higher education is a balanced correspondence of education and training of a specialist (as a process and result) to the diverse needs of the individual, society and the state. The assessment of the quality of education is not limited to the assessment of the quality of education. To assess the quality of education, it is necessary to introduce certain indicators on the basis of which it is possible to judge the functioning of the educational system.

The quality of education is a multi-faceted category, and the criteria for its assessment can be very different. Different experts describe various aspects and criteria for assessing the quality of the educational process in educational institutions.

There are four main aspects of assessing the quality of education: Shikhova O. F., Shikhov Yu. A. Modern approaches to assessing the quality of education in higher education: monograph. Saarbr & #252;cken, Deutschland: Palmarium Academic Publishing, 2013. 87 p /, which complement each other:

- guaranteed compliance with basic standards;
- achieving the set goals at different stages of training (at the entrance, in the process and at the exit);
- ability to meet the demand and expectations of consumers of educational services and interested participants in the educational market;
- Striving to improve learning.

There are three main criteria for the quality of educational activities:

1. The quality of the staff, which is determined by the degree of academic qualification of teachers and researchers of universities;
2. Quality of student training;

### 3. The quality of the infrastructure and the "physical learning environment".

To monitor and assess the above-mentioned aspects and criteria of the quality of education, a large number of indicators are proposed, which can be divided into three groups:

#### **1. Conditions for achieving educational results:**

- Potential of university applicants
- Human resources potential
- Educational-methodical and didactic support of educational programs
- Information and library resources
- Social conditions for students and employees
- Material and technical support
- Scientific and innovative potential

#### **2. Indicators of the implementation of university processes**

- Providing leadership in quality issues and continuous improvement of all aspects of the university's activities
- Ensuring that the mission, policy and strategy of the university meet the goals set
- Implementation of educational programs
- Implementation of academic mobility
- Implementation of educational work
- Management at the university: management of personnel, infrastructure, information and material resources, technologies
- Implementation of internal quality assurance

#### **3. Indicators of the university's performance**

- Student recruitment performance
- Productivity scientific research and innovation activities
- Effectiveness of educational and methodological activities
- International recognition
- Quality of university students' training (intermediate results)

- Quality of university graduates training (final results)
- Efficiency of training of scientific and pedagogical personnel
- Efficiency of financial and economic activities
- Customer satisfaction
- Influence of the university on society

In addition, the number of indicators for assessing the quality of educational activities of organizations engaged in educational activities includes:

1. Availability of necessary conditions for the protection and promotion of health, nutrition of students;
2. Conditions for individual work with students;
3. Availability of additional educational programs;
4. Availability of opportunities for the development of creative abilities and interests of students;
5. Availability of opportunities to provide psychological, pedagogical, medical and social assistance to students;
6. Availability of conditions for the organization of training and education of students with disabilities and the disabled;
7. Openness and availability of information about the organization;
8. Benevolence, politeness, competence of employees;

There are three main tools for quality control of higher education, carried out through the assessment of the activities of universities:

1. Audit
2. Accreditation
3. Monitoring and assessment.

**Audit** (from Lat. audit - listening) is an independent review for expressing an opinion on reliability. An audit is understood as any audit of an institution's activities performed by an independent expert (auditor) in order to assess compliance with the established procedure for carrying out this activity, i.e., to determine whether the activity complies with the current regulatory and legal documents of a regulatory nature, as well as to assess the reliability of the internal control system in order to develop recommendations for optimizing the institution's activities.

**Accreditation** (Lat. accredo-trust) is the process by which an official confirmation of compliance with the quality of the services provided to a certain standard is obtained. With its help, minimal guarantees of the quality of training are provided. As a rule, accreditation bodies that carry out their activities according to certain rules and procedures carry out accreditation. In other words,

accreditation is the official recognition by third parties (independent accreditation agencies) of the competence of the university in performing specific tasks. The presence of accreditation means that this person, i.e. accreditation agencies, can guarantee that the clients of educational services perform tasks in accordance with the requirements of the accreditation standards.

Monitoring and assessment – the process of determining the real state of an object (process, phenomenon, system) in relation to the desired state or another object (process, phenomenon, system). Assessment, unlike accreditation, allows not only to check the compliance of the university with certain officially established standards or criteria, but also to assess the degree of its development, competitiveness, compliance with best practices and advanced technologies. This tool most accurately meets the needs of the development of both the higher education system as whole and individual universities. The assessment involves comparing and ranking universities among themselves, as well as self-assessment of universities in dynamics (the dynamics of individual indicators, progress in achieving the goals set by the university).

Detailed information on the quality management system of KSMA is reflected in the local document of KSMA - "Guidance to the quality management system of KSMA", approved by the order of the Rector no. \_ \_ \_ of \_\_\_\_\_ 2018

## **CHAPTER 2**

### **KEY INFORMATION ABOUT THE MONITORING SYSTEM AND ASSESSMENT OF THE EDUCATIONAL PROCESS QUALITY**

**Monitoring** is the regular monitoring of key elements of program/project performance, usually costs and results, through data logging, regular reporting systems, and monitoring. Monitoring helps the managers of an institution, program, or project identify which areas require more effort and signals issues that can contribute to an improved response. In well-built monitoring and assessment systems, monitoring contributes significantly to evaluation. The indicators selected for monitoring will differ depending on the level of reporting. It is very important to select a limited number of indicators that will actually be used by the agency/program managers and those who implement them. There is a tendency to collect information on many indicators and communicate this information to levels, at which it will not be used and cannot be used for decision-making.

In contrast, an **assessment** is an assessment of changes in the target results that can be achieved through the activities of a program or project. In other words, the assessment attempts to link a specific intermediate or final result directly to a specific activity after a certain period after the start of a certain program. Assessment helps managers of an institution, program, or project determine the value or feasibility of a particular measure, program, or project.

**Monitoring** is the monitoring of key elements of the program implementation on a regular basis.

**Assessment** is an episodic analysis of the program implementation process (often a separate component of it), designed to adjust the program during its implementation to improve the effectiveness of the impact.

In relation to the continuous monitoring process, the assessment acts as a fixed cross-section of the situation with conclusions and recommendations.

Quite often, monitoring and assessment are complementary components in the implementation of activities and projects.

Conducting an assessment requires less money and time if continuous monitoring data is used and the assessment is based on data that is collected during monitoring.

Monitoring and assessment can take place as parallel processes, or they can be separated in time. Very often, when people say "assessment", they mean both monitoring and assessment, which are carried out for the same purpose.

### **Monitoring the quality of the educational process**

— this is a process that involves the regular collection and recording of data to monitor the implementation key elements of the educational process throughout the activities of the university.

The purpose of monitoring is to adjust, ensure effective use of resources, achieve planned objectives, minimize negative consequences, and identify development opportunities in order to ensure a high quality of the educational process at the university.

Monitoring is characterized by simple questions: did an event take place or not, how many students were trained, how many items were distributed, etc.

Monitoring is based on the systematic and regular use of the same principles and the same tools. This makes it possible to monitor the dynamics of changes in the attitude to the problem for a certain period and to adjust the directions of activity in a timely manner, using appropriate methods and tools.

Monitoring covers all structures, departments, services of higher education institutions, including individual monitoring of students, performs assessment, control and observation, management, prognostic, information, and social functions.

### **Assessment of the educational process quality**

**Assessment** is a systematic study of the situation, the process of implementing educational programs, or their results in order to develop a project of activities or

interventions, create recommendations for improving the work, and evaluate its effectiveness and productivity.

There are several types of evaluation. Among them, there are three main ones: situation evaluation, process evaluation, and impact evaluation.

**An assessment of the situation** is usually carried out before the start of the intervention program/plan or at the early stages of its implementation. The purpose of the situation assessment is to develop a project/intervention plan, if there is no such plan yet, or to test its design and decide whether the goals and objectives set for it are realistic, if the project/plan has already been developed. The situation assessment can be carried out for the entire program as a whole, as well as for its individual component or activity.

**The assessment of process** is during the implementation of the program/project. It is designed to adjust the program/project during implementation to improve the effectiveness of its impact. The process assessment uses some of the information that is collected during routine monitoring. It answers the question: “What has been done, for whom and in what way?”

**The impact assessment** is carried out after the end of the program (or its component) or sometime later. It shows how well the intervention program has achieved its goals.

The assessment examines deeper issues, such as why an activity had or did not have the desired effect, what factors were favorable and what hindered, and what changes can be made to improve further work. This usually requires more in-depth analysis and interpretation of more different types of information.

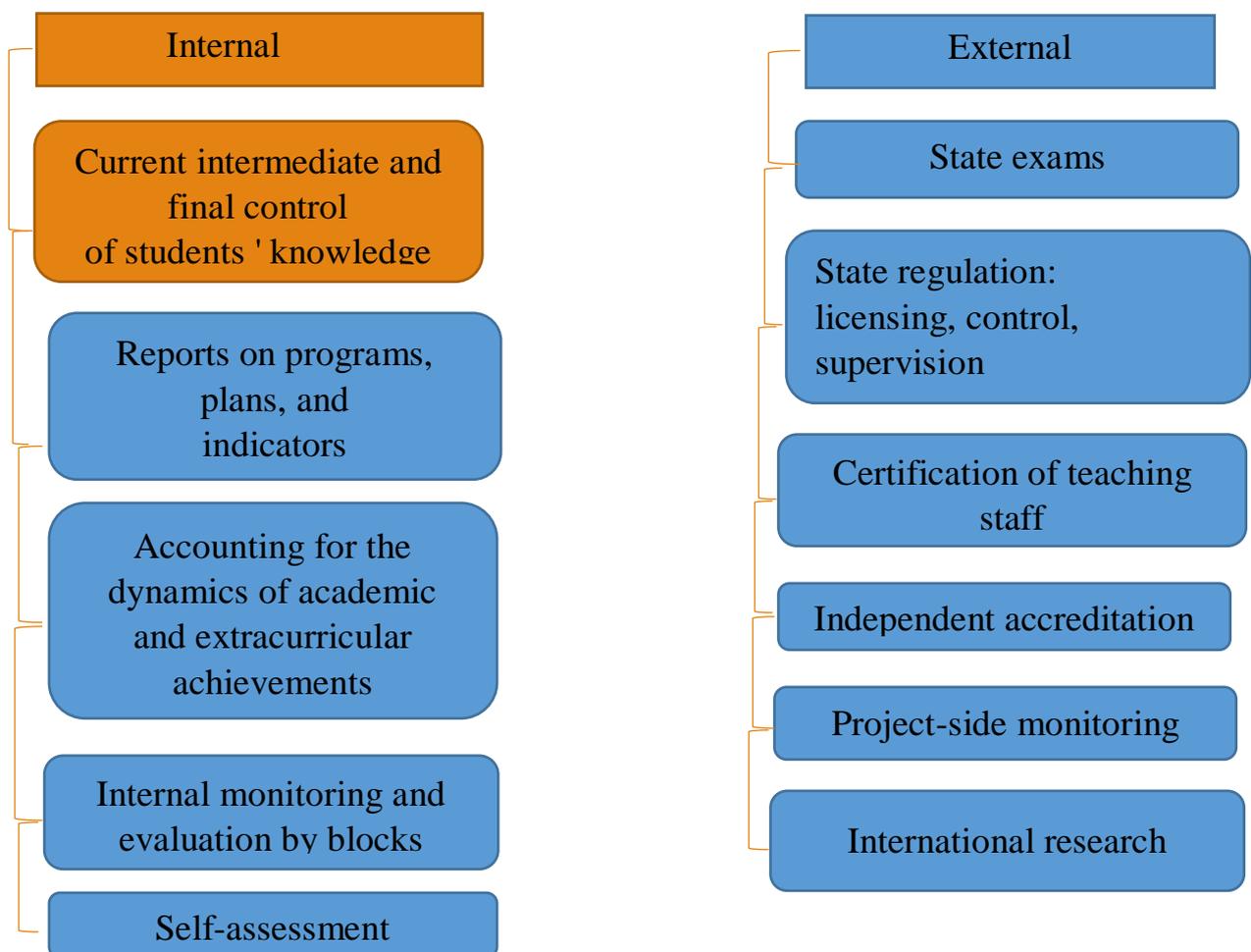
### **Types of monitoring and assessment**

Monitoring and evaluation can be internal or external:

The University plans and implement itself *internal monitoring and internal assessment*.

*External monitoring and external assessment* can be carried out by a higher-level organization (the Ministry of Health, the Ministry of Education and Science), supervisory organizations, the funding party (donors), or an independent structure

(accreditation agencies, audit companies, etc.), which is specially invited to conduct them.



## 2.1. MONITORING AND ASSESSMENT METHODS

There are two main methodological strategies: qualitative and quantitative. These strategies can be used both together and separately.

**Qualitative assessment** is aimed at identifying the main types of motivations, opinions, attitudes, behaviors, situations, and cause-and-effect relationships between processes and phenomena.

Data for qualitative evaluation is collected through the analysis of regulatory documents, observations, interviews, and focus groups. The result of a qualitative assessment is a verbal description a certain process, the situation under study, the behavior of employees/students, the practices of conducting classes and the attitudes of representatives of the studied groups, conclusions about the identified causes of certain phenomena and processes.

However, a qualitative assessment does not allow us to determine how many people adhere to the identified behaviors, which factors of influence on them are the most effective, and which are not.

**Quantitative assessment** of phenomena and processes is carried out when the structure (the main components of the educational process) of the assessed situation is sufficiently known. The researchers make up a list of the characteristics of the object that they want to evaluate, and develop numerical scales by which they evaluate the characteristics selected for evaluation. A number of characteristics are evaluated using measurement procedures. For example, the level of knowledge of students, the number of certain actions (for example, the number of hours of study load, etc.). Each of these characteristics can be described using numbers. For example, satisfaction with educational services at a university can be assessed on a 5-point scale, where 1 will indicate the lowest degree of satisfaction, and 5 — the highest.

As a result of the measurement, a numeric model of the phenomenon is obtained, in which each object (for example, a person) is described by a number of numbers according to certain indicators.

### **Basic methods of data collection and analysis**

**1. Collection of existing data** (retrospective analysis of documents), during which the following are studied:

- Reports on the results of previous studies and assessment.
- Statistics: the number of students at different levels, the number of teachers, the number of students who completed the course on time, the cost of training one student or one loan, etc.;
- Other documents (plans, including procurement documentation, annual reports; publications, statements, etc.).

## 2. Collecting new data using methods:

- Questioning questionnaires and interviews.
- Focus group (group discussion)
- Direct observation.
- Knowledge control, testing, OSCE.

### Questioning

**Questioning** — a method of direct (interview) or indirect (questionnaire) collection of primary information by registering respondents' answers to questions asked by the researcher in accordance with the goals and objectives of the study.

**An interview** is a method of directly collecting data through an individual conversation or telephone conversation, where the interviewer asks questions, listens to answers, and records information. With the help of interviews, you can not only collect answers to questions of interest, but also study the situation more deeply, finding out the causes of problems and the motivation for risky behavior of health workers.

**The questionnaire** is a method of indirect information collection, in which each person from the group selected for the survey is asked to answer in writing the questions presented in the form of a questionnaire. The questioning allows you to interview large groups of people in the shortest possible time and get a variety of information. The questioning is conducted using a well-designed questionnaire—a system of questions on the topic of assessment and are arranged in a certain sequence.

### Methodology of the questionnaire

The questionnaire has a certain structure, where the important elements are:

- introduction
- questions that characterize the respondent “passport part”
- The main part.

**Introductory part:** The introductory part briefly explains the goals and objectives of the questionnaire, its meaning and prospects for using the results, explains the rules for filling out the questionnaire, it is mandatory to indicate that the

questionnaire is anonymous and filling out the questionnaire only with voluntary consent.

The design of the questionnaire should begin with the title page, where you must specify the name of the questionnaire, reflecting the topic or problem of the questionnaire, the place and date of issue of the questionnaire, as well as the name of the organization conducting the questionnaire.

Some rules for filling out and registering responses can be placed separately, in the text itself, consisting of individual questions of the main part of the questionnaire. For example, it can be an indication of how many answer options you can choose in a particular question ("Please select one answer option" or "Check all the appropriate options").

***“Passport part”***: This part of the questionnaire consists of questions concerning the social-demographic and other characteristics of the respondent. As a rule, it is placed either at the beginning of the questionnaire or at the end of it, and in the latter case, it ends with an expression of gratitude to the respondent for participating in the questionnaire.

***The main part***: This part of the questionnaire consists of questions related to the goals and objectives of the study, as well as a description of the procedure for filling out the questionnaire. Since the questionnaire consists of questions, their classification is of particular importance.

### **Classification of questions**

Questions are classified according to a number of criteria. Depending on the content, there are questions about facts and events and questions about assessments and opinions about events.

By function, there are basic questions, control questions, filter questions, specific questions, buffer questions, and trap questions.

*Basic questions* are designed to provide information about social facts.

*Control questions* are designed to check the accuracy of the answers to the main questions. They are used to assess the quality of the information received. Usually in the questionnaire, the main and control questions are arranged so that the respondent could not catch any connection between them. So, if the main question is: "To what extent are you satisfied with your studies?", then the control question may be: "Would you like to improve something in your studies?"

The purpose of *filtering questions* is to filter out incompetent respondents. For example, before you ask, how satisfied were you with your last visit to the family doctor? We need to find out if he ever went to the family doctor for medical help.

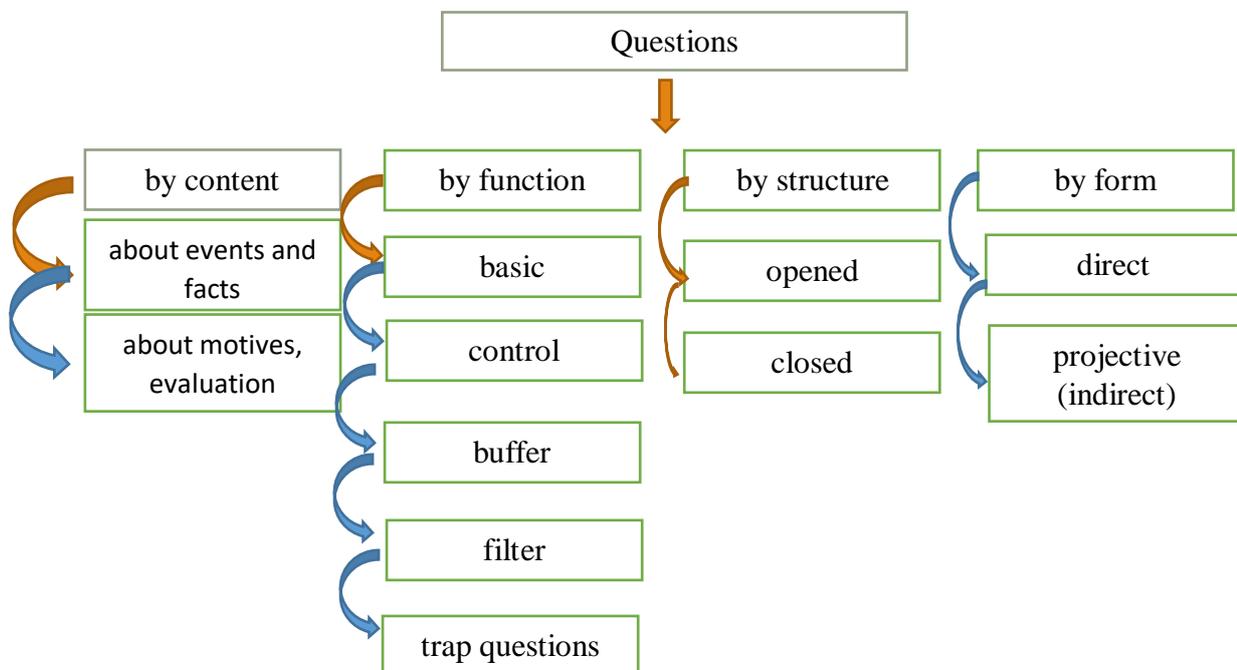
*Buffer questions* are designed to switch the respondent's attention to a new topic block of the questionnaire.

