



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

**ANALYTICAL REPORT
FOR ASSESSING THE QUALITY OF EDUCATIONAL
PROCESS IN KSMA them. I.K.AKHUNBAEVA
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LIST OF ABBREVIATIONS AND TERMS

University	Higher educational institution
GOS	State educational standard
VNLUTS	Alpine scientific, medical and educational Centre them.Raiymzhanova
KSMA	Kyrgyz State Medical Academy. I.K. Akhunbaeva
KR	Republic of Kyrgyzstan
MH	Ministry of Health
M&E	Monitoring and Evaluation
	Ministry of Education and Science
MUNTSBI	Ministry of Education and Science Interuniversity educational and scientific Centre biomedical research
OZ	Health care organizations
OKKO	Module "From cell to organ"
OMKO	Department of Education Quality Management
OMKK	Module "From Molecule to Cell"
OSKE	Objective structured clinical examination Apprenticeship
PP	
PPP	Teaching staff Quality Management
QMS	System
SS	Student council
SNKB	Dental educational-scientific clinical base
ULNMC	Educational-medical-scientific medical center of KSMA
UMO	Educational-methodical department
FPMO	Faculty of Postgraduate Medical Education Module
CHOZ	"Man, Society, Health"
TsPKiNO	Center for Advanced Studies and Continuing Education
SDC	Swiss Agency for Development and Cooperation, Swiss Agency for Development and Cooperation

INTRODUCTION

As part of the implementation of the "Strategy for the Development of Education in the Kyrgyz Republic" and the "Plan for the Implementation of the Strategy for Education in the Kyrgyz Republic for 2012-2020." with the technical support of the Swiss Bureau for Development and Cooperation (SDC) at the Kyrgyz State Medical Academy. I.K. Akhunbaev (KSMA), measures are being taken to reform medical education. The state educational standard for the specialty "General Medicine" has been revised, curricula have been developed with a focus on the training of a general practitioner, a catalog of competencies for a graduate of the Faculty of General Medicine has been developed.

State educational standards (SES) for specialties were revised and approved in 2015, while SES 560001 General Medicine was revised in 2012 as part of the pilot implementation. In 2018, students graduated from the 2012 SES. The introduction of the new SES provided for an increase in teaching hours for clinical practice, a transition from a subject teaching method to problem-oriented (integrated) training, and the decentralization of industrial practice.

In 2009, KSMA began to create a quality management system (QMS) based on the international standard ISO 9001, taking into account the recommendations of the European Association for Quality Assurance in Higher Education (ENQA). One of the principles of the internal guarantee of the quality of education at the university is to improve the quality of the implemented educational programs on the basis of regular monitoring and evaluation of the educational process at the university.

By 2020, KSMA passed independent accreditation for all undergraduate programs professional education and to all programs postgraduate education for a period of 5 years, as well as independent institutional accreditation.

In order to improve the quality of the educational process to improve and KSMA evaluate the curriculum, expectations, needs and satisfaction of stakeholders are annually held. is carried out in accordance with the approved "Guidelines for monitoring and assessing the quality of the educational evaluation process in KSMA". In 2020, an assessment was made of the satisfaction of the teaching staff with the quality of the organization of the educational process in KSMA, students with the quality of educational programs and the organization of the educational process, including the satisfaction of graduate students (6th year), in accordance with the "Methodology for tracking employment graduates educational organizations higher vocational education of the Kyrgyz Republic ", approved by order Ministry of Education and Science of the Kyrgyz Republic of September 20, 2016 No. 1308/1/<http://edu.gov.kg>

This report presents the results of the assessments, conclusions and recommendations for improving the quality of the educational process at KSMA.

The presented results directed on the the rise quality educational process in KSMA and are primarily a tool for determining the areas of application of efforts to develop KSMA, and should not be used as a tool for punishment.

ASSESSMENT OF THE EDUCATIONAL ENVIRONMENT AND SUPPORT SERVICES

Assessment of management efficiency

The implementation of the main activities of KSMA and faculties is carried out through development, approval and fulfillment strategic development plan, work plans of structural divisions, faculties and departments.