Composing the main part of the questionnaire, open-ended questions are used, such as those that do not provide hints. With open questions, the respondent has the opportunity to freely and fully express their opinion, and you have the opportunity to collect complete information.

The main disadvantage of open questions is the difficulty of their subsequent processing. Naturally, the answers received are individual and diverse, so an open question is used in cases where complete information is needed about the respondent's views on the problem under study, his vocabulary, and ability to argue.

*Closed questions* offer the respondent "hints" in the form of a set of possible answers ("I completely disagree", "I disagree", "I find it difficult to answer", "I agree", "I completely agree").

Having a hint, it is easier for the respondent to answer the question. The closed form makes it easier to process respondents' answers.



The order of questions, their wording, and graphic design are of great importance. Questions and answer options, as a rule, are suggested to be highlighted in font, number, and borders.

At the very beginning of the questionnaire, the questions should be easy. Further, they can be complex. At the end of the questionnaire, when the respondent is already tired, it is advisable to put a couple of interesting questions for him.

The questions included in any questionnaire should not be ambiguous.

The questionnaire should consist only of simple questions that do not contain complicated wording and terms unfamiliar to most people.

Each question should be clear, concise, and clearly worded.

Composing the questionnaire, the respondent should not be pushed to a specific answer to the question. Therefore, it is unacceptable to start the questionnaire questions with the words "Do you think that...?" «Do you like...?".

Do not include questions in the questionnaire that exceed the memory capacity of the person answering them. For example, it is unlikely that the respondent will be able to answer quickly and accurately the question "How many students are studying in your course?"

The questionnaire should consist of such questions, the answers to which the respondent knows exactly, remembers and is ready to discuss them with a stranger.

One of the most important requirements for the questionnaire is respect for the respondent. That is why it should not include questions that can cause a person to have negative emotions, feelings of shame or embarrassment.

As a rule, the text of any questionnaire ends with a request to the respondents to make additional comments on the research topic, as well as an expression of gratitude to the respondent for participating in the questioning.

The questionnaire, the questions of which the respondent answers within 20 minutes or even longer, usually indicate a lack of professional training of the organizers of the conducted research.

A well-written questionnaire does not raise any questions from the respondents, and does not require any additional explanations.

Focus group, or group focused interview — a method of direct collection of primary information through a group discussion under the guidance of a specialist, during which the attention of participants focuses on the problem under study in order to determine the attitude to the problem, to find out the motivation to perform certain actions.

Studies of this type include four common elements:

1. Involving multiple respondents gathered in one place.
2. Interaction of participants. While many other types of research believe that any discussion between participants distorts the purity of responses, focus group meetings encourage subjects to interact with each other.
3. The entire course of the discussion is carried out by a professional moderator.

It guides the flow of the group discussion in accordance with the goals set at the preliminary stage.

4. Conducting focus groups, a script is used. If a quantitative study uses a complete, formalized, structured toolkit to collect information, then the guidebook usually takes the form of a relatively incomplete guide. Its main purpose is to focus the problem, to tune in to a specific topic. At the same time, it should allow spontaneous statements of participants, provide group dynamics.

In relation to the problem under study, the group of people involved in a particular focus group should be homogeneous. These can be people who have the same experience, or have special knowledge relevant to the assessment. For example, discussion of training programs in surgery in a group of surgeons, or in dentistry in a group of teachers of dental disciplines and / or students of the Faculty of Dentistry.

Another feature is that this type of research differs in its purpose from other group methods, for example, from the Delphic method, "brainstorming". The latter are formed from experts, are focused on developing recommendations, and agreed solutions. Focus groups are designed for other purposes: to identify a range of opinions on the problem under study, to search for explanations of people's behavior in certain areas.

Most moderators hold a group meeting for 1.5-2 hours, and, accordingly, the script takes 3-4 pages. Ideally, it should contain 7 main components:

1. Statement of the objectives of this meeting.
2. Determining the members of the group.

3. The script should be provided with a short introductory text. It usually includes the announcement of the topic of the discussion, the rules of conduct, instructions to participants, etc.

4. The initial stage. Getting to know each respondent and pointing out the general outlines of the problem.

5. Discussion of the main subject. Topics related to the product or concept under review that the moderator should cover should be identified. For example, if the meeting determines the attitude to a particular type of beer, then this part of the scenario should start with a discussion of the participants' beer consumption in general: how often, where, under what circumstances, which varieties are usually preferred, etc.

6. Specific discussion. This part of the scenario should contain a list of specific issues and aspects that the customer wants detailed information about. Moving from general questions to specific ones.

7. The final part. It may include a review of the positions expressed, additional probing of opinions on some topics. An expression of gratitude for the work.

In addition to the listed elements of the plan, you need to include more two:

1. Allocation of discussion time. There should be notes on the time allotted for each part of the meeting.

2. Use of incentives. In this context, they are understood as means to enhance discussion and display points of view. These can be commercials, advertised products, samples of products and their packaging, presentation of the concept, slogans, etc. Sometimes participants are suggested to create collages from photos that they correspond to the image of the product, and variants of its names are played. Conducting focus groups, it is necessary to solve organizational issues

- determine the lists of invited persons and ensure their attendance at the meeting;
- determine the venue and placement of respondents in the discussion room;
- Organize the necessary equipment for the meeting: flip charts, projector, microphones, audio equipment, etc.

A key figure in a focus group meeting is the moderator, who must have high communication skills, quickly reach mutual understanding with respondents, be able to listen to them, clearly navigate the discussion, be receptive, and have a good memory. He must be well versed in the topic under discussion, but not look omniscient-otherwise, the participants will perceive him as an expert or lecturer.

Presentation of the results of focus group meetings: In the practice of focus group research, there are three main types of reports:

- 1) Oral report. It is intended for a dialogue with the customer at the final stage of the study and serves as a means of explaining the results. Presenting this type of report, slides with the most important conclusions and diagrams are used for ease of perception. It is advisable to use fragments of video recordings with illustrative episodes of the discussion.
- 2) A written summary report. Summarizes the most fundamental results.
- 3) Full detailed report. Includes the following parts:
  - Introduction.
  - Goals and objectives of the study.
  - A brief description of how to obtain information. Criteria for selecting respondents, venues, and number of groups.
  - Description of the studied communities, opinions and attitudes. Illustrative quotations from the transcript are provided.
  - Results and main conclusions.
  - Recommendations and suggestions for next steps.
  - Applications (script, questionnaires, etc.).

### **Observation**

Observation is a method of collecting primary information by passively registering certain processes, actions of people, events that can be detected by the senses. In other words, observation is a systematic method of data collection, which consists in the fact that the researcher observes records and analyzes the events that interest him, for example, conducting a practical class or lecture. Sometimes the only way for the researcher to observe specific behaviors is to demonstrate them at the request of the researcher. Such a variety observations are also called demonstration displays.

**Forms of observation.** There are several forms of observations; they can be distributed, classified according to the following characteristics:

1. by the degree of openness:

- open observation-the observed are aware of the ongoing observation, the researchers warn them about it in advance (for example, the observation of a teacher conducting a class, OSCE);
- Covert observation – the observed person is not aware of the observation. Covert surveillance allows respondents to behave naturally; people tend to change their behavior if they know they are being watched. The hidden

nature of the observation is achieved using darkened glasses, video cameras, etc.

2. on the participation of the researcher in the studied process:

- unconnected observation – the observer is located at a distance from the object of observation, sees the entire course of the process (for example, observing the conduct of an exam/computer testing);
- Participant observation– the observer himself participates in the situation can simultaneously influence the situation and is himself influenced. An example is the participation of an observer in a practical lesson in clinical departments, when the observer directly participates in a joint morning walk around the department.

3. According to the degree of standardization

- Structured observation-clearly defined aspects of the process are investigated; other aspects are ignored (for example, an auditor conducting an inventory of material assets at the department).

This reduces the possibility of distortion of the observation results and increases the reliability of the information. Structured observation is appropriate when the subject of the study and the content of the necessary information are clearly defined. In this case, the most effective use of checklists.

- Unstructured observation-all aspects of the process are examined without a pre-set scheme (for example, monitoring students participating in a practical lesson held in a clinical department). This method of observation is appropriate when the research problem is just being formulated and a certain flexibility of observation is needed to clarify all the key components of the problem and develop a hypothesis.

4. by the nature of the environment:

- field observation-conducted in natural conditions, in a real-life situation;
- Laboratory observation-carried out in artificially created conditions.

5. According to the way of perception:

- personal observation-events are perceived and recorded directly by the researcher;
- Non-personal observation-events are recorded using special devices.

6. According to the regularity of the event:

1. Systematic monitoring-conducted regularly;
2. Episodic surveillance-conducted from time to time, does not have a clear schedule;
3. Single observation.

### **Stages of observation:**

1. Preparatory stage:

- Setting monitoring goals and objectives;
- Definition of the object and subject of the study. An object can be an individual, an organization, or a process.
- Determining the time and place of observation – providing access to the place of observation;
- Determining the form of observation;
- Development of working documents for monitoring: Monitoring sheet (Checklist) - serves for registering information concerning the observed persons, phenomena and objects; it is mandatory to provide the time, date, place of observation and the name of the observer);
- Preparation of equipment, replication of working documents;
- Preparation of instructions for the performer;
- Recruitment and training.

2. Field stage:

- Information gathering (actual observation);
- Control over the work of observers.

3. Analytical stage:

- Processing of observation results;
- Preparation of reports.

### **Random checks (observations)**

They are usually one-time events. As a rule, the researcher comes uninvited to a certain place, conducts an observation, and leaves. Such a check is useful:

- Observing signs of behavior. For example, for practices used by teachers in practical classes;

- To confirm the validity of the information obtained from the survey, from the documents or even to check whether the researchers are using a certain method correctly.

## **2.2. DETERMINING THE SAMPLE SIZE**

Conducting questioning, there are often errors that reduce the reliability of information — these are systematic errors related to the competence of the personnel conducting them, as well as statistical errors, which include sampling error. It results from two elements — the mathematical error, which depends on the sample size, and the non-representativeness error, which depends on the choice of respondents, i.e., the type of sample. In controlling the mathematical error, it is necessary to know the following characteristics at the concept development stage monitoring or evaluation studies: the approximate size of the general population that is planned to be studied, i.e. the number of consumers studied, and the planned accuracy error (for example,  $\pm 5\%$ ), so you can set the sample size.

Sampling is based on the knowledge of the sampling contour, which is a list of all the units of the population from which the sampling units are selected. The sampling contour error characterizes the degree of deviation from the true size of the population.

The main sample types used in field research are as follows:

### 1. Non-random (deterministic) samples:

- unrepresentative;
- superficial;
- quota system;
- "snowball";
- typical.

### 2. Random (probabilistic) samples:

- simple random;
- systematic (step-by-step);
- stratified (delaminate);
- Cluster.

As a rule, both types of sampling are used, i.e. the samples are composite. On the one hand, according to the lottery type, every gym visitor has a chance to be

interviewed; on the other hand, respondents who do not attend the gym should not be included in the sample.

***Non-random or deterministic samples*** (nonprobability sampling) is based on the individual evaluation of the researcher rather than on the random selection of the sample elements. The researcher can decide, either arbitrarily or consciously, which elements to include in the sample. As a result of deterministic sampling, a detailed assessment of the characteristics of the population can be obtained. However, this approach does not allow us to assess objectively the accuracy of the results of the study. Since it is not possible to determine the probability of including each individual element in the sample, the results obtained cannot be assessed statistically to the entire population.

Non-random samples are divided into unqualified and qualified. Unqualified non-random samples are considered unrepresentative (for example, the placement of the questionnaire in non — core media for the target audience under study) and superficial, qualified-quota, "snowball" and standard.

***Non-representative samples*** are created from elements that are convenient and available for selection. The interviewer mainly carries out the selection of items to be included in the sample. Sometimes the sample of respondents to participate in a study is based on the fact that they were in the right place at the right time. An example of using a non-representative sample is: separate questionnaires in magazines or a survey of passers-by on the street. A non-representative sample is the most economical in terms of time and financial costs. The sample elements are available, cooperative, and easy to measure. Despite these advantages, the use of personal selective observation has a number of limitations. There is a high risk of various errors, including self-selection of respondents. A non-representative sample cannot represent any particular population. Therefore, it is incorrect to extend to the general population the conclusions obtained from the analysis of a non-representative sample; it is not suitable for evaluation studies that provide for writing a conclusion about the entire population.

***Superficial sampling*** is a type of non-representative sampling, according to which the elements of the population are selected on the basis of based on the researcher's judgment. The researcher, having applied his knowledge or conducted an analysis, selects the elements to be included in the sample, because he believes that they represent the studied population or are suitable for other reasons. Typical examples of superficial sampling are: trial markets selected to assess the potential of a new product; engineers buying industrial

products selected to participate in industry market research because they are considered company representatives; department stores selected to test a new product display system.

Superficial sampling is inexpensive, convenient, and fast, but it does not allow generalizing the results obtained during the study of a certain population, because this population is not defined precisely.

Superficial sampling is subjective, and its effectiveness depends entirely on the researcher's assessment, competence, and ingenuity.

It is useful if the customer does not require a detailed conclusion about the results of the study of this population.

The researcher to record the control characteristics related to the subject of research, and are determined by their distribution in the studied population uses *quota samples*. For example, such characteristics is known in advance researchers structure of consumers on grounds such as gender, age, level of education and income, either as the General population examines the entire population, and given that the sample should be 55% women and 45% of men and 22% of people in a certain range of age. By applying quota sampling, the researcher seeks to obtain a representative sample at a relatively low level of costs (primarily time and labor). The advantages of this selection are the convenience of selecting items for each quota. However, even if the sample structure fully reflects the population structure, taking into account the control characteristics, there is no guarantee that this sample is representative. If the characteristic directly related to the research problem is not taken into account, then the quota sample is unrepresentative. Important control characteristics are often overlooked due to the fact that in practice it is very difficult to include a large number of such characteristics in the sample. Items are selected from each quota based on convenience or based on the researcher's opinion. This means that there is a high probability of bias in the selection process. Interviewers can go to those of the specified areas where it is easiest to find suitable respondents. Moreover, they may avoid people who look unfriendly, are poorly dressed, or live in places that are inconvenient to get to. Quota sampling does not allow estimating the size of the sampling error.

A "snowball" is a selection based on personal connections, when each subsequent respondent reports the contacts of other respondents to whom you can contact. Alternatively, friends, relatives, make the selection. This makes the

job faster. It is important that the interviewer does not personally know the respondents to reduce the influence of interpersonal factors, so in such cases, personal contacts are passed on to their colleagues.

**The typical sample** is one of the most popular; it is formed according to one or more criteria at the same time (for example, only women and only from 18-25 years old are selected, only those who live permanently in Bishkek). In the pursuit of representativeness, it is possible to make research unattainable. For example, if you enter a lot of selection requirements, quotas, and standard requirements, then the required number of respondents can be selected for a very long time. **Random (probabilistic) samples** pursue the principle of probability theory; their purpose is to provide randomness.

**Simple random sampling** is based on the principle of a lottery, i.e. each element of the population has a known and equal probability of selection. For example, a random number generator is used when a call center randomly selects home phones for subsequent calls to respondents. Simple random sampling has obvious advantages. This method is extremely easy to understand. The results of the study can be extended to the study population, and therefore most approaches to obtaining statistical conclusions involve collecting information using a simple random sample. However, the simple random sampling method has several significant limitations. First, it is difficult to create a sample observation framework that would allow for a simple random sample. Second, the result of using a simple random sample can be a large population or a population distributed over a large geographical area, which significantly increases the time and cost of data collection. Third, the results of using a simple random sample are often characterized by low accuracy and a larger standard error than the results of using other probabilistic methods. Fourth, as a result of applying this approach, an unrepresentative sample may be formed.

In conducting **a systematic (step-by-step) sampling**, an arbitrary starting point is first set, and then each n-element is selected sequentially from the basis of the sample observation. For example, when every third house of the street is selected for the personal survey of household representatives for the study. A common feature of systematic sampling and simple random sampling is that each element of the population has a known and equal probability of selection. However, systematic sampling is different in that only valid volume samples that can be obtained from the general population have a known and equal probability of selection. Systematic sampling is cheaper and easier than simple

random sampling, because random sampling is done only once. Another important advantage: systematic selection can be applied even without knowing the structure of the sample observation framework. For example, you can interview every first person leaving a shopping mall or lecture hall. Therefore, systematic selection is often used in conducting postal and telephone surveys, as well as "intercept" interviews in community centers.

*Stratified sampling is* a two — step process in which the population is divided into subgroups (layers or strata). Layers should mutually exclude and complement each other, so that each element of the aggregate belongs to only one layer, and no element is omitted. Next, elements are selected randomly from each layer, usually using a simple random selection method. The difference between a stratified sample and the quota system consists in the fact that the elements in it are chosen rather randomly, rather than out of convenience or based on the opinion of the researcher. The main goal of stratified sampling is to increase accuracy without increasing costs.

The variables used to divide the population into layers are called stratification variables. The criteria for their selection are uniformity, heterogeneity, interconnectedness, and cost. Elements belonging to the same layer should be as homogeneous as possible, and those belonging to different layers — on the contrary, as heterogeneous as possible. In addition, the stratification variables should be related closely to the characteristic under study. The more variables that meet these criteria, the more effective it is to reduce unwanted deviations in the sample. Variables should reduce the cost of the stratification process by being easy to evaluate and apply. As a rule, variables such as demographic characteristics, the type of consumer (for example, car owners or those who do not have them), the size of the company or industry are used for stratification. Therefore, using this sample, the residents of the region are stratified into districts and, according to the data of one district; the sample is transferred to the entire region.

The main difference between *a cluster* and a stratified sample is that in the first case, only selected subgroups (clusters) are used, while in a stratified sample, all subgroups (layers) are used for further selection. These methods serve different purposes. The goal of cluster sampling is to increase the efficiency of sampling by reducing the cost of conducting it. The goal of stratified sampling is to increase accuracy. Cluster sampling is similar to stratified sampling, but it does not select all the elements from the selected layer, but only some typical ones.

Building a sample, the following sequential steps are usually used:

1. Determination of the investigation of the General population (for example, the students of the medical faculty of KSMA).
2. Select the basis for sampling (for example, a list of all KSMA faculties).
3. The choice of the method of sampling (e.g., stratified the selection of one layer of this single course, if the Department has 6 courses – 6 layers).
4. Determine the required sample size.
5. Implementation of the sampling process.

### Sample calculation

Sample – a part of the objects of the general population that act as objects of observation, selected from the general population for participation in the study by a certain procedure. The sample should be representative (equally represented), i.e. it should correspond to the characteristics of the general population as a whole. Representativeness determines how far it is possible to generalize the results of a study involving a certain sample to the entire general population from which it was collected.

The sample size is determined taking into account the requirements of accuracy and cost-effectiveness. These requirements are inversely proportional to each other: the larger the sample size, the more accurate the result. At the same time, the higher the accuracy, the correspondingly more costs are required for conducting the study.

Conversely, the smaller the sample, the less it costs, and the less accurately and more randomly the properties of the population are reproduced.

To calculate the selection volume, there are calculation formulas and on -line calculators have been developed based on them, an example can be found at the following link - <http://allcalc.ru/node/100>.

Confidence probability ("accuracy")	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	
		85%	90%	<input type="radio"/>
	95%		97%	99%
	99,7%			

Confidence interval ("error") +% -	5
---------------------------------------	---

Confidence probability	<input checked="" type="radio"/> 85% <input type="radio"/> 90% <input type="radio"/> 95% <input type="radio"/> 97% <input type="radio"/> 99% <input type="radio"/> 99,7%
sample size, person	<input type="text"/>
general population	<input type="text"/>
response rate	50
confidence interval+ % -	<input type="text"/>
general population ("total respondents)	<input type="text"/>
Required sample size	<input type="text"/>

Confidence probability is a measure of measurement accuracy. A confidence error (sampling error) is a possible error in the results of the study.