The documents providing long-term planning of the KSMA development include:

- Development strategy of KSMA named after I.K. Akhunbaev for 2010-2020
- Implementation plan for the Development Strategy of KSMA for 2017-2020
- Annual plan for the implementation of the KSMA Development Strategy.
- Annual calendar plan of the Academic Council
- Annual work schedule of the Administration Council
- Annual work schedule of the Faculty Academic Council
- Annual work schedule of the Scientific Council for Science
- Annual work schedule of the Scientific and Technical Commission
- Annual calendar of work of the Council for the quality of education
- Annual calendar plan of the Main Educational and Methodological Committee
- Work plans of structural divisions;
- Work plans of dean's offices, departments;

Strategic and annual plans of the KSMA are developed within the framework of the implementation of the Concept for the Development of Education in the Kyrgyz Republic until 2020, the Strategy for the Development of Education in the Kyrgyz Republic, the Implementation Plan for the Education Strategy in the Kyrgyz Republic for 2012-2020 and the three-year Action Plan for the implementation of the Education Strategy in the Kyrgyz Republic for 2018- 2020

The policy of ensuring the quality of education of KSMA is published on the official website of KSMA /<https://kgma.kg/> and includes the mission, goals, "Development Strategy of KSMA for 2010-2020", "Action Plan for the implementation of the Development Strategy of KSMA for 2017- 2020 ", Quality Management System (QMS) /<https://www.kgma.kg/ru/academy/quality-assurance-policy/development-strategy-of-ikakhunbaev-k-2010-2020/>, as well as educational goals and learning outcomes reflected in the approved catalogs of graduates' competencies

The mission of KSMA is to improve the health of the population and the quality of life of individuals and groups of people through continuous training highly professional specialists from application innovative educational programs and technologies, advanced biomedical research. KSMA strives to realize this mission in accordance with the highest professional and ethical standards, in conditions that allow

each person to fully reveal their potential.

Based on the mission of KSMA, the following Objectives are defined:

1. Training of a doctor with general and special competences, universal and subject-specific competencies, contributing to his social mobility and stability in the labor market, readiness for postgraduate training with the subsequent implementation of professional medical practice in the chosen field.

2. Remaining the flagship of higher medical education, preserving and enhancing the traditions of domestic medicine, to be a leader in academic medical education and the scientific community.

3. Achieve international recognition and support the image of the leading medical university in Central Asia.

4. Ensure a high level of quality education, contributing to the formation of a specialist who meets the new realities of life and the needs of employers.

In accordance with the mission and main goals, 10 Strategic directions for the development of KSMA were approved.

In order to create a successful educational environment, increase the attractiveness of educational programs, in accordance with the requirements of the QMS, procedures have been developed for managing all types of activities, there is a base of regulatory and instructive documents of the Ministry of Education and Science of the Kyrgyz Republic and the Ministry of Health of the Kyrgyz Republic.

Documents on the organization and management of educational, scientific and extra-curricular activities are developed by departments that directly use them in their work. The documents are developed in accordance with the requirements of the quality management system.

The effectiveness of management organization in KSMA is provided by a mixed model with strict vertical interaction between senior managers, middle managers and subordinates. For each target program in the linear functional blocks, responsible executors are appointed who are in double subordination: vertically - to the head of the corresponding organizational complex, and horizontally to the target head (Organizational structure of KSMA in *Appendix 1*).

The differentiation of the functional responsibilities of managers allows to achieve an effective organization of labor, the implementation of the strategic goal of the university and the fulfillment of tasks facing the team.

KSMA in the process of carrying out its educational, scientific and extra-curricular activities is guided by the legislative acts of the Kyrgyz Republic regulating

the activities of the educational organization, and internal normative documentation (provisions, orders, orders).

In order to create a successful educational environment, increase the attractiveness of educational programs, in accordance with the requirements of the QMS, a process model has been developed (Fig. 1.1), the main and auxiliary management processes, responsible persons and structural units have been identified (Table 1.1.).