For example, if the total population is more than 1200 people (for example, all students of the 6th year), the sample will be 291 people with a confidence probability of 95% and an error of 5% OR with a confidence interval of 95±5%. What follows from this? When conducting research with such a sample (291 students), in 95% of cases, the answers received according to the laws of statistics will be within ±5% of the original one. In addition, we will get a representative sample with a minimum probability of statistical error.

Formulas for calculating the sample size used in the calculator.

$$SS = (Z_2 * (p) * (1-p))/C_2, \text{ where:}$$

Z-factor for the confidence interval (for example, 1.96 for the 95% confidence interval);

P-percentage of respondents or responses of interest, in decimal form, in decimal form (0.5 by default);

C is the confidence interval, in decimal form (for example,  $0.05 = \pm 5\%$ );

### **2.3. THE MAIN STAGES OF MONITORING AND RATINGS**

Conducting monitoring or evaluation, as in any empirical study, there are four main stages:

- I. Planning/preparation of the study;
- II. Collection of information (the actual evaluation or monitoring);
- III. Information processing, analysis and interpretation;
- IV. Presentation of results (feedback).

These stages are generalized in nature, their specification depends on the objectives of monitoring or evaluation, its type, the chosen model of implementation and the management level at which decisions are made (republican, university, dean's office, and department). As the number of students and the scope of the quality management process increases, the detailed list of stages will change in the direction of increasing their number, and the monitoring system itself will expand its functions and become integrated.

#### **Stage 1 – Planning / preparation of monitoring or assessment**

Preparing for the study, it is necessary to:

- prepare a working program and a plan for their implementation, determine the responsible performers (Working Group on Planning and
- Organization of M & E);
- identify the goals and object of the study: which elements of the educational process require monitoring or evaluation and, possibly, changes aimed at improving its quality;
- Define the circle of users: for whom? - administration, teaching staff, service consumers (students, parents, healthcare organizations), external control organizations, etc.;
- determine the type of study (monitoring, evaluation, internal or external);
- determine who will conduct the research: external experts, internal experts, teachers, students;
- form a set of indicators;

- determine the method of collection (questionnaires, electronic questionnaires, interviews, direct observation, focus groups, etc.) and data sources (reports, statistics, publications, etc.) that provide a combination of quantitative and qualitative levels of information analysis;
  - Develop tools for data collection (tests, questionnaires, checklists, etc.);
  - identify and form representative sample populations of the studied objects, respondents, etc.;
  - conduct pilot testing of the quality of the tools (their reliability and validity), correction and standardization of the tools. If necessary, develop instructions for using the toolkit;
  - define assessment scales (qualimetric scales), methods of their assessment and integration of monitoring data;
  - develop software for entering and processing monitoring or evaluation data (if possible);
- Develop the structure of a computer database for monitoring / evaluation and tools for their maintenance.
  - Form a group of researchers, train them to conduct research and collect data.
  - Conduct activities to prepare materials for the study (replication of questionnaires, instructions for deans, departments, etc.).

**Stage 2 - Collecting information includes:**

- conducting testing and questionnaires;
- conducting interviews;
- working with documents;
- organization of monitoring procedures for the collection of information to ensure its reliability;
- Organization of procedures for maintaining the confidentiality of information.

**Stage 3 - Processing of information, its analysis, interpretation:**

- analysis and cleaning of raw data, processing of monitoring data;
- assessment of data reliability and validity, generalizability analysis;
- correction and alignment of data to ensure comparability across comparison groups;
- scaling of monitoring data;
- statistical data processing and analysis;

- interpretation of the analysis results;
- Preparation of the final report on the use of the monitoring results in accordance with the objectives of the monitoring.

#### **Stage 4-Data presentation.**

Using monitoring results at each level (for example, forming public opinion), it is necessary to coordinate the format and list of data provided with the perception capabilities of the user group for which this information is intended. The agreement refers to the choice of the format for the presentation of monitoring data, their volume, language of presentation and the necessary explanatory materials for interpretation.

#### **Making management decisions based on the results of monitoring.**

A management decision is a logical, emotional-psychological, organizational-legal and social process carried out by a management subject, the result of which is a project of any changes in the organization. In other words, it is the main "product" (result) of the work of managers, which implements the management functions and contains the setting of goals (tasks), justification of means, methods and deadlines for achieving them:

- decisions are prepared based on the totality of information about the situation, its thorough analysis and assessments;
- in the decision-making process, much attention is paid to the use of expert assessment methods;
- the decision-making process focuses on the situational approach.

Requirements for management decisions:

- efficiency – the solution should most fully ensure the achievement of the goal set by the organization;
- cost – effectiveness – the solution should ensure that the goal is achieved at the lowest cost;
- timeliness – timeliness not only in making decisions, but also in achieving goals;
- reality – you can't make unreal, abstract decisions; the decision made must correspond to the forces and means of the team that performs it.

The development of management solutions includes:

1. Generating alternative solutions.
2. Selection of the main options for management actions.

3. Development of scenarios for the development of the situation.
4. Expert assessment of the main options for management impacts.

Decision-making, implementation, and result analysis include:

1. Collective expert assessment.
2. Decision-making by the decision-maker.
3. Development of an action plan.
4. Monitoring the implementation of the plan.
5. Analysis of the results of the development of the situation after management actions.

### **Management decision-making technology “Mirror of Progressive Transformations”**

<b>Steps</b>	
Step 1	Formulate one specific problem and write it down.
Step 2	Identify and write down the main reasons for its occurrence (the reasons are formulated with the words "not" and "no"). Steps 1 and 2 represent a "minus" situation. Next, it must be transferred into a "plus" situation.
Step 3	The problem is reformulated into a goal.
Step 4	Causes become tasks.
Step 5	For each task, a set of measures is defined – steps to solve it, for each step, responsible persons are assigned who select a team to implement the measures.
Step 6	Responsible persons determine the necessary material resources and time for the implementation of activities.
Step 7	For each block of tasks with activities, a specific product and criteria for the effectiveness of solving the problem are determined.

## ANNUAL CYCLOGRAM OF EDUCATIONAL MONITORING AT KSMA

<b>Subject of monitoring (monitoring objects)</b>	<b>Monitoring goals</b>	<b>Periodicity</b>	<b>Result</b>	<b>Responsible executors</b>
General indicators and material-technical base of the educational institution	Collection of statistical data on the equipment of the educational process, the level of teachers qualification and the dynamics of changes in the qualitative and quantitative composition of students	1 time per year	Reports, tables, charts	EMD, DEQM
Educational and methodological support of the educational process	Collecting information about the availability of educational and methodological literature, visual aids, etc.	1 time per year (May)	Reports, pivot tables, charts	EMD, DEQM
Methodological work	Creating a database of methodological activities, creating conditions for the systematic analysis of methodological work	1 time per year (May)	EMP Report	EMD
Teachers' activities	Collecting information about the level of professionalism of teachers, directions of their methodological development and improvement, compiling a rating of teachers (self-assessment of teaching staff)	1 time per year (February)	Tables, references, charts	DEQM, Human Resources Department

Activities of heads of structural divisions	Determination of the professional competence level of the manager, the effectiveness of management activities	1 time in 2 years (April)	References, tables, charts	
Regulatory and planning documentation	Analysis of the quality of compiled work programs and calendar and thematic planning	1 time per year (March-April)	Protocols	EMD
Student activities	Determination of the level (quality) of students' learning (academic performance)	1 time per month	Analytical reports, tables, charts	UMO, Deaneries
Applicants satisfaction	Determination of motivation and factors influencing the choice KSMA, assessment of the potential of the academy's admission campaign for the next year	1 time in 2 years (April)	Analytical reports, tables, charts	Admissions Committee
Student satisfaction	Determination of the degree of students' satisfaction with the quality of the educational process in KSMA, determination of reserves for improving the quality of the educational process	1 p/2years for even-numbered years	Analytical reports, tables, charts	Deaneries, SC
Graduate satisfaction	Assessment of teaching and learning, learning conditions, organization of practice. Analysis of the job search process, job satisfaction, preferences and expectations of graduates in relation to their employment and career growth.	1 time per year (April-May) (2 questionnaires)	Analytical reports, tables, charts	FGME
Teaching staff satisfaction		1 p/2year for odd years	Analytical reports, tables, charts	DEQM
Satisfaction of employers, parents		1 p/2year for odd years	Analytical reports, tables, charts	DEQM

### **CHAPTER 3. MONITORING AND ASSESSMENT OF SATISFACTION OF EDUCATIONAL SERVICES CONSUMERS**

Satisfaction with the educational service of the university is the level of value of the educational service perceived and evaluated by consumers, including the assessment of the main components of its value: the educational program, the quality of the teaching staff, additional services, the administration system, the material and technical base, the social -psychological atmosphere, the image of the university. /Managing relationships with consumers of educational services in the field of higher professional education: Monograph / Neretina E. A., Solov'ev T. G.-M.: IC RIOR, SIC INFRA-M, 2014. - 156 p./

Most researchers believe that satisfaction is a psychological process of subjective evaluation of the service received by the consumer, which is based on the expectations formed in advance by the consumer. The consumer is satisfied if his expectations related to the receipt of value are confirmed in the process of consumption. Conversely, the greater the gap between the levels of consumer expectations associated with the purchase of a service and the resulting conscious experience of consumption, the lower the level of satisfaction.

As a rule, the expectations of potential consumers are formed on the basis of their own not only ideas (obtained from various information sources) and experience in using educational services, but also on the image and brand of the university offering educational services. In turn, the image of the university is formed by the

loyal attitude of existing consumers or consumers who used the services of the university in the past.

The loyalty of consumers of educational services means the creation of a positive image of the university in their minds on the basis of a positive one attitude to the whole range of educational and social services. And the image of the university, which is the result of the influence of not only rational, but also psychological, emotional, i.e. unconsciously perceived factors. The loyalty of consumers of educational services characterizes their commitment to the university and their desire to enter into long-term mutually beneficial relations with it. Its result is the expansion of the base of consumers of educational services of the university, due to their recommendations to their environment.

Consumers of educational services are the following categories Batalova O. S. Subjects of the market of educational services and their specificity. - 2010. - No. 7. - pp. 83-85. /:

- Students, trainees directly receiving educational services;
- parents as buyers who pay for educational services and influence the choice of educational institution;
- employers who are interested in updating the personnel of organizations and in improving the skills of employees who pay for the training of their employees, as well as serving as a base for students to complete practical training;
- The state is a customer and a consumer interested in the formation of a qualified labor force.

The assessment of customer satisfaction is carried out in order to:

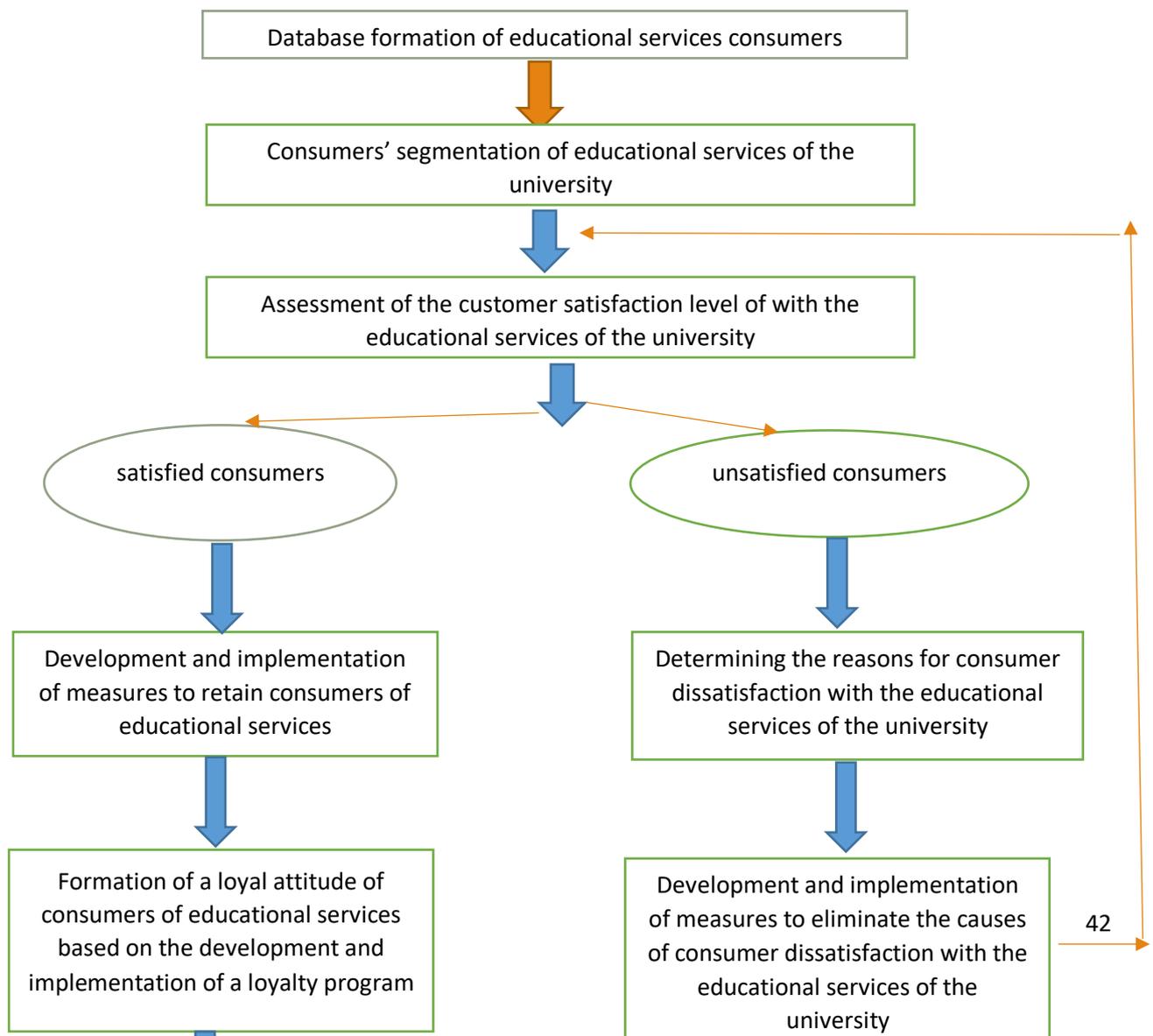
- improving the quality of services provided by KSMA;
- increasing the degree of interaction between KSMA and service consumers;
- Improving the rating and image of KSMA;
- Demonstrating the continuous improvement and compliance of KSMA with the requirements of consumers, reliability and stability.

The satisfaction of consumers of educational services is measured by calculating a number of indicators, the values of which are obtained empirically, based on the results of questionnaires and surveys of target audiences.

The criteria that characterize the satisfaction of consumers with educational services can be grouped into the following groups:

- satisfaction with the quality of the educational process and its organization;
- satisfaction with learning outcomes;
- satisfaction with the quality of the research process;
- satisfaction with the organization outside of training activities;
- satisfaction with the material and technical support of the educational process;
- Learning outcomes.

Customer satisfaction assessment activities educational services of the university begins with the planning and formation of databases on real and potential consumers and their segmentation according to various criteria.



### **Procedure for assessment customer satisfaction:**

1. Planning, determining the frequency of work on the satisfaction assessment;
2. Defining and structuring consumers;
3. Definition of the system of evaluated indicators/criteria;
4. Definition of assessment methods;
5. Examination (validation) of questionnaires;
6. Identification of information sources;
7. Getting information from consumers (questionnaire survey);
8. Results processing – systematization and analysis of the obtained data;
9. Preparation of a report on the evaluation of customer satisfaction;
10. Management's analysis of customer satisfaction;
11. Development and adoption of corrective and preventive actions to improve the quality of services provided by KSMA.

### **3.1. ASSESSMENT OF APPLICANTS ' SATISFACTION**

*The purpose of the assessment* is to determine the motivation and factors that influence the choice of KSMA, to assess the potential of the academy's admission campaign for the next year.

#### ***Tasks:***

- Study of the motivation for choosing KSMA,
- Ideas of high school students about KSMA (image of the university),

- Methods and channels for obtaining information about education at the academy.
- Monitor the dynamics of associative image constructs among school graduates.

***The object of the study*** is the applicants of the KSMA.

***The subject of the study*** is the motivation of school graduates choosing KSMA, the satisfaction of applicants with the organization of the admission company, the image KSMA among schoolchildren.

***The assessment method*** is an anonymous survey using the "Applicant Questionnaire" (Appendix 1).

***The method of determining the sample*** is a two-stage cluster sample:

1 stage: The general population is determined – this is all the applicants of the KSMA. From the general population, clusters are distinguished – these are applicants of various specialties. In each cluster, the total number of applicants is determined and the volume of a representative sample is calculated using an online calculator (see Chapter 2.2.).

Stage 2 – In each cluster, the number of respondents determined by the representativeness of the sample is surveyed by random sampling (conditions: 95% confidence probability and 5% error).

***Dates:*** annually during the submission of documents to the Admission Committee (July - among citizens of the Kyrgyz Republic, September, October-among foreign citizens).

***Responsible executors:***

- for collecting information (questionnaires) - secretaries of the Admissions Committee;
- For the analysis and preparation of an analytical report – the department of quality management of education.

***Decision-making:*** the results are provided to the rector, vice-rectors and are brought to the attention of the members/secretaries of the Admissions Committee.

The analytical report is heard at (1) the meeting of the Board of Education Quality, the recommendations of the CQE are developed, (2) at the meeting of the Board of the Rector's Office, decision-making.

### 3.2. ASSESSMENT OF STUDENT SATISFACTION

In the conditions of the modern market of educational services, the problem of quality management of training of specialists is becoming increasingly relevant. An important direction in this area is to determine the satisfaction of students in various aspects of the university's activities, which allows identifying weaknesses and purposefully implementing measures to improve them.

***The purpose of the assessment*** is to obtain and analyze information for making decisions aimed at meeting the requirements and requests of consumers (students) on the quality of the educational services provided by KSMA.

***Assessment tasks:***

1. Identify the degree of student satisfaction with the quality of educational services provided;
2. Identify the degree of students ' satisfaction with the organization of the educational process;
3. Identify weaknesses in the organization of the educational process and develop measures to eliminate them.
4. Identify unused reserves for improving the quality of the educational process

***The object of assessment*** is students of KSMA.

***The subject of the assessment*** is the students ' satisfaction with the quality of the educational services provided by KSMA.

The assessment method is an anonymous survey using ***questionnaires***.

**3.2.1. Assessment of students ' satisfaction with the quality of educational programs:** The purpose of the survey is to study the satisfaction with the quality of the organization of the educational process in KSMA and evaluate the effectiveness of educational programs. This involves seeking an opinion on the following issues:

- curriculum content (how effective, practical value, easy to understand);
- General conditions and environment during training (physical conditions, lack of distractions, etc.);
- The degree of achievement of the training goals (compliance with the expectations of the students, the willingness of the students to use the results of the training in the practice of their work).
- satisfaction with the content of the lectures and practical classes taught;

- satisfaction with the forms of knowledge control and the degree of their objectivity;
- quality of teaching (teacher's qualification, teaching style, teaching methods used);
- The forms of the questionnaires "Student satisfaction with the quality of KSMA curricula" are given in Appendices 2-4;
- Questionnaire form "Student satisfaction with the quality of educational programs of modules 1-3 courses" - Appendix 2;
- Form of the questionnaire "Students' satisfaction with the quality of training programs of modules 4-6 courses" - Appendix 3;
- Form of the questionnaire "Student satisfaction with the quality of academic programs" - Appendix 4;

### **3.2.2. Assessment of students' satisfaction with the quality of teaching activities –“Teacher through the eyes of students”:**

The purpose of the survey is to study the students ' opinion about the professional skills of teachers. This involves evaluating the teacher's work on the following main qualities:

- Clearly and easily presents the material;
- Arouses and maintains interest in the subject;
- Encourages self-education, the development of creative abilities and personal qualities;
- Friendly and tactful with students, has a good attitude towards them;
- Effectively uses the time in the classroom;
- Objective to the assessment of students 'knowledge, does not use illegal remuneration in the assessment of students' knowledge;
- The quality of teaching corresponds to the students ' ideas about teaching at the university.
- The form of the questionnaire "Teacher through the eyes of students" is given in Appendix 5.

### **3.2.3. Assessment of students' satisfaction with the organization of internship:**

The purpose of the survey is to study the degree of satisfaction with the organization of internship at KSMA.

Assessment the degree of satisfaction with the organization of the practice, it is necessary to take into account 2 factors. On the one hand, it is the satisfaction of

students with the chosen specialty in various parameters; on the other hand, it is directly an evaluation of the organization of the internship. The analysis of these characteristics together allows us to assess not only the level of satisfaction with the quality of education, but also how promising the acquired knowledge is considered for their future employment.

Form of the questionnaire "Study of students' satisfaction with the organization internship" is given in Appendix 6.

**3.2.4. Assessment of students' satisfaction with the material and technical support of the educational process:** The purpose of the survey is to study the degree of satisfaction with the quality of the KSMA infrastructure, covering the entire set of their working conditions:

- use of new technologies in the educational process;
- Quality of social and household infrastructure (dormitories, canteens, sports halls, public areas of the university, etc.);
- availability of the Internet and computer software;
- Equipment of the audience.

*NB: Depending on the set goals and objectives of the evaluation, due to the current situation, the Questionnaire forms may be supplemented or may be changed, or new forms may be developed for specific aspects of educational activities.*

***Sampling method, – two-stage cluster sampling:***

1. Stage 1: The general population is determined – these are all students of KSMA. From the general population, clusters are distinguished – these are students of different faculties. In each cluster, the total number of students is determined and the volume of a representative sample is calculated using an online calculator (see Chapter 2.2.).

2. 2 stage – In each cluster, the number of respondents determined by Representativeness is interviewed by random sampling samples (conditions: 95% confidence probability and 5% error).

***Form of the questionnaire:***

The questionnaire of students is recommended to be conducted online:

- according to the satisfaction with the quality of training programs and the quality of teaching "Teacher through the eyes of students" - at the end of the study of the discipline;
- on satisfaction with the quality of the internship – at the end of the internship;
- On satisfaction with the material and technical base – at the end of the financial year, in order to take into account the results of the evaluation drawing up plans for financial expenditures and tender purchases.

Access to the electronic questionnaire is carried out using a login in the automated system of KSMA, using electronic devices. It is possible to use the electronic resources of the Center for the Development of Clinical Skills and Knowledge Assessment (CDCSKA). The survey is conducted by anonymously filling out electronic questionnaires and is not controlled by the teacher.

The method of filling out the questionnaire is an individual form of the student's answers the questionnaire questions in electronic format.

In order to be acquainted with the features of working with the questionnaire in each it is necessary to conduct a preliminary short briefing for the interviewed flow of students (responsible-employees of the department of software and system support and the department of quality management of education).

***Responsible executors:***

- for the organization and collection of information (questionnaires) - Dean's offices, Student Council, Department of Internship;
- for the analysis and preparation of the general analytical report – department of education quality management;
- for the analysis and preparation of an analytical report on the satisfaction with training modules and programs – Educational and Methodological Department;
- on the analysis and preparation of an analytical report on the quality satisfaction of internship – internship department;
- on the analysis and preparation of an analytical report on the satisfaction of the material and technical base – the quality management department together with the Student Council;

- On the analysis and preparation of the analytical report on satisfaction with the quality of teaching ("Teacher through the eyes of students") – the quality management department together with the Student Council.

**Rating scale:** It is recommended that the assessment be carried out using a scale Likert (a question with a suggestion to indicate the degree of agreement or disagreement with a certain statement) for five possible answers:

1. I completely disagree
2. Disagree
3. I doubt it
4. I agree
5. I completely agree

Assessment of the degree of satisfaction

The assessment of the students satisfaction degree with the quality of the service, according to the summary assessment, is calculated as the proportion of the sum of positive responses ("fully agree" and "agree"), from the maximum possible sum of responses, or as the proportion of the points sum determined by consumers, from the maximum possible sum of points. Processing individual questions (if the question is formulated negatively), the inverse value method can be used.

In the consolidated evaluation, the degree of customer satisfaction is more than 80% is rated as "high", in the range from 50% to 80% - as "medium", less than 50% - as "low".

It is recommended to process the questionnaires in a computer system a program (such as STATISTICA) with the determination of the frequency distribution of certain answers and the comparison of the answers to different questions. To identify the presence of a statistical relationship between the assessment of the quality of education in general and possible factors that determine it, it is recommended to use the Kendall correlation analysis. To assess the significance of differences, it is recommended to use the Mann-Whitney test (U) - for independent groups. The critical value of the level of statistical significance testing null hypotheses is recommended to be equal to 0.05. If the achieved significance level (p) of the statistical criterion of this value is exceeded, the null hypothesis is accepted.

The questionnaires are processed automatically and the results are presented in tabular form. The analysis of tabular forms is carried out by the Quality management Department.

The reports provide a comparative analysis of the results obtained, which allows us to identify relatively successful and problematic areas in the educational process of the academy and make appropriate adjustments to the work on quality management of education.

**Decision-making.** The results of the student satisfaction assessment are provided:

- competition or certification commission with the participation of teachers in the competitive replacement of positions or certification, expert commission within the university stage of the competition “Best teacher of the Year”;
- To the rector and vice-rectors.
- Questions concerning the teaching of a particular discipline are provided only to the teacher who leads this discipline and the head of the department.
- Analytical reports are heard at (1) a meeting of the profile committees for individual specialties-recommendations are developed for individual faculties, (2) a meeting of the Council for the Quality of Education-recommendations of the EQC are developed, (3) at a meeting of
- The Council of the Rector's Office and / or the Academic Council - decision-making.
- To the Academic Council in a generalized form when considering questions about the state of the educational process and the quality of pedagogical activity of teachers.

### **3.3. ASSESSMENT OF GRADUATE SATISFACTION**

One of the criteria for assessing the quality of education in higher education institutions is the demand for young professionals in the labor market and their satisfaction with the quality of training for work. The obtained results of the assessment allow not only to diagnose the educational process, but also to effectively manage it.

The assessment of the graduates' satisfaction is carried out in accordance with the “Methodology for monitoring the employment of educational institutions graduates of higher professional education of the Kyrgyz Republic”, approved by the order of the Ministry of Education and Science of the Kyrgyz Republic dated September 20, 2016, No. 1308/1. Available on the website of the Ministry of Education and Science of the Kyrgyz Republic in the category "Documents" - <http://edu.gov.kg>.

Assessment goals:

1. Identification of satisfaction with the quality of graduates training and identification of ways to improve training;
2. Study of the state of graduates' employment to identify and predict personnel needs, form a list of popular specialties and competencies of graduates, adjust educational programs.

Assessment tasks:

1. Assess satisfaction with the quality of graduate training at KSMA;
2. To study the opinion of graduates about the formation of their competencies necessary for a qualified specialist in the course of training;
3. Collection and analysis of operational information on the employment of university graduates, including in the received specialty;
4. Assessment of the employment effectiveness to identify and predict personnel needs, the formation of a popular specialties list;
5. Identify weaknesses in the organization of the educational process and develop measures to eliminate them;
6. Identify unused reserves for improving the quality of the educational process;

***The object of the study*** is the final year students.

***The subject of the study*** is the quality of the educational process, employment opportunities.

***The research method*** is a questionnaire survey.

In accordance with the above-mentioned methodology, the questionnaire of graduates of one year is conducted twice:

The first questionnaire, which focuses on the assessment of teaching and learning, learning conditions, as well as elements related to the organization of various practices during the training period, is conducted before the state certification of graduates (April-May). The form of the questionnaire is given in Appendix 8 .

The second repeated questionnaire of graduates is conducted 9-12 months after graduation. The second questionnaire covers information about the process of job search, job satisfaction, preferences and expectations of graduates in relation to their employment and career growth. The form of the questionnaire is given in Appendix 9.

In addition, to assess the satisfaction of graduates with the formation of competencies in accordance with the catalog of competencies, you can use the Questionnaire provided in Appendix 10.

In addition, prior to the award of diplomas, each of the graduates receives a notification about the employment of the graduate Appendix 11. The notification of employment of a graduate of the university, after filling it out, is subject to return to the employment sector of the Dean's Office of the Faculty of Postgraduate Medical Education (FPME) by the graduate himself or by the personnel department of the health organization in which this graduate was employed.

Conducting a questionnaire, the following methods of collecting data on employment are possible:

- on-line questionnaire by placing the questionnaire on the official website of KSMA with the possibility of filling it in online mode;
- sending out the graduate questionnaire and collecting data via email if the graduate has a working email address;
- paper-based questionnaire (this method is recommended if the graduate is unable to fill out an online questionnaire or if they do not have access to the Internet);
- Telephone interview (for this method, the responsible employee calls the graduates by phone and asks questions in stages from questionnaires and records the answer options. To record the answers, either a paper questionnaire is used, or the interview data is immediately entered into an online questionnaire posted on the university's website.

The first questionnaire should cover 100% of graduates.

Repeated questionnaires should cover at least 80% of graduates in each field of training / specialty who were trained on a grant (budget) basis and at least 30% of graduates in each field of training/specialty who were trained on a contract basis. The questionnaire is also conducted with graduates of the areas of training of residents.

Conducting the questionnaire, it is necessary to take into account the representativeness, that is, the representation of all target groups in the questionnaire (proportionality of representatives of each specialty, women, men, employed and not employed, etc.)

***Responsible executors:*** the employment sector of the Dean's Office of the FPME.

**Rating scale:** The evaluation is carried out using a 5-point scale of the Likert scale (a question with a suggestion to indicate the degree of agreement or disagreement with a certain statement) for five possible answers:

6. I completely disagree

7. Disagree

8. I doubt it

9. I agree

10. I completely agree

The assessment of the graduates satisfaction degree with the quality of the service, according to the summary assessment, is calculated as the proportion of the sum of positive responses ("fully agree" and "agree"), from the maximum possible sum of responses, or as the proportion of the sum of points determined by consumers, from the maximum possible sum of points. Processing individual questions (if the question is formulated negatively), the inverse value method can be used.

In the consolidated assessment, the degree of customer satisfaction is more than 80% is rated as "high", in the range from 50% to 80% – as "medium", less than 50% – as "low".

The processing of questionnaires is recommended to be carried out in a computer program (such as STATISTICA) with the determination of the frequency distribution of certain answers and the comparison of the answers to different questions. To identify if there is a statistical relationship between the assessments of the quality of education in general and possible factors that determine it, it is recommended to use the Kendall correlation analysis. To assess the significance of differences, it is recommended to use the Mann-Whitney test (U) - for independent groups. The critical value of the level of statistical significance in testing null hypotheses is recommended to be equal to 0.05. If the achieved significance level (p) of the statistical criterion of this value is exceeded, the null hypothesis is accepted.

The questionnaires are processed automatically and the results are presented in tabular form.

The reports provide a comparative analysis of the results obtained, which allows us to identify relatively successful and problematic areas in the educational process of the academy and make appropriate adjustments to the work on quality management of education.

Organizational stages of the assessment:

1. Instructing employees responsible for collecting employment data;
2. Introducing students of the last year of study with the graduate tracking questionnaires;
3. Creating and updating the contact database of graduates;
4. Defining the data collection stage of the first and second parts of the study;
5. Entering information into the questionnaire database;
6. Analysis of the collected data for the first and second parts of the study;
7. Analytical reports are heard at (1) a meeting of the profile committees for individual specialties- recommendations are developed for individual faculties, (2) a meeting of the Council for the Quality of CQE are developed, (3) at a meeting of Rector's Council and / or Academic Council - decision-making;
8. Submission of generalized reports on the employment of graduates (before July 1 of the previous academic year) to the Ministry of Education and Science and the Ministry of Health of the Kyrgyz Republic and their publication on the official website of the Academy.

### **3.4. ASSESSMENT OF EMPLOYER SATISFACTION**

An essential condition for the functioning of the university is to study the opinion of employers about the quality of graduate training. One of the methods of evaluating the level and quality of professional training and competitiveness of medical graduates is a questionnaire of employers.

*The purpose of the assessment* is to obtain an assessment of the employer's satisfaction with the quality of KSMA graduates training.

***Tasks:***

- determine the level of employers satisfaction of with the KSMA graduates training quality;

- determine the requirements that the employer has for professional training of graduates in various areas of training;
- assess competitiveness in the market of educational services and the competitiveness of graduates in the labor market;
- identify measures to improve the professional competencies of graduates;
- Identify the factors and activities that contribute to the employment of graduates.

**Object of research:** employers of KSMA graduates – health organizations, scientific medical institutions, Ministry of Health.

**The subject of the assessment** is the level of satisfaction of employers with the quality of KSMA specialists training.

**The method of sampling** is a simple random sample (see Chapter 2.2).

**Research methods** – questionnaires, surveys/questioning, expert evaluation of managers of healthcare organizations.

**The form of the questionnaire** "Employers' satisfaction with the quality of training of university graduates" is given in Appendix 12.

**Responsible executors:** employment sector of the Dean's Office of the FPME.

**Rating scale:** The rating is based on the 5-point Likert scale (see section 3.3.).

**Decision-making.** The results of the employer satisfaction evaluation are provided to:

- The rector and Vice-rectors.
- Analytical reports are heard at (1) a meeting of the Faculty Academic Council - recommendations for individual faculties are developed, (2) a meeting of the Education Quality Council - recommendations of the CQE are developed, (3) a meeting of the Rector's Council and/or the Academic Council - decision-making.
- Analytical reports are submitted upon request to the Ministry of Health for decision-making at the national level.

### **3.5. PARENTS' SATISFACTION ASSESSMENT**

Despite the innovative processes taking place in the field of higher education today, these processes do practically not affect parents of students. One of the most serious factors that increase the level of conflict between generations is increasingly the low pedagogical competence of parents. Often, parents, as customers, make high demands on higher educational institutions, teachers, but only a few understand the need for their participation in the educational process for the development of their child's personality. Modern society is in dire need of such personal qualities as spirituality, social mobility and the demand for a specialist in the labor market, the desire for self-improvement, professional competence, entrepreneurship, civic responsibility, and care for loved ones, about them and

their health. Among the factors that come to the fore in the preparation of such students with such qualities, the integration of the university and the family in modern conditions is put forward.

**Purpose:** to identify the degree of satisfaction of students' parents with the educational services quality, to study the problems and achievements of the quality of the educational process organization in KSMA, to develop a system of constructive interaction between the family and the university.

**Tasks:**

**Object of research:** parents of students at KSMA.

**The subject of the assessment** is the level of satisfaction of parents with the quality of education at KSMA.

**The method of sampling** is a simple random sample (see Chapter 2.2).

**Research methods** – questionnaires, questioning, expert assessments of managers of healthcare organizations.

**Examples of forms of the questionnaire** “Questionnaire of parents satisfaction of students”, Appendix 13, is intended to study the opinion of parents about the quality of the organization of the educational process at KSMA.

The "Questionnaire for parents", Appendix 14, is designed to collect primary information about the student and his family for further planning of the individual trajectory of education and upbringing, as well as to collect information necessary to ensure effective communication with parents.

This information is recommended to be used by the curator of the study group in order to get acquainted with the students of the group, the peculiarities of their character, relationships with peers, in the family. This type of questionnaire is advisable to conduct in accepting documents for admission/transfer to the KSMA.

**Responsible executors:** deans of faculties-organization and conduct of the questionnaire; department of quality management of education together with the department of educational and cultural work-analysis and preparation of the report.

**Rating scale:** The rating is carried out using the 5-point Likert scale (see section 3.3.).

**Decision-making.** The results of the parent satisfaction assessment are provided:

- To the rector and vice-rectors.
- To deans of faculties, curators;

- Analytical reports are heard at (1) a meeting of the Faculty Academic Council - recommendations for individual faculties are developed, (2) a meeting of the Education Quality Council - recommendations of the CQE are developed, (3) a meeting of the Rector's Council and/or the Academic Council - decision-making.
- Analytical reports are submitted upon request to the Ministry of Health for decision-making at the national level.

#### **CHAPTER 4. ASSESSMENT THE SATISFACTION OF THE TEACHING STAFF**

One of the activity indicators of higher educational institutions in the field of ensuring the specialists training quality is the degree of teacher's satisfaction and employees with their work at the university. The quality and stability of human resources are one of the conditions for the successful implementation of the university's development strategy and policy in the field of educational activities quality.

Staff satisfaction with work at the university is an integral indicator that includes all aspects of professional and extracurricular activities.

***The purpose of the assessment*** is to obtain and analyze information for making decisions aimed at improving the quality of educational services and the effectiveness of university management, creating working conditions.

***Evaluation tasks:***

1. Determine the degree of teachers' satisfaction with the training programs quality;
2. Determine the degree of teachers' satisfaction and employees of KSMA organization of the educational process, scientific activities, and working conditions;
3. Determine the degree of teachers' satisfaction and employees with the effectiveness of the management system;
4. Identify weaknesses and develop measures to eliminate them;
5. Identify unused reserves for improving the quality of the educational process.

***The object of research*** is the teaching staff, teaching and support staff, administrative staff.

***The subject of the study*** is the quality of the educational process, the system management.

***The assessment method*** is an anonymous survey using questionnaires.

The questionnaires should contain the following blocks of assessment of the educational process:

1. Organization of the educational process
2. Information and methodological and technical support
3. Social security of the production process
4. The possibility of self-realization
5. The nature of social-psychological and psychological-pedagogical interaction "teacher-student"
6. Interaction system "Teacher – Administration"
7. Improving the level of pedagogical skills
8. Social-psychological climate in the team
9. Overall satisfaction level

An example of a teaching staff Satisfaction Questionnaire is provided in Appendix 15.

***The form of conducting the questionnaire*** it can be carried out both in the online mode using a login in the automated system of the KSMA using individual electronic devices, and by manually filling out the respondent's hard versions of the Questionnaires.

**Responsible executors:** Department of Education Quality Management, it is recommended to involve representatives of the trade union committee of KSMA.

**Rating scale:** It is recommended that the assessment be carried out using a scale a Likert (a question with a suggestion to indicate the degree of agreement or disagreement with a certain statement) for five possible answers.

The evaluation of the satisfaction degree of the KSMA teaching staff and employees with the quality of the service, according to the consolidated assessment, is calculated as the proportion of the sum of positive responses (“fully agree” and "agree"), from the maximum possible sum of responses, or as the proportion of the sum of points determined by the respondents, from the maximum possible sum of points.

In processing individual questions, (if the wording is negative question) the inverse value technique can be used.

In the consolidated assessment, the degree of satisfaction of employees and staff members is more than 80% rated as "high", in the range from 50% to 80% – as "average", less than 50% – as "low".

**Decision-making.** The results of the satisfaction assessment are provided to:

- The rector and vice-rectors.
- Analytical reports are heard at (1) the meeting of the Education Quality Council-the recommendations of the CQE are developed, (3) at the meeting The Council of the Rector's Office and / or the Academic Council - decision-making.
- Published on the KSMA website.

## CHAPTER 5

### MONITORING AND ASSESSMENT OF THE ORGANIZATIONAL- MANAGEMENT ACTIVITIES AND DOCUMENT MANAGEMENT

The entire management process is permeated with information, which is the basis for decision-making, and is built on operational work with the documents in which it is recorded.

Information itself, as a basic factor of modern society, becoming a special resource, no less important than material, technical, financial, economic and

human, becomes of key importance, especially in the structure of education management. The correct formation and adequacy of the use of information flows largely depends on the result of any business activity a modern educational institution. Information support of management activity itself becomes a special system that requires constant analysis of its theoretical problems and applied approaches to its improvement.

***The object*** of monitoring and assessment is the management activity of the administration of the KSMA.

***The subject*** of monitoring and assessment is the information support of the management activities of the KSMA administration.

The management Documentation Support system (DSS) includes three interrelated components:

1. Preparation of management documents,
2. Systematization of documents during the calendar year
3. Organization of their archival storage.

In solving each of these problems, responsible specialists should be guided by the current regulatory and methodological documents in the field of office management.