Figure 1.1. Process model of KSMA

Table 1.1. Register of processes of education quality management system of KSMA named after I.K.Akhunbaeva

No.	Process name	Owner process	Structural units involved in process		
1. Processes of management activities of the leadership					
1.1	Strategic planning and international action	Rector, Vice-rector for MSIS	OMKO, OMS	Structural subdivisions	Chairs
1.2	Analysis of the results of educational activities of KSMA	Vice-rector for MSISR, Vice-rector for SD	OMKO, UMO	Dean's offices	Chairs
1.3	Planning and improvement of the QMS of education	Rector, Vice-Rector for MSIS	OMKO, UMO	Profile deans	Chairs
2. Processes of the life cycle (basic)					
2.1	Market research of medical education and analysis of customer satisfaction	Vice-rector for N and LR	OMKO, OMS, OSiPO	Dean's offices	Issuers Chairs
2.2	Design, development and implementation of OOP	Vice-rector for SD	UMO	UMPk	Chairs
2.3	Scientific and innovative, medical activities and training of highly qualified personnel	Vice-rector for N and LR	R&D department, Postgraduate studies, CPC	NTK	Chairs
2.4	Per -university training	Director of the Central Control Center Director of the Medical School Me	CDP dical School	Head of the Central Household Office Medical schools	eChairs CDP, <u>Medical schools</u>
2.5	Admission of students	Chairperson admissions committee	Reception commission	Dean's offices	Chairs
2.6	Postgraduate education	Vice-rector for R&D	Dean's office FPMO Dean's	office FPMO	Chairs FPMO

2.7	Control of the educational process	Vice-rector for MSIS	CRKNiOZ OMKO	Dean's offices	Chairs
2.8	Educational and extracurricular activities	Vice-rector for VRHL	Department of ViOMR	Dean's offices	Chairs
3. Supporting processes					
3.1	Personnel management	Rector	OYuKR	Departments, deans	Chairs
3.2	Management of infrastructure and educational environment	Vice-rector for MSIS	UMO, IBK, OSiPO, OFER	Departments, Dean's offices	Chairs
3.3	Document and information environment control	Vice-rector for MSIS	OSiPO, OD, OYuKR	Departments, deans	Chairs
3.4	Logistics and environmental management	Rector	OAKhR, OFER	Departments, deans	Chairs
4. Measurement, analysis and improvement in the framework of the main and auxiliary processes					
4.1.	Monitoring, measurement and analysis of processes	Vice-rector for MSIS	OMKO	Departments, deans	Chairs
4.2.	Non-conformity management	Vice-rector for MSIS	OMKO	Departments, deans	Chairs
4.3.	Improving processes	Vice-rector for MSIS	OMKO	Departments, deans	Chairs

In order to ensure collegial management of the educational process in KSMA, the following public bodies function:

- in parts educational, research, methodical work, recruiting and training of scientific and pedagogical personnel - Academic Council;
- in terms of making operational decisions in all areas of activity, the Administration Council;
- in terms of ensuring the quality of educational activities - the Council for the quality of education, teaching materials;
- in terms of organizational activities - the Board of Trustees;
- in terms of financial activities - the Finance Committee.

Academic Council is the highest public and professional body for managing the work of the KSMA. The main task of the Academic Council is to consider the main issues of the Academy's activities and unite the efforts of the entire team to implement the decisions of the Government of the Kyrgyz Republic, the Ministry of Education and Science of the Kyrgyz Republic and the Ministry of Health of the Kyrgyz Republic to ensure high quality of training of specialists. In its work, the Academic Council is guided by the laws of the Republic, regulations of the Ministry of Education and Science of the Kyrgyz Republic, the Charter of the KSMA, the Regulations on the Academic Council of the KSMA. The composition of the Academic Council is elected from among the heads of structural divisions, highly qualified teachers, student activists. The work of the Academic Council of KSMA is organized according to the plan, which is approved at the last meeting of the Academic Council in the academic year.