***The criteria for assessment*** the management documentation support system can be divided into three groups:

1. Quality-indicators related to compliance with the requirements of regulatory documents, the culture of managerial work and corporate culture, the use (availability) of information technologies, etc.
2. Quantitative-indicators that can be used to quantify the efficiency and volume of work (the volume of document flow, staffing, labor costs for specific types of work, the number of identified facts of loss of documents, etc.).
3. Combined-indicators that include both a descriptive assessment and quantitative parameters (for example, the completeness of the implementation of the assigned functions, the qualifications of employees, the level of automation, the technical equipment of workplaces, the efficiency of work, etc.).

The following blocks of documentation support for management are subject to monitoring and evaluation:

1. **The information support of the planning function** consists in the implementation of the following procedures:
  - collecting, processing and analyzing information about available resources (material, personnel, etc.) to determine the actual planned indicators and deadlines for the implementation of plans;
  - documentation of plans and bringing them to the performers;
  - Receive and analyze information about the progress of plans for the organization of further planning.
2. **The information support of the calendar and planning management function** consists in the implementation of the following procedures:
  - collection and analysis of information on the progress of plans, the status of planned indicators and deadlines;
  - collection of information on the conditions of the KSMA operation and their impact on the implementation of the plan;
  - communicating the information received to the responsible managers to make a decision on the need to adjust their actions;
  - documenting the decisions made and communicating them to the performers;
  - Providing the necessary information to the planning departments and managers for possible further adjustments to the planned indicators.
3. **Information support of the operational management function** includes:
  - collection and processing of information about the problem situation that has arisen during the work and the formulation of relevant tasks;
  - collection and processing of information necessary to solve the tasks set;
  - Collection and analysis of information about available resources (material, personnel, time, information, etc.);
  - organizational and documentation design of the selected solution option;
  - communicating information about the decision to specific performers;
  - Collecting information about the results of the implementation of this decision, analyzing and communicating it to interested managers.
4. **Information support of the control function** consists in performing the following procedures:
  - collection and analysis of information on the performance of relevant functions by structural units and individual employees;
  - communicating the information received to the managers who control the activities of this structural unit or employee;

- documentation of decisions made by the manager, based on the information received;
- communicating these decisions to the performers;
- Providing the necessary information to structural divisions and managers who carry out planning and calendar-planning management.

***Responsible executors*** - the assessment of the activities of clerical services is carried out both by the management of the organization, heads of structural divisions, and by the DSS services themselves when making management decisions regarding the organizational structure, staffing, use of new technologies, etc.

The documentation support services of the Department (DSS) include:

- General Department: registration and accounting of incoming, outgoing and internal documents; processing of incoming and outgoing correspondence, informing structural divisions about internal local acts;
  - HR and Legal Department: management of personnel documentation;
  - Student records management sector: centralization of work on the
  - Management of personnel documents of students, statistical accounting of the student body, control over its movement, and management of personal files.
  - Educational and methodological department: implementation of planning, organization and control of the educational process.
  - Deans: direct management of the educational, methodological, educational and scientific work of the faculty; analysis of the quality of the educational process; control of students ' knowledge.
  - The Secretariat of Academic Councils organizes and conducts current and preventive term control of the execution of documents.
  - Quality Management Department: organization, coordination and implementation of work on the implementation, maintenance and improvement of the quality management system of education.
- 
- Automation department (IT service)-responsible for the software, the correct operation of automated systems of documentation management support;
  - Archive-organizes the storage of documents that have been released from operational work, with storage periods of more than ten years

- Information and Reference Services Department-prepares information and analytical reports at the request of the organization's management.

*Assessment methods* – the use of checklists for areas of activity.

The checklists include the following blocks:

- Organizational and managerial activities;
- Document flow:
  - Local regulations governing the activities of teaching staff at the university;
  - Regulatory framework for the State Budget;
  - Activity planning documents;
  - Reports;
  - Performance evaluation;
  - Organization of the educational process;
  - QMS
- Comprehensive audit checklist of the Department

An example of checklists for the areas of activity is given in the Appendix 16.

## **CHAPTER 6**

### **MONITORING AND ASSESSMENT OF RESEARCH ACTIVITIES**

The main divisions providing research activities are the Department of scientific and clinical work (DSCW), the intersectoral educational and scientific center for biomedical research (IESC BMR), the dental educational and scientific clinical base (DESCB), the High-mountain Clinical Base "Tuya - Ashuu", the KSMA Medical Center (MC KSMA), the departments of KSMA.

Monitoring and assessment of the research activities of the departments of the I. K. Akhunbayev KSMA is carried out on the basis of several mechanisms:

1. The collection of information for monitoring and evaluation is carried out within the framework of the implementation of the KSMA development strategy, Strategy 7, "Increasing the role of scientific and research works (SRW) and science in the educational process".

The collection of reporting data on research activities is carried out in the following sequence, based on the strategic development plan of the I. K. Akhunbayev KSMA for 2017-2020. The divisions draw up their own plans for the implementation of the strategy with the details of the planned activities for the calendar year. Then the department summarizes the plans of the departments and a detailed plan for the implementation of the KSMA development strategy for the current year is prepared. Subsequently, semi-annual and annual reports are collected twice a year from the divisions, which are summarized in the annual report on the implementation of the development strategy.

Thus, information on the following aspects of the university's scientific activities is collected and summarized:

- Information on holding scientific conferences/ Olympiads for students;
- Attracting students to the scientific work of the department (student scientific community);
- Number of scientific communities at the departments;
- Number of students, residents, and postgraduates participating in SRW;
- Number of published joint (student+teacher) papers;
- Attracting students, residents, and postgraduates to participate in the KSMA "Days of Science";
- Number of reports of students, residents, and postgraduates at the "Days of Science";
- Number of research topics funded;
- Number of departments, staff, and students performing research;
- Number of research projects conducted by students;
- The number of teaching aids (EMM) based on the results of research;

- Information about the organization of scientific research and the number of scientific expeditions;
  - Information about the use of research results giving lectures and conducting practical classes of independent work;
  - Information about the implementation of research results in the practice of healthcare organizations;
  - Information about the number of acts of implementation in healthcare organizations (HO), patenting, research results;
  - Evaluation of the effectiveness of research activities in the framework of the implementation of the KSMA Development Strategy is to monitor the implementation of indicators for the tasks of the strategic direction.
2. The collection of information during the annual rating assessment of the activity of the teaching staff is carried out using a specially developed form, in which the research work is located in the second block, appendix 17.
- Each teacher fills out their own page form, and the overall results are summed up in a summary form in points. The results of the teaching staff rating are discussed and approved at the meeting of the department.
- Personal indicators are entered in the electronic rating form directly by the employee of the department. Employee prints out the complete rating form, signs, supplements it with all supporting documents for approval and signature to the head of the department.
- The evaluation of the results is a point, expressed in the individual and total number of points scored for research activities and is reflected in the occupied place in the ranking of departments as a result of ranking.
3. Conducting an internal audit, among the tools for conducting an internal audit, there is a checklist "**Checklist for assessment the scientific and clinical work of the department**", which allows you to get information about the effectiveness of the scientific activities of the department, appendix 18.
4. Every year, the Department of Scientific, Innovative and Clinical Work monitors scientific and medical work in the form of collecting annual reports on the reporting forms, Appendix 19.
- Based on the reports from the departments, the evaluation of the research activities of the departments is carried out, the results of which are presented in the form of a report. In addition, departments fill out an assessment sheet, Appendix 20, based on which the rating of departments is carried out.

## **CHAPTER 7**

### **MONITORING AND ASSESSMENT OF EDUCATIONAL ACTIVITIES**

In accordance with the development Strategy of I. K. Akhunbaev KSMA, education of students in the University is based on traditional values such as spirituality, statehood, patriotism, collectivism, charity, mutual aid, charity, and the values of the new time: initiative, creativity, tolerance and many others.

The contents of the process of education in the Academy focused on the creation of favorable conditions for personal and professional development of students, the formation of professional and General cultural competence, basic social and personal qualities of graduates, as spirituality, morality, patriotism, citizenship, hard work, responsibility, discipline, independence, initiative, discipline, the ability to creative expression, commitment to a healthy lifestyle and cultural values.

Based on the goals of the KSMA development strategy, the main objectives of educational and extracurricular activities are:

- creating comfortable social-psychological conditions and a social-cultural educational environment that promotes the formation of general cultural and professional competencies of students;
  - providing students with assistance in self-education, self-realization, and mastering a wide range of social and professional experience;
  - education of students of high spiritual and moral qualities and norms of behavior;
  - formation of the corporate culture of the university, which determines the system value orientations of students, staff and teachers of the university; strengthening and developing the best university traditions;
  - formation of patriotic consciousness and active citizenship of the university students;
  - improving the overall cultural level and aesthetic taste of students, the culture of behavior, speech and communication;
  - improvement of the entire system of work on the adaptation of first-year students to university life;
- 
- creating conditions for the continuous development of students' creative abilities and organizing their positive leisure time, introducing them with the

basics of Kyrgyz culture, amateur art, and involving students in the university's creative teams;

- development of student clubs and associations aimed at the professional and personal development of students;
- formation of motivation and skills of healthy lifestyle among university graduates, involvement of students in sports clubs and sections;
- carrying out a set of preventive measures for prevention of drug addiction, tobacco smoking, alcohol consumption, any manifestations of nationalism and extremism in the student environment;
- development and improvement of the activities of the university's student self-government bodies, volunteer, law enforcement, environmental and construction squad movement;
- involvement of a wide range of university students in the organization of extracurricular, socially significant activities, training of student assets fundamentals of management activity, formation of leadership qualities of university graduates;
- creating conditions in the university for the development of student initiatives and implementation of various student projects;
- constant search for effective forms of educational and cultural and leisure activities, improving the work of curators of student academic groups;
- providing social protection and psychological support to university students;
- improvement of educational and social activities in the university's student hostels;
- Organization of interuniversity and interdepartmental cooperation in the field of educational and social-cultural activities.

The implementation of educational goals and objectives is carried out at the KSMA through the following activities:

- mental and moral education;
  - civil and patriotic education;
  - legal education;
  - professional education;
  - cultural and aesthetic education, development of students ' creative potential;
  - physical education and formation of a healthy lifestyle of students;
- 
- prevention of self-destructive behaviors and antisocial manifestations in the student environment;

- development of student self-government bodies;
- psychological and consulting work;
- social support for students;
- organization of curators work of student academic groups;
- Organization of educational activities at the university's student hostels.

The educational activities carried out in the school are divided into:

- events (shared via Academy and faculty events evenings, concerts, themed months, decades, health Days, festivals, competitions, sports events, games, meetings, discussions and round tables, participation in national and regional events and the stock, etc.);
- group activities (collective creative deeds in the student academic groups, lessons, meetings of clubs, excursions, visits to companies, condominium associations, cultural institutions, sports, etc.);
- Individual, student-oriented events (individual interviews, consultations, psychological trainings, interviews, meetings, personal work with gifted students, with students of the "risk group", etc.).

Monitoring and assessment of the research activities of the departments of the I. K. Akhunbayev KSMA is carried out on the basis of several mechanisms:

1. The collection of information for monitoring and assessment is carried out as part of the implementation of the KSMA development strategy, Strategy 10 "Creating conditions for the full development of students as individuals".

The collection of reporting data on educational and extracurricular activities is carried out in the following sequence, on the basis of the strategic development plan of the I. K. Akhunbayev KSMA for 2017-2020. The divisions draw up their own plans for the implementation of the strategy with the details of the planned activities for the calendar year. Then, the Department of Education quality management summarizes the plans of the departments and a detailed plan for the implementation of the KSMA development strategy for the current year is being prepared. Subsequently, semi-annual and annual reports are collected twice a year from the divisions, which are summarized in the annual report on the implementation of the development strategy.

Thus, information on the following aspects of educational and extracurricular activities is collected and summarized:

- Activation of educational and cultural-mass work
- Formation of the fundamental qualities of the doctor's personality
- Fostering a cult of knowledge and striving for success.

2. Conducting an internal audit, among the tools for conducting an internal audit, there is a checklist "Checklist for evaluating the educational work of the department", which allows you to get information about the effectiveness of the scientific activities of the department, appendix 21.

## CHECKLIST

**for assessing the quality of educational work at departments**

**Department** \_\_\_\_\_

**Auditor:** \_\_\_\_\_

**Representatives of the Department:** \_\_\_\_\_

№	Questions	Yes	No	Certificate (supporting documentation)
1.	Do employees serve as curators of training groups?			
2.	Is there a scientific club at the department?			
3.	How many students attend it in the current academic year?			
4.	Is the activity planning of the student scientific club carried out?			
5.	What is the result of the activity of the student scientific club?			
6.	Do students present papers at conferences of: a) international level b) republican level c) interuniversity level			
7.	Does the department train interns and residents for scientific activities?			

8.	Do interns and residents participate as speakers at: a) international conferences b) republican level c) interuniversity level			
9.	Does the Department SSW participate in competitions for the best scientific work?			
10.	Have there been any publications of students' works, including joint publications with teachers?			
11.	Do students, residents, and teachers participate in socially significant events of the university, city, or region? If so, how?			
12.	Are there any certificates of career guidance work with students and graduates at the department that implements programs of postgraduate and additional education?			

: \_\_\_\_\_ // « \_\_\_\_\_ » 20 \_\_\_\_\_

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## **Appendices/ Applications**

### **Appendix 1**

# KSMA ENTRANT'S /APPLICANTS QUESTIONNAIRE

Dear applicants!

Please answer our questions. The questioning is conducted anonymously (you do not need to specify your last name) in order to analyze and improve the quality of student admission to KSMA. Please choose one answer or write your own.

**1. Your age (write): \_\_\_\_\_ years old**

**2. Your gender (tick the box):** m  f

**3. Your level of education (tick the box):**

secondary  secondary-specialized  professional-technical

**4. How did you find out about KSMA?**

Select an answer option

a) From teachers at a school (lyceum, college, etc.)

b) At an open Day at KSMA

c) From parents, relatives, friends

d) From students and graduates of KSMA

e) From the KSMA website

f) From other educational websites

g) In social networks

h) On television  From newspapers

From magazines  From advertising booklets

i) Other (write) \_\_\_\_\_

**5. Why did you choose KSMA among other medical universities?**

a) High prestige and image of KSMA

- b) Low cost of training
- c) The quality of education is better than in other universities
- d) Employment guarantee
- e) Good training conditions
- f) The chosen specialty is only available at KSMA
- g) On the advice of parents, relatives, acquaintances
- h) Convenient location of KSMA
- i) Other (write) \_\_\_\_\_

**You plan to get an education:**

On a paid basis  On a budget basis (state grant)  How will it turn out

**6. What specialty are you going to apply for?**

- a) General Medicine
- b) Pediatrics
- c) Dentistry
- d) Pharmacy
- e) Medical and preventive care
- f) Higher nursing education

**7. Why did you choose this particular specialty?**

- a) I like the work associated with this specialty
- b) This specialty brings a high income
- c) Low RWT scores for admission compared to other specialties
- d) I have not decided yet on the choice of specialty, first I just want to get a higher medical education
- e) Other (write) \_\_\_\_\_

**8. Are you satisfied with the organization of receiving documents at the KSMA (explain why)?**

Satisfied       Not quite satisfied       Not satisfied

If you are not satisfied, please explain why \_\_\_\_\_

\_\_\_\_\_

**9. Your suggestions for improving the reception of documents in KSMA**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Thank you for participating!**

**Appendix 2**

**Questionnaire**

**"Students' satisfaction with the quality of training programs of 1-3 modules"**

(The questioning is conducted anonymously).

Dear student! The presence of feedback is very important for studying the quality of teaching disciplines and modules at the I. K. Akhunbayev KSMA. In this questionnaire, we ask you to mark the answers that most correspond to your opinion.

**1. General information:**

- 1.1. Indicate your gender                      m       f
- 1.2. What kind of student are you?      Budget       Contract
- 1.3. Indicate the faculty                      Drop-down list
- 1.4. Indicate the course                      Drop-down list

**2. Please, rate the curriculum of the 1-3 course module**

Select the module

Drop-down list

№	Assessment of the module curriculum for students of the 1st-3rd year	I completely disagree	Disagree	I doubt	I agree	I totally agree
1.	The goals and tasks of the module were explained at the beginning of the module.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	All disciplines of the module are interconnected.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	The content of all the disciplines of the module was clear.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	At the end of the module, I received new theoretical knowledge that will help me in practice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	I am satisfied with the provision of methodological and educational literature in the disciplines of the module.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	I am satisfied with the organization of independent work/ self-study (SIW/SSS): explained and provided advice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	The module assessment system seemed clear to me	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	I believe that the final test exam for the module allows to objectively assessing the student's learning outcome.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9.	I believe that the quality of specialists training in the module is high	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**Appendix 3**

**Questionnaire**







## Questionnaire for university students of the last year of study

### A) EDUCATION

A 1 What was the specialty that you received at our educational institution?  
 \_\_\_\_\_ (name of specialty)

A2 Indicate your training period

1.  4 years
2.  3 years
3.  5 years
4.  6 years

A3 To what extent were the following reasons important for you choosing a profession? *Please answer each factor on a five-point scale (1= not important at all; 2 = not important, 3= moderate, 4 = important, 5= very important).*

№		Not important				Very important
1.	Personal choice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	My parents ' choice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Advice from others (friends, etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Good job prospects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Wages in the labor market	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	The prestige of the specialty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	Low competition (easy to enter)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	Employment opportunities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9.	Specialty Advertising	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

A4 To what extent were the following reasons important to you choosing our university? *Please answer each factor on a five-point scale (1= not important at all; 5= very important)*

№		Not important				Very important
1.	Good reputation of the institution	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Selection of in-demand/popular specialties	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Low cost of training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Not far from the home of parents or relatives	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	The possibility of obtaining a scholarship	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

6.	Training on a budget	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	Availability of a hostel	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

A5 Have you ever considered quitting while studying?

1  yes

2  3 no → Please continue to answer from question B1

A6 Please, explain why you were thinking of quitting the training?

.....

**B) ASSESSMENT OF EDUCATIONAL CONDITIONS AT AN EDUCATIONAL INSTITUTION**

B1 To what extent has the following aspects of teaching and learning been addressed in the course of the training? *Please answer each factor on a five-point scale (1= not at all; 5= to a high degree)*

<b>№</b>		<b>Not at all</b>				<b>In a high degree</b>
1.	work in groups	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Theoretical knowledge	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Practical training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Internship	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Using a computer	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Using the Internet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

B2 How would you rate the following points of the educational process? *Please answer each factor on a five-point scale (1= very bad; 5= very good).*

<b>№</b>		<b>Very bad</b>				<b>Very well</b>
1.	Teacher's knowledge of their subjects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	The ability of teachers to explain their subjects clearly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Teacher's use of new technologies and technical means (computer, Internet, interactive whiteboard, video projector)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	The work of the curator	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Quality of individual consultations with teachers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	How interesting was it for you to study at Academy?	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	Formation of students' abilities	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

	for independent learning/self-study					
8.	Respectful interaction between teachers and students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9.	Respectful interaction between students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10.	The opportunity for students to influence the policy of the educational institution	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

B3 Please rate the material and technical base. *Please answer each factor on a five-point scale (1= very bad; 5= very good).*

N <sup>o</sup>		Very bad				Very well
1.	Condition and equipment of the classrooms	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Condition and equipment of workshops/laboratories	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Providing training materials (for example, books, visual materials)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Availability of computers and Internet access	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Availability of technical equipment (e.g. laboratory equipment, measuring instruments)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Sanitary and hygienic conditions (for example, the presence of a separate toilet, the ability to wash the hands in the dining room, cleanliness in educational, residential and public areas)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

B4 Please rate the quality of the hostel. *If the school does not have a hostel, then go to question B5. Please answer each factor on a five-point scale (1= very bad; 5= very good).*

<b>Very bad</b>				<b>Very well</b>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

B5 Please rate the quality of food in the canteen of the educational institution. *If the school does not have a cafeteria, then go to question B6. Please answer each factor on a five-point scale (1= very bad; 5= very good).*

<b>Very bad</b>				<b>Very well</b>
-----------------	--	--	--	------------------

<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
----------------------------	----------------------------	----------------------------	----------------------------	----------------------------

B6 Please rate the following elements related to employment. *Please answer each factor on a five-point scale (1= Very bad; 5= Very good).*

Nº		Very bad				Very well
1.	Quality of preparation for work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Compliance of the training content with practical requirements in the workplace	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Practical experience of the teaching staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	The relationship between theory and practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Practical training in the specialty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Quality of the internship	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	Help of an educational institution in finding an internship	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	Help of an educational institution in finding a job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

B7 Did you complete the internship?

1.  Passed completely
2.  Passed partially
3.  Did not pass

B8 How did you find the last place of practice / internship?

1.  Found on my own
2.  With the help of friends/relatives/ parents
3.  With the help of an educational institution
4.  I haven't had any practice (why? Please specify).....

B9 In what field did you have your last internship?

1.  Public sector
2.  Private sector
3.  Family business
4.  Other (please specify).....

B10 Please rate the following aspects of the last practice. *Please answer each factor on a five-point scale (1= I completely disagree; 5= I completely agree).*

Nº		I				I
----	--	---	--	--	--	---

		<b>completely disagree</b>				<b>completely agree</b>
1.	I had a clearly defined working program	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	I had the opportunity to communicate regularly with my supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	I received enough help and advice from my supervisor	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	I received sufficient assistance and advice from the designated person	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	The work assigned to me and the level of responsibility corresponded to my own	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	I was treated equally with other employees	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	I had a good working relationship	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	Through practice, I got new knowledge	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9.	The practice has prepared me well for employment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

B11 What type of contacts would you like to have with our educational institution in the future?  
*There are several possible answers*

1.  Meetings of graduates in an educational institution
2.  Within the framework of the activities of the Alumni/graduate Association
3.  As an employer
4.  Consulting support in professional and social issues
5.  I do not feel the need for further contacts
6.  Other (please specify) .....

### C LEARNING SATISFACTION

C1 To what extent have you acquired the following skills / knowledge by the time you graduate from our school? *Please answer each factor on a five-point scale (1= not at all; 5= to a high degree).*

<b>№</b>		<b>Not at all</b>				<b>In a high degree</b>
1.	Professional skills in specialty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Ability to apply theory in practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

3.	Ability to organize working time effectively	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Responsibility for the result of work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Ability to adapt easily to changing conditions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Ability to develop new ideas and solutions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	Ability to communicate	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	Ability to work productively with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9.	Problem-solving skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

C2 To what extent have you acquired the following skills / knowledge by the time you graduate from our school? *Please answer each factor on a five-point scale (1= not at all; 5= in a high degree).*

No  I doubt  Yes

C3 If you had to choose again, would you choose our school?

No  I doubt  Yes

C4 Are you satisfied with your training?

No  Partially  completely yes

#### D GENERAL INFORMATION

D1 Your gender?

1.  Male
2.  Female

D2 What do you plan to do in the next 6 months? *There are several possible answers*

1.  Job search in the public sector
2.  Finding a job in the private sector
3.  Start working in a family business
4.  Help in the family economy / household
5.  Start Own Business/ Self-employment
6.  Continue training
7.  Go abroad to earn money
8.  Other (please specify).....

#### E YOUR COMMENTS AND RECOMMENDATIONS

E1 Your suggestions and recommendations for improving the work of our educational institution

.....

**Thank you!**

**Appendix 9**

### **Questionnaire for university graduates 9-12 months after graduation**

We invite you to take part in the questioning, the purpose of which is to assess the employment of graduates, as well as to identify popular professions/specialties.

**The data obtained will be used only in a generalized form and for scientific purposes exclusively within the framework of the study. Confidentiality is guaranteed.**

Read each question carefully. Review all the suggested answers and choose the one that most closely matches your opinion. If you are not satisfied with any of the suggested answers, enter your own version in the specially designated box.

Please note that in some questions, the number of possible answers may be more than one.

Thank you in advance for participating in the questioning!

---

A) EDUCATION

---

A1 What was the name of the specialty that you received in our educational institution?

\_\_\_\_\_ name of the specialty

---

A2 As time passes, how would you rate the following aspects of the learning process? *Please answer each factor on a five-point scale (1= very bad; 5= very good).*

Nº		Very bad				Very well
1.	Teachers ' knowledge of their subjects	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	The ability of teachers to explain their subjects clearly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Knowledge of the masters of their subject	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	The ability of masters to explain their subjects clearly	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	The work of the curator	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

---

A3 How would you rate the following elements related to job preparation? *Please answer each factor on a five-point scale (1= Very bad; 5= Very good).*

Nº		Very bad				Very well
1.	Preparing for work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Compliance of the educational process with practical	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

	requirements in the workplace					
3.	Practical experience of the teaching staff	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	The relationship between theory and practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	To what extent is the curriculum focused on practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Help in finding a job	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

---

## B) LEARNING SATISFACTION

---

B1 To what extent have you acquired the following skills / knowledge by the time you graduate? *Please answer each factor on a five-point scale (1= Not at all; 5= Highly).*

Nº		Not at all				In a high degree
1.	Professional skills in specialty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Ability to develop new ideas and solutions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Ability to adapt easily to changing conditions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Ability to organize working time effectively	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Ability to communicate	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Responsibility	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	Problem-solving skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	Ability to apply theory in practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
9.	Ability to work productively with others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

---

B2 If you had to choose again, would you choose the same specialty?

No  I doubt  completely yes

B3 If you had to choose again, would you choose our educational institution?

No  I doubt  completely yes

---

B4 Are you satisfied with your training?

No  Partially  completely yes

---

## C) JOB SEARCH AFTER GRADUATION

---

C1 When did you first start working after graduating from our educational institution?

1.  Before graduation
2.  Less than 1 month after graduation
3.  From 1 to 3 months after graduation
4.  From 3 to 6 months after graduation
5.  6 to 9 months after graduation
6.  From 9 to 12 months after graduation
7.  I never worked after graduation

C2 How long have you been looking / looking for your first job?

1.  Less than a month
2.  1-3 months
3.  4-6 months
4.  7-9 months
5.  more than 9 months
6.  I wasn't looking for a job

Please continue to answer from question G4

C3 If you weren't looking for a job, why? *There are several possible answers*

1.  I continued to study
2.  I continued the work that I had before the training
3.  I stayed to work after the internship
4.  I started working for myself / my family
5.  Stay at home, housewife, homemaker, family care
6.  Others (please specify) .....

Please continue to answer from question D1

C4 What problems did you face while looking for a job? *Please answer each factor on a five-point scale (1 = not at all; 5 = in a high degree).*

N <sup>o</sup>		Not at all				In a high degree
1.	My skills don't meet the requirements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Lack of practical experience	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Lack of vacancies in my specialty in the local labor market	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Low salary	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	No money for your own small business	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Others (please specify) .....	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

C5 How did you search/ search for your first job after graduation? *There are several possible answers*

1.  By viewing advertisements / announcements (eg: newspaper, internet, notice)
2.  With the help of an educational institution (for example, through the career center)
3.  Through the employment service
4.  With the help of friends/relatives/ parents
5.  Self-application (distribution of resume)
6.  Others (please specify) .....

C6 Which method of finding your first job was the most successful? *Choose only one answer*

1.  By viewing advertisements / announcements (eg: newspaper, internet, notice)
2.  With the help of an educational institution (for example, through the career center)
3.  Through the employment service
4.  With the help of friends/relatives/ parents
5.  Independent application – independent contact with employers
6.  Others (please specify) .....

#### D) JOB SEARCH AFTER GRADUATION

D1 Which answer is more appropriate for your current employment?

1.  Permanent job/full-time employee
2.  Own business (or the business of your parents)
3.  Freelance worker / freelance work
4.  Casual / temporary work (just to earn money)
5.  traineeship
6.  Others (please specify) .....

D2 What field do you work in?

1.  State sector
2.  Private sector
3.  Family business
4.  I work for myself (self-employed / entrepreneur)
5.  Others (please specify) .....

#### E) JOB REQUIREMENTS

E1 To what extent are the following skills / knowledge in demand in your current job? *Please answer each factor on a five-point scale (1= Not at all; 5= In a high degree).*

№	Not at all				In a high
---	------------	--	--	--	-----------

						<b>degree</b>
1.	Professional skills in specialty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Ability to develop new ideas and solutions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Ability to adapt easily to changing conditions	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Ability to organize working time effectively	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Ability to communicate	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Responsibility in the performance of work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	Problem-solving skills	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	Ability to apply theory in practice	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

---

F) THE RELATIONSHIP BETWEEN LEARNING AND EMPLOYMENT

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F1 To what extent do you use the knowledge and skills acquired during training in your current job?

<b>Not at all</b>				<b>In a high degree</b>
<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

---

F2 Do you work in your specialty?

1.  Yes, in specialty→Please continue to answer from question F4
2.  Yes, in a related specialty→Please continue to answer from question F4
3.  No, I work in a completely different specialty

---

F3 If you are not working in your specialty, then why? *There are several possible answers*

1.  Lack of vacancies in my specialty
2.  I don't like my profession
3.  Low salary in my specialty
4.  Did not meet the requirements of employers
5.  My interests have changed
6.  Others (please specify) .....

---

G) POST-GRADUATE EDUCATION

---

G1 Have you entered the next level of education after completing your studies at our educational institution?

1.  Yes, for a master's degree
2.  Yes, to graduate institution
3.  Yes, to university, but dropped out/ Yes, to university for a second higher education

4.  No→Please continue to answer from question H1

---

G2 Please specify the specialty of the following education

.....  
.....

---

G3 After graduation, have you been retrained?

1.  Yes
2.  No, go to H1

---

G4 What was the purpose of your retraining? *Select only one option*

1.  To acquire additional skills / qualifications related to this job
2.  To increase chances of finding a job
3.  The request of my employer
4.  To improve the prospects of promotion
5.  Personal interest in a particular subject area
6.  To prepare for the competitive exam
7.  To be able to travel and work abroad
8.  Others (please specify) .....

---

H) General data / information

---

H1 After graduation, have you been retrained?

1.  Male
2.  Female

---

H2 What country are you currently working in?

1.  The Kyrgyz Republic
2.  The Russian Federation
3.  Kazakhstan
4.  Others (please specify) .....

---

H3 In what locality do you live at this time (regardless of registration)?

1.  City
2.  Village

---

I. Your comments and recommendations

I.1 Your suggestions and recommendations for improving the work of our educational institution

.....  
.....

**Thank you!**

**Appendix 10**

## Questionnaire for assessing the formation of competencies by KSMA graduates

Dear graduate!

You are completing your studies at our educational institution. That is why it is important for us to hear your opinion. You can contribute to improving the quality of training at KSMA by filling out the questionnaire below.

Your faculty (specialty): \_\_\_\_\_

Check/tick one of the options for answering the question / statement:

Question	Answer options/variant of answer	Argument (explain why)
1. Are you able and ready to communicate with patients and colleagues in written and oral language in Kyrgyz and Russian?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
2. Are you able to work independently on a computer?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
3. Do you know the sources of medical information necessary for professional work and can you find it?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
4. Are you able to conduct an analysis of medical information based on the principles of evidence-based medicine?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
5. Are you ready for organizational and managerial work with small teams (groups, families, etc.)?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
6. Are you able to identify the natural-scientific nature of the problems that may arise in your professional activity and attract an appropriate specialist to solve them?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
7. Have you gained enough knowledge in the field of legal regulations, rules of medical ethics and morals to prevent illegal actions in your work?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
8. Do you have enough knowledge to be able to analyze clinical syndromes, justify methods/principles of diagnosis, treatment, prevention among the population, taking into account their age and gender groups?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
9. Are you able to conduct and interpret the patient's survey, physical examination, and clinical examination, select appropriate laboratory and instrumental studies, and fill out the patient's medical record?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
10. Are you able and ready to make a diagnosis based on the results of biochemical and clinical studies, taking into	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No	

account the pathology of the organs and systems as a whole?	3. <input type="checkbox"/> I doubt	
11. Are you able and willing to perform basic therapeutic measures for the most common diseases and conditions in adults and children?	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
12. Are you able to apply modern social and hygienic methods of collecting and medical and statistical analysis of information on health indicators of the population	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I doubt	
13. Specify the ratio of your theoretical knowledge and practical experience during the training program? (theory/practice)	1. <input type="checkbox"/> 40% to 60% 2. <input type="checkbox"/> 50% to 50% 3. <input type="checkbox"/> 70% to 30% 3. <input type="checkbox"/> 90% to 10%	
14. Do you intend to continue your residency training	1. <input type="checkbox"/> Yes 2. <input type="checkbox"/> No 3. <input type="checkbox"/> I don't know	
15. If you intend to continue your residency training, what is your specialty?	1. <input type="checkbox"/> GP 2. <input type="checkbox"/> subspecialty 3. <input type="checkbox"/> other	
16. Did you have any practice on the basis of the CFM, FDG?	1. <input type="checkbox"/> GP 2. <input type="checkbox"/> subspecialty 3. <input type="checkbox"/> I don't know	
17. Please rate the overall quality of specialists training at your faculty	1. <input type="checkbox"/> good 2. <input type="checkbox"/> satisfactory 3. <input type="checkbox"/> bad	

**Please answer the following questions (in free form):**

18. What disciplines/modules/topics do you think can be shortened or offered as an elective course (specify):
19. Which disciplines/modules/topics do you think need more in-depth study? At the same time, specify the ratio of the theoretical and practical part (for example, 50/50 or 40/60)
20. List the clinical bases (hospitals, CFM, CSSES) where you were trained in the 6th year and indicate whether your work with patients was supervised.
21. In what clinical disciplines would you like to complete postgraduate training? Explain why.

22. Where would you like your residency training to take place? Explain why.
23. What recommendations would you like to make to improve the educational program and process at KSMA?

**Thank you so much for your work!**

**Appendix 11**

**Notification  
of graduate employment \_\_\_\_\_ year of graduation**

Given	Full name
	(date of birth)
	(series, passport number)
	(issued by whom and when)
to the graduate	(name of the educational institution)
	(address of the educational institution)
	(graduation date)
in specialty	(the name of the specialty, the direction of training specified in the diploma)
employed	(facility name)
in the position	(name of the position)
	With a monthly salary in the range of
Head of Human Resources Department _____ (Full name)	
Contact information _____	
Date:	Signature: Stamp

Other employment channels\*:

I'm going to continue my training	(name, address of the educational institution)

professional education level	Postgraduate education (postgraduate studies, residency, etc.) Higher professional education (university, etc.) Secondary professional education (college, etc.) Primary professional education (PL, etc.)
in specialty	 (name of the specialty)
terms of training	
I will be conscripted/drafted into the Armed Forces of the Kyrgyz Republic for a period of	
Planning to leave (or I am) on parental leave for a period	

Date:

Signature:

Contact information of the graduate \_\_\_\_\_

Sent by the organization's Human resources department or by the graduate to the address of the university

\* Filled in by the graduate in the case of other employment channels

**QUESTIONNAIRE**  
**for assessing the employer's satisfaction with the quality of training of**  
**graduates of the**  
**I. K. Akhunbayev KSMA**

**Dear employers!**

The I. K. Akhunbayev KSMA conducts a questioning of the institutions and organizations heads to determine the assessment of the employer's satisfaction with the quality of training of our graduates. We ask you to answer the questions in the questionnaire. Your opinion will help to improve the quality of training of KSMA graduates.

1. Name of the organization \_\_\_\_\_
2. Indicate the number of KSMA graduates hired by your organization over the past year
3. Indicate which specialists your organization needs most
  - General Medicine
  - Dentistry
  - Pharmacy
  - Medical and preventive care
  - Nursing
4. Indicate in what area your organization cooperates with the I. K. Akhunbayev KSMA?
  - Internship of students on the basis of your organization
  - Participation of KSMA teachers in the treatment process
  - Professional development, professional retraining of employees
  - Implementation of joint research projects (research, development, conferences)
  - Training of employees of the organization in the graduate school of KSMA
  - Publication of the materials of the organization's doctors in the scientific journals of the KSMA

№	Assessment of employer satisfaction	I completely	Disagree	I doubt	I agree	I totally agree
---	-------------------------------------	--------------	----------	---------	---------	-----------------

		<b>disagree</b>				
1.	We are satisfied with the quality of KSMA graduates training	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>
2.	We are satisfied with the level of theoretical knowledge of KSMA graduates	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>
3.	We are satisfied with the level of practical training of KSMA graduates	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>
4.	We are satisfied with the level of proficiency of KSMA graduates in modern methods and technologies of diagnosis and treatment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>
5.	We are satisfied with the level of communication skills of KSMA graduates	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>
6.	Our organization plans to employ graduates of KSMA at present and in the future	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>
7.	We will recommend KSMA graduates to other employers	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>
8.	The interaction of our organization with KSMA is very effective	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/>

1. Your suggestions for the development of cooperation with the I. K. Akhunbayev KSMA:

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**Thank you for participating!**

## QUESTIONNAIRE

## Assessment of satisfaction of I. K. Akhunbayev KSMA students parents

*Dear parents, Please read the questionnaire and fill it out as objectively as possible. Your opinion and suggestions will improve the quality of the educational process. You do not need to indicate your last name.*

1. The specialty in which your child is trained.
  - a)  General Medicine
  - b)  Dentistry
  - c)  Pharmacy
  - d)  Medical and preventive care
  - e)  Nursing
2. Indicate the age of the child \_\_\_\_\_ course of study \_\_\_\_\_
3. Who made the decision about your child's admission to KSMA?
  - a)  It was the child's own decision;
  - b)  It was my (parent's) decision;
  - c)  It was a joint decision of the parents and the child;
  - d)  On the recommendation of relatives, friends;
  - e)  I find it difficult to answer;
  - f)  Other \_\_\_\_\_.
4. For what reasons did your child enter the KSMA?
  - a)  Opportunity to get a good education;
  - b)  The opportunity to get a prestigious profession;
  - c)  The opportunity to get a profession without leaving home;
  - d)  KSMA is the most prestigious Medical university in the city/republic;
  - e)  I find it difficult to answer;
  - f)  Other \_\_\_\_\_.
5. In your opinion, how is the process of adaptation of first-year students to student life organized at KSMA (information, assistance and support of deans, curators, heads of departments, etc.):
  - a)  Organized well;
  - b)  Poorly organized;

c)  The adaptation process is not organized (the student is forced to adapt independently);

d)  I find it difficult to answer;

№6	Assess your satisfaction with your child's creative development opportunities:	Difficult to answer	Low	Satisfactory	Good	High
1.	Engage in subject club, academic work	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Engage in sports sections	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Engage in artistic creativity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Participate in cultural and sporting events	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Influence the activities of KSMA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

№7	Parents' satisfaction with the educational activities of KSMA. How do you rate:	I completely disagree	Disagree	I doubt	I agree	I totally agree
1.	Organization of the adaptation process of first-year students to student life	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	Quality of teaching	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Quality of students' knowledge assessment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Schedule quality	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	Catering services in KSMA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	Organizing the provision of books	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	Location of the Academy	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	The quality of "feedback" from parents of students and the administration (rector, vice-rector, heads of departments, etc.)	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

8. If your child has problems of a different nature during the learning process, you prefer to seek help from:

a)  The head of the department;

b)  The Dean of the Faculty;

c)  The Vice-Rector for Academic Affairs;

d)  The teacher;

e)  The friends or relatives;

f)  I leave the situation to the child to decide;

g)  I find it difficult to answer;

h)  Other \_\_\_\_\_.

9. How do you assess the level of trust and sincerity in your relationship with your child:

a)  I am aware of my child's progress;

b)  I am aware of my child's social life;

- c)  I am aware of my child's achievements (sports, social, scientific, etc.).
- d) How would you like to get information about your child's progress?:
- e)  By email;
- f)  By phone;
- g)  By WhatsApp;
- h)  I find it difficult to answer;
- i)  Offer/suggest your answer\_\_\_\_\_.