Issues of an operational nature, reflecting various areas of the current activities of KSMA and not included in the schedule of meetings of the Academic Council, are considered at meetings of the Rector's Council, which includes the heads of the university departments. Meetings of the administration are held monthly (except: June, July, August) on Thursday of the second week of the month. Its work plan covers the whole range of operational problems of the KSMA.

Selected questions, concerning educational methodological work, are tentatively discussed at **Faculty Scientific Council** (Chairman, Vice-Rector for Academic Affairs, Secretary). The Faculty Academic Council includes all the head teachers of the departments. Meetings are held monthly (excluding summer months) on Thursday 3 weeks of the month.

Research issues are discussed at **Scientific Council for Science** (chairman - vice-rector for clinical and scientific work, secretary - head of the department of scientific, innovative and clinical work). The Academic Council for Science includes all heads of departments of the KSMA. Meetings are held monthly (except for the summer months and April - Science Days)

Administration Council is an advisory and advisory collegial body that considers issues on the organization and implementation of training, eleven scientific, medical, financial, economic and economic activities of the Academy. The work of the Administration Council is regulated by the Regulations on the Administration Council

of the Academy, approved by the Rector. Meetings are held monthly (excluding summer months) on Thursday of the second week of the month.

Education Quality Council is a collegial advisory body operating on a voluntary basis, the main areas of activity of which are the definition and updating of goals and policies in the field of quality, planning and coordination of work on the creation, implementation and improvement of the quality management system of the Academy, solving some fundamental issues of its development. Meetings are held monthly (excluding summer months) on Thursday of the second week of the month.

Developed and approved by the decision of the Council for the Quality of Education from 11/21/2018 "Quality Manual", which describes the quality management system of KSMA, including the quality assurance policy, defines the Process Model and the Register of QMS processes with the definition of responsible persons and structural units. Developed and approved Methodological guidelines for monitoring and assessing the quality of the educational process in KSMA. The procedure and terms for submission of plans and reports on the implementation of the Development Strategy of the KSMA have been determined.

Meetings are held regularly, once a month **Main educational and methodological committee** KSMA. The activities of GUMK cover the main problems of methodological support and improvement of the educational process, generalization and Spread advanced experience by organization and improvement of educational and methodological work, the introduction of new teaching technologies. Meetings are held monthly (excluding summer months) on the Tuesday of the third week of the month.

Trustee advice - organ co-management state institution that does not have the status of a legal entity, formed in the manner prescribed by the Law of the Kyrgyz Republic **About the board of trustees** dated May 30, 2014 No. 81. The purpose of the Council is to promote the improvement of the quality of services provided, the transparency of the activities of social institutions, as well as the effectiveness of the use of extra-budgetary funds.

The council is formed in accordance with Ch.2 of the Law of the Kyrgyz Republic "On the Board of Trustees" from among capable citizens of the Kyrgyz Republic with experience of work in institutions of the social sphere or public activities and representatives of business circles, scientific and educational organizations, cultural and social institutions, non-governmental and international organizations, representatives of commercial and non-commercial organizations, student and parent associations.

Finance committee is a recommendatory and advisory body. The purpose of the work of the financial committee is to ensure maximum transparency and publicity in the planning, distribution and use of budget and extrabudgetary funds of the KSMA. Meetings are held as needed.

The issues of undergraduate education are dealt with and supervised by the Vice-Rector for Academic Affairs, postgraduate education - the Vice-Rector for Scientific and Clinical Work and the Dean of the Faculty of Postgraduate Medical Education (FPMO).

The planning, organization of the educational process, control of educational and methodological work and assessment of students' knowledge is carried out by the Educational Methodological Department (UMO) of the Academy under the guidance of the head of the department.

The UMO includes: (1) the sector for planning, implementation and methodological support of educational programs, (2) the sector for organizing the educational process, (3) Center for Clinical Skills Development, Knowledge Assessment and Work Practice (CRKNOZiPP), (4) Sector for Technical Teaching Means (TCO)

Since 2010, educational and methodological profile committees (UMPK) have been created and are working in specialties, which include specialists from departments, UMO and coordinators of the UKS, coordinators of courses by modules.

Automation systems management and functioning united the integrated database of KSMA is carried out using a local automated control system (ACS) - "AVN". Maintenance and development of the ACS is carried out under an agreement with the company "AVN" LLC through the educational portal <http://avn.kgma.kg> and the department of system and software, which is a structural subdivision of the KSMA.

For high-quality management of the university, the following AVN subsystems have been introduced and used:

- **"Selection committee"**: automates the work of the selection committee and ensures the storage of personal files of applicants and information on the results of admission for use in the departments of the university. In addition, it provides applicants and parents with up-to-date information on the progress of documents acceptance and the enrollment process.

- **"Student HR Department"**: accounting and analysis of personal and public information of students being trained, accounting of orders and instructions for students and personal affairs. The information system "Student personnel department" is the basis for the design of all other elements of a unified information system for managing the educational process. Information about the student is used in all processes taking place in the university: planning the educational process, research work, the rating system for assessing knowledge, recruiting and distributing the teaching load, etc.

- **"Human Resources Department"**: automation of the work of the personnel department, displaying information about all employees of the KSMA, staffing and accounting for the movement of employees and teaching staff, traditional tasks of personnel accounting by orders, etc.

- **"Dean's office"**: the formation of electronic sheets for exams, entering the final exam grades).

- **"Testing"**: conducting a computer assessment of knowledge, including an introductory assessment of the knowledge of foreign applicants, the current and final assessment of the knowledge of students and graduates, residents.

- **"Questionnaire"**: computer survey of students' satisfaction with the quality

of the educational process at KSMA.

- **"UMO"** - preparation of curricula, registration of students according to the CPV,
- **"Performance" AVN6** - for calculating and distributing the teaching load of departments and AVN13 - for taking into account the progress of full-time students in the context of discipline.
- **"Teacher"** - in the process of approbation.

In 2019-2020 adapted AVN subsystems for managing educational programs on the postgraduate level. Also for Postgraduate learning platforms are used by Moodle and Doodle.

In order to optimize the system of providing services for issuing documents (certificates, bypass lists), reduce time costs, queues and create other favorable conditions for employees and students, the "Single Window" program was introduced in the AVN system and a single window office was organized. The system unites the following divisions of KSMA:

- HR and Legal Department;
- Student Records Sector;
- Department of financial and economic work and accounting;
- Library;
- Archive;
- Deans' offices;
- Dormitories.

In connection with the situation with the pandemic and the order of the Ministry of Education and Science of the Kyrgyz Republic on the organization of distance learning for students and residents in March 2020, the "Educational portal" of the AVN system was introduced in KSMA - <http://lms.kgma.kg:85/Index.aspx> ... This is a specially created educational portal in the unified information system for managing the educational process in KSMA. This platform is tied to the student office work sector (operational maintenance of databases for students, groups, deductions, transfers from course to course and from other universities, etc.), the personnel department (teachers), the educational and methodological department (curriculum and definition study load), departments and dean's offices (academic performance, etc.) on the KSMA's own server. This platform allows you to organize different modes of training, conduct testing and questionnaires of students, generate statements for passing testing and their reporting, as well as keep statistics on the lessons conducted and document implementation of the curriculum. The assignment of students is formed automatically by groups and by teachers in accordance with the study load.

Along with AVN, distance learning was based on the MOODLE platform <https://www.learning.kgma.kg>. This is a specially created educational portal based on the use of open source software "MOODLE" (Modular Object-Oriented Dynamic Learning Environment - Modular object-oriented dynamic learning environment).

In this portal, electronic educational resources in PDF format were uploaded (thematic plans, outlines of practical classes, lectures, etc.) and informing students, in general, on the faculty, course and subject, without individual lessons in groups.