**Thank you for your answers!!!**

**Appendix 14**

**QUESTIONNAIRE FOR PARENTS**

1. Full name of the child \_\_\_\_\_
2. The specialty that your child is studying in: \_\_\_\_\_.
3. Specify the course of study \_\_\_\_\_ group \_\_\_\_\_
4. Address of the child's residence during the study period \_\_\_\_\_
5. **Mother:** full name \_\_\_\_\_
- Date of birth: \_\_\_\_\_ Education: \_\_\_\_\_
- Place of work: \_\_\_\_\_
- Telephone: \_\_\_\_\_ Availability of WhatsApp \_\_\_\_\_
6. **Father:** full name \_\_\_\_\_
- Date of birth: \_\_\_\_\_ Education: \_\_\_\_\_
- Place of work: \_\_\_\_\_
- Telephone: \_\_\_\_\_ Availability of WhatsApp \_\_\_\_\_
7. Address (the actual address of the parents ' residence) \_\_\_\_\_
- \_\_\_\_\_
8. House conditions:
- own house     apartment     rented house    Square: \_\_\_\_\_
- availability of a separate room for the student     Availability of the Internet
9. Number of children in the family \_\_\_\_\_
10. Other family members who live with you \_\_\_\_\_
11. Information about character peculiarities and abilities of the student \_\_\_\_\_
- \_\_\_\_\_
12. Whether the student has health problems \_\_\_\_\_
- \_\_\_\_\_

13. What is the student's hobby?: \_\_\_\_\_

14. What abilities can be used in the educational process for the benefit of the student?  
\_\_\_\_\_

15. Your advice and recommendations to the dean / supervisor on the problem of student relations:  
\_\_\_\_\_

**Thank you for your answers!!!**

## Appendix 15

### Questionnaire of Teaching Staff Satisfaction

*Dear colleagues! Please read the questionnaire and fill it out as objectively as possible. Your opinion and suggestions will help improve the quality of the educational process at KSMA.*

*Please check/tick the box next to your answer*

Your position  Administrative employee

Teacher

Your age:  up to 30  up to 45  up to 55  up to 65  over 65

Your gender:  Male  Female

Work experience at KSMA:  up to 5  5-10  11-15  16-20  > 20

<b>№1</b>	<b>Assess the degree of your satisfaction with the quality of the educational process organization:</b>	<b>I completely disagree</b>	<b>Disagree</b>	<b>I doubt</b>	<b>I agree</b>	<b>I totally agree</b>
1.	Information on the organization of the educational process is available and received in a timely manner	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	The educational process is provided with educational and methodological literature	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	I am satisfied with the content of the training programs and plans	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Semester loads are balanced	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	The opinion of teachers is taken into account making	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

	decisions concerning the organization of the educational process					
6.	The class schedule is convenient	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	The existing point-rating system for assessing students' knowledge is clear and effective	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	In general, I am satisfied with the organization quality of the educational process	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

<b>№2</b>	<b>Assess your satisfaction with the quality of information and logistics support</b>	<b>I completely disagree</b>	<b>Disagree</b>	<b>I doubt</b>	<b>I agree</b>	<b>I totally agree</b>
1.	Information about KSMA cases and events is available and timely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	The interface of the official websites of KSMA is convenient and there is all the information about KSMA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	The KSMA library is well equipped and actively used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Electronic library systems are available and actively used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	The automated management and office management system is implemented and used effectively	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	For lectures/theoretical classes, there is sufficient equipment with multimedia equipment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	In structural divisions (departments) there is a possibility of access to computer and copying equipment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	In structural divisions (departments) there is a possibility of access to the Internet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9.	Classrooms and laboratories have sufficient methodological and technical equipment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10.	The condition of the classrooms meets the sanitary and hygienic requirements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11.	In general I am satisfied with the quality working conditions and equipment of the workplace	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

<b>№3</b>	<b>Assess your satisfaction with the quality of information and logistics support</b>	<b>I completely disagree</b>	<b>Disagree</b>	<b>I doubt</b>	<b>I agree</b>	<b>I totally agree</b>
1.	Information about KSMA cases and events is available and timely	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	The interface of the official websites of KSMA is convenient and there is all the information about KSMA	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	The KSMA library is well equipped and actively used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	Electronic library systems are available and actively used	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	The automated management and office management system is implemented and used effectively	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
6.	For lectures/theoretical classes, there is sufficient equipment with multimedia equipment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	In structural divisions (departments) there is a possibility of access to computer and copying equipment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	In structural divisions (departments) there is a possibility of access to the Internet	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

9.	Classrooms and laboratories have sufficient methodological and technical equipment	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
10.	The condition of the classrooms meets the sanitary and hygienic requirements	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
11.	In general I am satisfied with the quality working conditions and equipment of the workplace	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

## Appendix 16

### Checklist - Organizational and managerial activities

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№	Questions	Yes	No	Certificate (supporting documentation)
1.	Does the activity planning meet the requirements of the university?			
2.	Is the work plan being monitored?			
3.	Are there any quality goals approved by the Vice-rector?			
4.	Is the fulfillment of goals monitored in quality areas?			
5.	Is activity analysis carried out? (monitoring of satisfaction, monitoring of the effectiveness of processes)			
6.	Are the results of the educational process analyzed (the results of intermediate and final certification, the results of residual knowledge)			
7.	Are corrective/preventive actions or improvement measures planned?			
8.	Do the performance indicators of the department head meet the qualification requirements?			
9.	Is there monitoring of students' satisfaction with the quality of teaching at the department?			
10.	Is the effectiveness of the processes			

monitored?			
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: \_\_\_\_\_ / \_\_\_\_\_ / « \_\_\_\_\_ » 20\_\_\_\_\_

### Checklist-Document Management

: \_\_\_\_\_

№	Questions	Availability +/-	Notes
Local legal acts regulating the activities of teaching staff at the university			
1.	Internal provisions		
2.	Duty provisions		
3.	The procedure for passing the competitive selection for the positions of scientific and pedagogical workers		
4.	Provisions on the position of Professor-consultant (if necessary)		
5.	Provisions on the department, duty descriptions of employees		
Regulatory framework for the SES			
6.	Provisions on the educational and methodological complex of the discipline		
7.	Provisions on the educational and methodological complex of internship		
8.	Provisions on the educational and methodological complex of educational practice		
9.	Provisions on the final state certification of graduates		
10.	Provisions on the current monitoring of		

	progress and intermediate certification of students		
11.	Provisions on the procedure for conducting student practice		
12.	Provisions on course work		
13.	Provisions on the final qualification work		
	Activity planning documents		
14.	Comprehensive development program		
15.	Work plan for the academic year		
16.	Teaching staff workload plans		
17.	Individual teaching staff plans		
18.	Individual resident plans		
19.	Calendar-thematic lesson plans		
	Reports		
20.	Individual teaching staff reports		
21.	Annual report		
22.	Reports on medical work		
23.	Research reports		
24.	Practice reports		
25.	Reports of physicians - clinical interns		
26.	Certification sheets of clinical residents		
27.	Minutes / protocols of meetings		
28.	Report on the implementation of the academic load at the department		
29.	Acts on the transfer of the meetings minutes / protocols to the archive of the KSMA		
30.	Reports on completed PC cycles		
	Assessment of activity		
31.	Results of the teaching staff rating		

32.	Data on monitoring student satisfaction		
33.	Process performance monitoring data		
Organization of the educational process at the department			
34.	Teacher workload plan		
35.	Class schedule		
36.	Attendance logs/registers		
37.	Examination / test sheets		
38.	Materials for conducting educational work		
Educational and methodological work			
39.	Disciplines EMC		
40.	Practice EMC		
41.	Practice diaries		
42.	Provisions on course work		
43.	Course / thesis registration journal		
44.	Provisions on the module-rating system for assessing students ' knowledge		
QMS			
45.	Collection of documents and records on quality:		
46.	Protocols for reviewing the QMS documentation		
47.	Quality goals for the current year (approved)		
48.	List of quality records (in accordance with the current nomenclature)		
49.	QMS documentation registration sheets		
50.	CD/PD registration sheets (filled in)		

: \_\_\_\_\_ / \_\_\_\_\_ / « \_\_\_\_\_ » 20 \_\_\_\_\_

## Comprehensive checklist of the Department

Date:

" \_\_\_\_ " \_\_\_\_\_ 2014

Department \_\_\_\_\_

Auditor: \_\_\_\_\_

Representatives \_\_\_\_\_ of \_\_\_\_\_ the \_\_\_\_\_ Department:

\_\_\_\_\_

The object of verification and criteria: Documentation of the department: availability, compliance with the nomenclature of cases, relevance, design, order and accuracy of management.

№	List of documents	Availability	Audit observations (comments)
<b>Organizational and regulatory documents</b>			
	Law of the Kyrgyz Republic "On Education"		
2.	Curriculum for each specialty		
3.	Provisions on the Department		
4.	Duty descriptions		
<b>Other documents</b>			
	KSMA Charter		
	Licenses for the right to conduct educational activities, Certificate for the right to issue a state-issued diploma		
<b>Educational and methodological documents</b>			
	Staff schedule		
	Calculation of the training load		
	Class schedule		

	Working out schedule		
	Journal of mutual visits lectures and practical exercises		
	Minutes / protocols of the Department meetings		
	Department work plans for the academic year		
	Individual teacher plans		
<b>Reporting documents</b>			
	Reports on the work of the department (for the last 5 years)		
<b>QMS documents</b>			
	KSMA Strategy		
<b>Other documents</b>			

**General conclusion on compliance:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Recommendations for improving documentation management: (systematization, provision, creation of templates, reduction of volumes, electronic document management, etc.)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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Auditor:

Full name

Signature

**Appendix 17**

Personal level	
Full name	
Department (title)	
Department category	choose option
Position	choose option
The nature of the work	choose option
Scope of work	choose option
Teaching experience	

Only white cells  
are filled

*If you are an external part-time employee, specify the organization*

Part 1. Potential of teaching staff qualification						
<i>This section assesses the potential of the teaching staff achieved qualifications for the entire period of work.</i>						
No	Rating indicators		Points		Total	Notes
1	Academic degree	Doctor of Sciences	10	choose option	0	
		Candidate of Sciences	5	choose option	0	

2	Academic title	Academician of the KR NAS, corresponding member of KR NAS	30	choose option	0	The corresponding column is marked "yes", "no"
			20	choose option	0	
3	Availability of the doctor's qualification category:	Professor associate professor	10	choose option	0	
			5	choose option	0	
		higher first second	20	choose option	0	
			15	choose option	0	
			10	choose option	0	
4	Laureate of the State Prize of the KR in the field of science and technology					
5	Chief Freelance Specialist of the KR MH		20	choose option	0	
6	Chairman of the Commission\President of the Association		15	choose option	0	
7	Honored Doctor of the Kyrgyz Republic		15	choose option	0	
8	Honored Worker of Health Care/Education		15	choose option	0	
9	Honored Scientist		15	choose option	0	
10			15	choose option	0	
11			15	choose option	0	
12			15	choose option	0	
13	Excellence in Healthcare / Education		15		0	
	Master of Sports		10		0	
	Candidate for Master of Sports					
<b>Total points</b>					<b>0</b>	
<b>Part 2. Activity indicators for the year</b>						
<b>1. Educational, organizational and methodological work</b>						
<i>This block of indicators assess the educational, organizational and methodological activities of the teaching staff for the reporting period (academic year).</i>						
Nº	Rating indicators		Points	Quantity/Number	Total	Notes
1	Implementation of the training load	professor, head of the department (norm-750 h)	50		0	The volume of the completed academic load for the year is indicated in hours. The program automatically calculates the number of points.
		associate professor, senior lecturer, lecturer (with academic degree) (norm-800)	50		0	
		senior lecturer, assistant, lecturer	50		0	

		(without academic degree) (norm-850)				For the norm, 50 points are awarded.
<b>2</b>	<b>Development and publication:</b>					The number of published works is indicated. In case of collective authorship of textbooks, monographs, textbooks, and methodological recommendations, each of the co-authors is counted as one indicator.
	*textbook, monograph with the stamp MES KR (in Russian, Kyrgyz, English.)	number of pages more than 150	35		0	
		<i>Indicate name/ title</i>				
		number of pages less than 150	30		0	
		<i>Indicate name/ title</i>				
	*textbook, monograph (in Kyrgyz / English)		35		0	
	*textbook, monograph (in Russian. language)		30		0	
	*educational, educational and methodical manual (in Russian, Kyrgyz, English).		15		0	
	* guidelines and recommendations		15		0	
	*tests for all types of control (by number of disciplines, faculties, courses)		10		0	
	*exam questions (for the number of disciplines, faculties, courses)		10		0	
<b>3</b>	Participation in the MEMC, EMPC, FSC as:	Chairman	20	choose option	0	The corresponding line is marked "yes"
		Academic Secretary/ Secretary	15	choose option	0	
		Member of the Committee	10	choose option	0	
<b>4</b>	<b>Participation in the working group on the development (revision) of working programs for academic disciplines, modules, and methodological support.</b>					The corresponding line is marked "yes"
	* module coordinator		15	choose option	0	
	• responsible for the module		10	choose option	0	
	• member of the working group		8	choose option	0	
	<i>Indicate the name of the working group</i>					
<b>5</b>	<b>Application of modern forms, methods and means of training</b>					Indicate which of the teaching methods you use in your activities by ticking the appropriate box "yes"
	• video films, computer modeling		10	choose option	0	
	• case technologies		10	choose option	0	
	*discussions, business game, brainstorming		5	choose option	0	
	* visual aids (tables, stands)		5	choose option	0	
	* working in small groups, problem methods, project method		5	choose option	0	
	• use of multimedia tools		5	choose option	0	
* application of the method of differentiated physical education (basic, medical, professional groups)		5	choose option	0		

6	Reception of work-offs from students	1		0	1 point is awarded for 10 working outs
7	Management of internship	25	choose option	0	Indicate whether you are the head of the internship, noting "yes"
8	<b>Advanced training (minimum 30 hours)</b>				Indicate which type of AT you passed during the reporting year. Indicate the number of hours and the availability of a certificate.
	professional	5	choose option	0	Professional training – special courses in medicine, pharm. training;
	<i>Indicate the specialization, number of hours, availability of a certificate</i>				
	psychological and pedagogical	5	choose option	0	Psychological and pedagogical-courses in pedagogy and psychology. Higher school, innov. training methods, etc.
	<i>Indicate the specialization, number of hours, availability of a certificate</i>				
	General/ common	3	choose option	0	General-computer, language, oratory, etc.
	<i>Indicate the specialization, number of hours, availability of a certificate</i>				
9	Conducting coaching work (for one group of students, teachers)	5		0	Indicate the number of groups and the type of sport.
	<i>Indicate the type of sport</i>				
10	Methodological design of the study room	5		0	Indicate the number of offices/rooms
	<b>Total points</b>			<b>0</b>	
	<b>2. Research work</b> <i>This block of indicators evaluates the research activities of the teaching staff for the reporting period (academic year).</i>				

<b>№</b>	<b>Rating indicators</b>	<b>Points</b>	<b>Quantity/Number</b>	<b>Total</b>	<b>Notes</b>	
<b>11</b>	<b>Defense (approval of the Higher Attestation Commission) of the doctoral dissertation</b>	<b>70</b>	<b>choose option</b>	<b>0</b>	If there is a HAC diploma, the corresponding line is marked "yes"	
	<i>If "yes" indicate the title of the topic, specialty code</i>					
<b>12</b>	<b>Defense (approval of the Higher Attestation Commission) of the candidate's dissertation</b>	<b>50</b>	<b>choose option</b>	<b>0</b>	If there is a HAC diploma, the corresponding line is marked "yes"	
	<i>If "yes" indicate the title of the topic, specialty code</i>					
<b>13</b>	Getting the title/rank:	Professor	<b>50</b>	<b>choose option</b>	<b>0</b>	The corresponding line is marked "yes"
		Associate professor	<b>30</b>	<b>choose option</b>	<b>0</b>	
<b>14</b>	<b>Participation in funded research work as:</b>	<b>* manager/head</b>	<b>20</b>	<b>choose option</b>	<b>0</b>	The corresponding line is marked "yes" with the indication source of funding
		<b>Responsible executor</b>	<b>15</b>	<b>choose option</b>	<b>0</b>	
		<b>Executor</b>	<b>10</b>	<b>choose option</b>	<b>0</b>	
	<i>If "yes", indicate the source of funding</i>					
<b>15</b>	<b>Implementation of research results in practical activities</b>	<b>20</b>		<b>0</b>	The name and number of implementations are indicated (if there is an act implementation).	
	<i>Indicate the name of the implementation</i>					
<b>16</b>	<b>Participation in scientific and practical conferences, seminars, round tables, etc.:</b>				Appropriate points are awarded for participation in scientific conferences, seminars, round tables, etc. The name of the event, the place and date of the event, the topic of the report and the number of participants are indicated	
	<b>international (abroad)</b>	<b>•participation with a report</b>	<b>30</b>			<b>0</b>
		<b>*participation with a poster presentation</b>	<b>25</b>			<b>0</b>
	<i>Indicate the name of the event, the place and date of the event, and the topic of the report</i>					
	<b>republic (with international participation)</b>	<b>•participation with a report</b>	<b>25</b>			<b>0</b>
		<b>*participation with a poster presentation</b>	<b>20</b>			<b>0</b>
	<i>Indicate the name of the event, the place and date of the event, and the topic of the report</i>					
<b>Republic/nationwide</b>	<b>•participation with a report</b>	<b>20</b>		<b>0</b>		

		<b>*participation with a poster presentation</b>	<b>15</b>		<b>0</b>	
	<i>Indicate the name of the event, the place and date of the event, and the topic of the report</i>					
	<b>intra-university</b>	<b>*participation with a report</b>	<b>15</b>		<b>0</b>	
		<b>*participation with a poster presentation</b>	<b>10</b>		<b>0</b>	
	<i>Indicate the name of the event, the place and date of the event, and the topic of the report</i>					
<b>17</b>	<b>Scientific publications:</b>					Indicate the number, topic of scientific publication, title journal, year and issue number, publication language
	<b>in international peer-reviewed journals</b>	<b>Article</b>	<b>20</b>		<b>0</b>	
		<b>theses</b>	<b>15</b>		<b>0</b>	
		<i>Indicate the topic of the scientific publication, the name of the journal, the year and issue number, and the language of the publication</i>				
	<b>in magazines of the CIS countries</b>	<b>Article</b>	<b>15</b>		<b>0</b>	
		<b>theses</b>	<b>10</b>		<b>0</b>	
	<i>Indicate the topic of the scientific publication, the name of the journal, the year and issue number, and the language of the publication</i>					
	<b>in republican publications</b>	<b>Article</b>	<b>10</b>		<b>0</b>	
		<b>theses</b>	<b>5</b>		<b>0</b>	
		<i>Indicate the topic of the scientific publication, the name of the journal, the year and issue number, and the language of the publication</i>				
<b>18</b>	<b>Receiving:</b>	<b>certificate of authorship/author's certificate</b>	<b>30</b>		<b>0</b>	The title and quantity are indicated
		<i>Indicate the title</i>				
		<b>Patent</b>	<b>20</b>		<b>0</b>	The title and quantity are indicated
		<i>Indicate the title</i>				
		<b>Ration. offer</b>	<b>15</b>		<b>0</b>	The title and quantity are

						indicated
		<i>Indicate the title</i>				
19	Defense under your supervision:	doctoral dissertation	40		0	Specify the number of theses defended under your supervision
		PhD thesis/ candidate dissertation	30		0	
20	Reviewing and opposing dissertations	doctoral	30		0	Appropriate points are awarded for each review, opposition of dissertations; review of abstracts, scientific articles, scientific reports and reports.
		candidate's degree	20		0	
	Reviewing of:	auto abstract	20		0	
		scientific articles	15		0	
		scientific reports	10		0	
21	Participation in the dissertation council, the commission for the verification of primary documentation, the Academic Council for Science as:	Chairman	20	choose option	0	The corresponding line is marked "yes"
		Academic Secretary / Secretary	15	choose option	0	
		Member of the Committee	10	choose option	0	
22	Management of the scientific club		30	choose option	0	Marked "yes" with the name of the club and the number students
	<i>Indicate the title of the club</i> <i>Indicate the number of students</i>					
<b>Total points</b>					<b>0</b>	
<b>3. Provision of advisory and methodological assistance</b>						
<i>This block of indicators assesses the advisory and methodological activities of the teaching staff for the reporting period (academic year).</i>						
23	Conducting stat.analysis		10		0	Quantity/number is indicated
24	Conducting a lecture (out of the academic load), holding a seminar, a master class by invitation to					
	* republican organizations		20		0	The organization, the subject of the lecture and the number are indicated
	<i>Indicate the organization and topic of the lecture</i>					
	• countries of the near and far abroad		15		0	The organization, the subject of the

					lecture and the number are indicated		
	<i>Indicate the organization and topic of the lecture</i>						
25	Assistance to health/education authorities in the development of regulatory documents	20		0	Organization, name and number of documents are indicated		
	<i>Indicate the organization and the name of the document</i>						
26	Performing translations into the state and foreign languages	1		0	Indicate the number of pages of the translation and the type of document.		
	<i>Indicate the type of translated document (lectures, manuals, etc.)</i>						
<b>Total points</b>				<b>0</b>			
<b>4. Medical and diagnostic activities</b>							
<i>This block of indicators evaluates the medical and diagnostic activities (for clinical departments) of the teaching staff for the reporting period (academic year).</i>							
Nº	Rating indicators	Points	Quantity/Number	Total	Notes		
27	Participation in the holding of conciliums/ consultations	5		0	Points are awarded for each concilium. Quantity/ number is indicated.		
28	Conducting consultations (consultative rounds of patients in departments, CFM, special centers)	1		0	Points are awarded for each consultation. Quantity/number is indicated.		
29	Number of patients admitted	1		0	Points are awarded for each patient. Quantity/number is indicated.		
30	Reviewing of:	medical histories	1		0	The corresponding points are awarded for the execution peer review. Quantity is indicated.	
		clinical reports of departments	1				0
		doctors ' reports	1				0
31	Implementation of the plan for the provision of medical services	Execution	10	choose option	0	Appropriate points are awarded for the fulfillment / non-fulfillment of the	
		non-compliance	-10	choose option	0		

						plan for the provision of services (for departments where there is an approved plan for the provision of treat services). The corresponding line is marked "yes".
32	Conducting operations	increased complexity\emergency	20		0	Appropriate points are awarded for performing operations of varying complexity. Quantity/number is indicated
		Large	15		0	
		Small	10		0	
33	Assisting operations		10		0	Quantity/number is indicated
34	Air ambulance duty		20		0	Quantity/number is indicated
35	Conducting autopsies		10		0	Quantity/number is indicated
36	Clinical Department Management		15	choose option	0	Choose an answer option
37	Conducting clinical and functional studies/research		5		0	Quantity/number is indicated
38	Conducting morphological studies/ research		10		0	Quantity/number is indicated
39	Participation in the training of regional clinical mentors		15		0	Choose an answer option
<b>Total points</b>					<b>0</b>	
<b>5. Educational and socially significant activities, the image of KSMA</b>						
<i>This set of indicators evaluates the educational and socially significant activities of the teaching staff during the reporting period (academic year).</i>						
N <sup>o</sup>	Rating indicators		Points	Quantity/Number	Total	Notes
40	Working as a:	Head of Department	20	choose option	0	The corresponding line is marked "yes".
		Director of studies	20	choose option	0	
		Responsible for Science work	15	choose option	0	
		Responsible for QMS	15	choose option	0	
		Labor union organizer of the Department	10	choose option	0	
		Senior Curator/Tutor	10	choose option	0	

		<i>Specify/indicate the faculty, course</i>				
		Curator/tutor of the student group (for one group)	10	choose option	0	
		Dean, Deputy/Vice Dean	10	choose option	0	
41	Participation in the SAC as a:	Technical Secretary	15	choose option	0	The corresponding line is marked "yes".
		The examiner	10	choose option	0	
		Member of the SAC	5	choose option	0	
42	Participation in the admissions committee as a:	chairman, deputy chairman	20	choose option	0	
		executive secretary, deputy executive secretary	15	choose option	0	
		Technical Secretary	10	choose option	0	
43	Participation in prof guidance activities		15	choose option	0	
44	<i>Indicate the name of the event and the date</i>					
45	Participation in the KSMA Council, Administration Council, Commission on Bioethics, Award Commission, Ethics Commission, Council for Quality Management as:	Chairman	15	choose option	0	The corresponding line is marked "yes".
		Secretary	10	choose option	0	
		Member of the Commission	5	choose option	0	
46	Membership in the:	editorial boards of scientific journals	15	choose option	0	
		international academies	5	choose option	0	
		<i>Specify/indicate which ones</i>				
		organizing committee of international conferences, symposium	10	choose option	0	
		<i>Specify/indicate which ones</i>				
47	Organization of educational and cultural activities:					Specify/indicate the names and number of events.
	• university	20		0		
	* faculty	15		0		
	<i>Specify/indicate the event</i>					

48	<b>Training under your guidance of students –winners of Olympiads, Days of Science of KSMA, competitions, (sports), exhibitions, etc.:</b>				
	international, CIS	20		0	Specify/indicate the number of students-winners, prize-winners, etc.
	Republican	15		0	
	KSMA	10		0	
	<i>Specify/indicate the event, full name of the student/graduate student</i>				
49	<b>Received awards and incentives</b>	10	choose option	0	
		<i>Specify/indicate the type of reward or incentive</i>			
50	<b>KSMA penalties</b>	-10	choose option	0	
51	<b>Participation in international projects</b>	10		0	Specify/indicate the number of projects
		<i>Specify the project name/title and your role</i>			
52	<b>Nominees for foreign scholarships (Salzburg seminars, Soros, Fulbright, Humphrey and others)</b>	20	choose option	0	
		<i>Specify the foundation, scholarship, etc.</i>			
<b>Total points</b>				<b>0</b>	
<i>Filled in by the Department of Education Quality Management</i>					
<b>Assessment based on the results of the questionnaire “Teacher through the eyes of a student”</b>					
	high	20	choose option	0	
	average/medium	10	choose option	0	
	low	-10	choose option	0	
<b>Total points</b>				<b>0</b>	
<b>Total score</b>				<b>0</b>	

Date of filling \_\_\_\_\_

Lecturer \_\_\_\_\_

Head of Department \_\_\_\_\_

**Summary table on personal data of the department**

<b>№</b>	<b>Name</b>	<b>Position</b>	<b>the nature of the work</b>	<b>scope of work</b>	<b>number of points on the qualification potential</b>	<b>the number of points for educational, organizational and methodological work</b>	<b>number of points for research work</b>	<b>number of points for providing advisory and methodological assistance</b>	<b>number of points for educational and socially significant activities</b>	<b>Assessment based on the results of the questionnaire "Teacher through the eyes of a student"</b>	<b>Total amount of points</b>	<b>Checking the total amount of points</b>
1	0	Choose option	Choose option	Choose option	0	0	0	0	0	0	0	0
2	0	Choose option	Choose option	Choose option	0	0	0	0	0	0	0	0
3	0	Choose option	Choose option	Choose option	0	0	0	0	0	0	0	0
4	0	Choose option	Choose option	Choose option	0	0	0	0	0	0	0	0
5	0	Choose option	Choose option	Choose option	0	0	0	0	0	0	0	0
6	0	Choose option	Choose option	Choose option	0	0	0	0	0	0	0	0
7	0	Choose option	Choose option	Choose option	0	0	0	0	0	0	0	0
8	0	Choose option	Choose option	Choose option	0	0	0	0	0	0	0	0

**Appendix 18****Checklist for assessing the scientific and clinical work of the Department**

Date: « \_\_\_\_ » \_\_\_\_\_ 2018

Department \_\_\_\_\_

Auditor: \_\_\_\_\_

Representatives of the Department: \_\_\_\_\_

The object of verification and criteria: **Scientific and joint work with organizations of practical health care.**

<b>№</b>	<b>Name of the criterion</b>	<b>Information (availability, value)</b>	<b>Audit observations</b>
	Main research areas		
	Preparation of: - doctors - candidates of Science - graduate students - applicants		
	Number of textbooks and monographs published (for the period...)		
	Number of patents for inventions		
	Participation of the department staff (with a report) in: - international		

	- regional - republican conferences		
	Publications in periodicals and abroad Indexes of scientific citation of the department's employees in the databases		
	Participation in competitions for financial support of scientific research and results (number of grants received and other sources of funding)		
	Implementation of joint research projects with the use of new technologies with organizations of practical health care		
	Student Science		
	Forms of interaction with practical healthcare organizations (list of organizations and institutions)		

General conclusion on compliance:

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Recommendations for improvement:

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Auditor:

Full name, signature

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department

**SCIENTIFIC-RESEARCH REPORT FOR 2018****1. PERSONNEL POTENTIAL OF THE DEPARTMENT**

<b>№</b>	<b>FULL NAME</b>	<b>Position (main or part-time employee)</b>	<b>Academic degree, title</b>

**2. SUMMARY OF THE REPORT (results obtained for the year 2018)**  
on the implementation of the research plan

- 3.1. Topic name
- 3.2. The deadline for completing the work.
- 3.3. Responsible executor (post-graduate student, doctoral student, applicant).
- 3.4. Assessment of the current state of the problem (in a few sentences, describe the state of the problem in the patent and information literature of recent years).
- 3.5. Research goals.
- 3.6. Research tasks.
- 3.7. Research objects.

- 3.8. Research methods.  
 3.9. Brief results of the study, expected effect.  
 3.10. Conclusions.

### 3. CHARACTERISTICS OF THE RESEARCH PLAN

<b>№</b>	<b>Name</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>
1.	Total number of running topics			
2.	Number of topics on the State programs of the republic			
3.	Number of topics on the tasks of the Republic Ministry of Health			
4.	Number of topics shared with other research organizations			
5.	Number of topics funded by KSMA			

### 4. INFORMATION ABOUT GRANTS

<b>№</b>	<b>Type of grant</b>	<b>The place of the direction and the name of the course (cycle)</b>	<b>Deadlines</b>	<b>Granted to (name - position)</b>

### 5. TRAINING OF SCIENTIFIC PERSONNEL IN 2018

<b>№</b>	<b>Full name of the post-graduate student, applicant</b>	<b>Topic</b>	<b>Topic approval date</b>	<b>Defense of the dissertation (when, where)</b>

### 6. INNOVATION ACTIVITIES

<b>№</b>	<b>Name of the method</b>	<b>Type of method (research, diagnosis, treatment)</b>	<b>Form: invention, rational proposal, act of implementation</b>	<b>Authors</b>

### 7. IMPLEMENTATION AND USE OF RESEARCH RESULTS

<b>№</b>	<b>Name of developments</b>	<b>Place and the scope of implementation</b>	<b>Implementation effect</b>

### 8. INFORMATION ABOUT PARTICIPATION IN INTERNATIONAL SCIENTIFIC MEETINGS, SEMINARS, CONFERENCES ABROAD

	<b>Full name of the participant</b>	<b>Title of the report (if any)</b>	<b>Name of the Congress, conference, or symposium</b>	<b>Date and venue (location)</b>
<b>№</b>				

**9. INFORMATION ABOUT PARTICIPATION IN SCIENTIFIC MEETINGS, SEMINARS, CONFERENCES OF THE KYRGYZ REPUBLIC except the days of science of the KSMA**

	<b>Full name of the participant</b>	<b>Title of the report (if any)</b>	<b>Name of the Congress, conference, or symposium</b>	<b>Date and venue (location)</b>
<b>№</b>				

**10. PARTICIPATION IN THE DAYS OF SCIENCE OF THE I. K. AKHUNBAYEV KSMA-2018**

	<b>Full name of the participant</b>	<b>Title of the report (if any)</b>	<b>Awards received</b>
<b>№</b>			

**11. LIST OF CONFERENCES AND SEMINARS, ROUND TABLES ORGANIZED AND CONDUCTED BY THE DEPARTMENT**

	<b>Name of conferences, congresses and seminars and the issue under Discussion</b>	<b>Date and venue (location)</b>	<b>Number of participants FULL name</b>	<b>Organizers</b>
<b>№</b>				

**12. LIST OF PUBLISHED MONOGRAPHS, MANUALS, TEXTBOOKS, REFERENCES, METHODOLOGICAL RECOMMENDATIONS AND INSTRUCTIONS (attach separately)**

	<b>Title</b>	<b>Authors (in parentheses, co-authors from other institutions)</b>	<b>Publishing office</b>	<b>Type of publication (textbook, manual)</b>	<b>Number of pages</b>
<b>№</b>					

**13. LIST OF ARTICLES AND ABSTRACTS IN THE KYRGYZ REPUBLIC (attach a copy separately)**

<b>№</b>	<b>Title of the article</b>	<b>Output data (№ of</b>	<b>Authors</b>	<b>RSCI</b>	<b>Impact</b>

		<b>the journal and the page where it is published)</b>		<b>database, Web of science, Scopus</b>	<b>Journal factor</b>

#### 14. LIST OF ARTICLES AND ABSTRACTS ABROAD (attach a copy separately

<b>№</b>	<b>Title of the article</b>	<b>Output data (№ of the journal and the page where it is published)</b>	<b>Authors</b>	<b>RSCI database, Web of science, Scopus</b>	<b>Impact Journal factor</b>

#### 15. PUBLICATION ACTIVITY OF THE DEPARTMENT STAFF

<b>Full name</b>	<b>RSCI Scientific and information base</b>			<b>Google Scholarship base Web of science, Scopus</b>		
	<b>Number of articles</b>	<b>Number of citations</b>	<b>The Hirsch index</b>	<b>Number of articles</b>	<b>Number of citations</b>	<b>The Hirsch index</b>

#### 16. INFORMATION ABOUT THE AWARDED WORKS

<b>№</b>	<b>The title of the award (State awards of the Kyrgyz Republic, awards of other states, etc.)</b>	<b>Title of work</b>	<b>Authors – employees of KSMA, in parentheses co-authors from other institutions</b>	<b>Award date</b>

#### 17. INFORMATION ABOUT INTERNSHIPS (TRAINEESHIP) ABROAD

<b>№</b>	<b>Full name</b> Granted to (student, resident, graduate student, teacher)	<b>Place of internship</b>	<b>Date of training, internship</b>	<b>Course title</b>

#### 18. REPORT ON THE WORK OF THE SCIENTIFIC STUDENT CLUB OF THE DEPARTMENT

##### 18.1 Total number of students participating in all forms of research works

<b>№</b>	<b>Full name</b>	<b>Course</b>	<b>Group</b>
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### 18.2 Professors and teachers involved in the management of R & D

№	Full name	Position

### 18.3 Awards received in Research works (competitions of scientific papers, scientific conferences, scientific and technical exhibitions, Olympiads)

№	Full name of the Participant	Name of the contest (competiton)	Prize-winning place	Date and venue (place)

### 18.4 Scientific articles and theses published by students in co-authorship or independently

№	Title of the article	Output data (№ of the journal and the page, where it is published)	Volume in p. l. or p.	Authors

### 18.5 Students research work information

№	Full name	Faculty, group	The topic of scientific work and its effectiveness (the form of participation in conferences, etc.; incentives, etc.)

**Head of the Department**

**Full Name**

*Note:* The report should be submitted in an electronic version on a flash card or a CD text editor MS WORD with the application of a hard copy on paper in 1 copy.

*Appendix I*

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department

## REPORT ON MEDICAL WORK (for clinical departments)

### 1. PERSONNEL POTENTIAL OF THE DEPARTMENT

<b>№</b>	<b>Full name</b>	<b>Category</b>	<b>Attached hospital, CFM, MC, department</b>

## 2. EMPLOYEE SUPERVISION

<b>Number of departments supervised by the department staff</b>	
<b>Number of beds supervised by the department staff</b>	

## 3. THE AREA OCCUPIED BY THE DEPARTMENT AT THE CLINICAL BASE

Name (title)	Sq. m.
Main area	
Lecture halls	
Classrooms	
Research laboratories	
Teaching staff offices	
Preparation services	
Additional area	
Wardrobe	
Warehouses	
Other	

## 4. CONSULTATIVE, DIAGNOSTIC AND THERAPEUTIC WORK

Types of work	Professor	Associate professor	Assistant
The number of consultations conducted by the department staff on this database			
Number of Consiliums held by the staff of the department on this basis			
The number of consultations held outside the clinical base. The number of emergency departures on the line of air ambulance(Full name of the Rev.)			
The number of examinations of medical records conducted by the department staff			

Number of clinical and anatomical conferences held by the department staff			
Duties (air ambulance, hospital, polyclinic, urgent duty)			
Participation in conferences, morning conferences, pathology conferences, clinical reviews, etc.			
The number of surgical operations performed by the department staff.			
Pathologic anatomical autopsy			
Conducting a forensic medical examination			
Conducting expert work			

**Head of the Department**

**Full Name**

## Appendix 20

### A list for assessing the scientific activities of the KSMA departments for the formation of a rating

Funded research projects		Points	
1	KSMA funding	20	
2	MES funding	25	
3	Financing by foreign sources	30	
Scientific Guide		Points	
1	For each completed doctoral dissertation	25	
2	For each completed PhD thesis	15	
3	For each completed PhD dissertation of philosophy	10	
Funded research projects		Points	
1	Defense of the doctoral dissertation	50	
2	Defense of the candidate's dissertation	30	
3	Defense of the dissertation of the Doctor of Philosophy	20	
Innovation activities		Points	
1	Discovery diploma issued by (recognized) International organizations	50	
2	Patents for inventions, certificates for registration of copyright objects, utility		

	models, industrial designs		
a.	issued by international organizations	30	
b.	issued by Kyrgyzpatent	20	
3	Implementation act, rationalization proposal	10	
<b>Reports</b>		<b>Points</b>	
1	Read out at international scientific conferences, symposiums, forums	10	
2	Read out at local scientific conferences, symposia, forums	5	
<b>Monographs</b>		<b>Points</b>	
1	- on the territory of the Kyrgyz Republic	30	
2	- in neighboring countries	35	
3	- in non-CIS countries	45	
<b>Educational and methodological work</b>		<b>Points</b>	
1	Textbook with the stamp of the Ministry of Education and Science of the Kyrgyz Republic	30	
2	Educational and methodical manual, educational and methodical recommendations	5	
<b>Articles and abstracts</b>		<b>Points</b>	
1	Inclusion of the publication in the science citation index system		
a.	RSCI in the Kyrgyz Republic	20	
b.	RSCI outside the Kyrgyz Republic	25	
c.	Web of science, Scopus	40	
2	Recommended by the Higher Attestation Commission of the Kyrgyz Republic	10	
3	Published in scientific publications that are not included in the list of scientific journals recommended by the Higher Attestation Commission of the Kyrgyz Republic	2	
a.	Publications of articles in collections of scientific papers published by:	<b>Points</b>	
-	on the territory of the Kyrgyz Republic	2	

-	outside of the Kyrgyz Republic	4	
Total:			

## Appendix 21

### CHECKLIST

#### for assessing the quality of educational work, at departments

Department \_\_\_\_\_

Auditor: \_\_\_\_\_

Representatives of the Department: \_\_\_\_\_

№	Questions	Yes	No	Certificate (supporting documentation)
1.	Do employees serve as curators of training groups?			
2.	Does the department have a scientific club?			
3.	How many students attend it in the current academic year?			
4.	Is the planning of the student scientific club activities carried out?			
5.	What is the result of the activity of the student scientific circle?			
6.	Do students present reports at conferences of: a) international level b) republican level c) interuniversity level			
7.	Does the department train interns and residents for scientific activities?			
8.	Do interns and residents participate as speakers at: a) international conferences b) republican level c) interuniversity level			
9.	Does the Department student's scientific club participate in competitions for the best			

	scientific work?			
10.	Have there been any publications of students' works, including joint publications with teachers?			
11.	Do students, residents, and teachers participate in socially significant events of the university, city, or region? If so, how?			
12.	Are there any certificates of profession guidance work with students and graduates at the department that implements programs of postgraduate and additional education?			

: \_\_\_\_\_ / / « \_\_\_\_\_ » 20\_\_\_\_\_