Due to the fact that educational programs in medicine have their own specifics of organizing the educational process (passing practical classes and industrial practice at clinical sites, accounting for round-trip times and quiet hours in hospitals, etc.) specially by the company "Center of Competence on a schedule" (St. Petersburg) for KSMA in 2019 a computer program "1C: Schedule" was developed. In this program, a schedule of practical classes and lectures for a semester is drawn up, as well as a schedule of exams and retake sessions. For the program to work, the normative and reference information (disciplines, premises, groups, departments) and working curricula for all faculties and courses are first loaded. According to the working curricula, the schedule of the educational process of all faculties and courses and the calendar plan of each discipline for all faculties and courses per semester are drawn up and introduced into the program. The program provides scheduling of practical classes and lectures indicating specific classrooms without overlapping one class on another. The schedule is automatically displayed on the KSMA website.

Also, for the interactive touch panel in the main building of the KSMA, an application "Schedule" has been developed and implemented, where students can view the schedule both for the current week and for the following weeks.

For the automation of accounting and tax accounting, including the preparation of mandatory (regulated) reporting, the KSMA has introduced and uses the automated system "1C: Accounting".

For automation library technologies and corporate interaction in the KSMA library uses an integrated library and information system "IRBIS", responding to all international requirements for modern library systems, while at the same time supporting the diversity of library traditions. The following system modules have been introduced and used:

- **"ADMINISTRATOR"** - the workplace of a specialist performing system operations on databases in general, aimed at maintaining their relevance, integrity and safety.

- **AWS "KOMPLEKTATOR"** - performs the functions of acquisition and accounting library funds in the IRBIS System.

- **"CATALOGIZER"** - performs all the functions of forming and maintaining databases in the IRBIS System (processing, description of any types of publications, including electronic resources, description of periodicals at the consolidated level and at the level of individual numbers, taking into account information about the articles included in them).

- **"READER"** - designed to provide access to databases an electronic catalog in order to search for the necessary literature (information) and form an order for its issuance in the IRBIS System.

- **AWS "KNIGOVYDACH"** - performs the functions of issuing and returning literature.

Assessment of the infrastructure of KSMA

The educational and laboratory base of KSMA has the necessary number of classrooms equipped with modern technical teaching aids:

- 15 computer labs used to teach modern computer technologies, including informatics and programming, as well as for independent out-of-class work of students (7 classes at the Central Regional Research and Healthcare Center, 3 classes in the electronic library, 5 classes at the Department of Informatics);

- 22 multimedia streaming classrooms equipped with modern multimedia equipment for conducting classes and other events (scientific, social, etc.) using video presentations;

- 33 specialized premises, including: 3 preparatory (department histology, pathology, forensic medicine); 1 section (department of forensic medicine), 1 morgue (department of normal anatomy), 1 anatomical museum (department of normal anatomy), 1 x-ray room, 1 museum of plastination (departments of normal and pathological anatomy, forensic medicine, etc.), 1 restoration office; 20 simulation rooms and phantom classes (3 dental rooms, 1 - a dummy room of the Department of Normal Anatomy, 1 - Department of Nursing, 2 - Department of Obstetrics and Gynecology No. 1 and 2, 1 - Department of Anesthesiology and Reanimation, 12 - CRPNiOZ), 1 language lab; 3 - vivarium.

- 9 laboratories (8 educational, 1 research) for conducting practical classes, experiments and research in microbiology and biochemistry; histological laboratory; laboratory of pathophysiology; food quality laboratory; dental laboratory; drug technology laboratory; biomedical laboratory; central research laboratory.

To develop the clinical skills of students in KSMA, there is a Center for the Development of Clinical Skills and Knowledge Assessment (CRKNiOZ), equipped with simulation equipment and dummies of various levels of realism. In addition, the KSMA has a Biomedical laboratory equipped within the Erasmus + KyrMedu project, for conducting classes and developing skills for working on modern medical equipment (ultrasound, ventilator, ECG, etc.)

For the development of technologies and skills of distance learning in KSMA is open Remote center and continuous learning equipped computer equipment and software AVN, "Doodle", "Moodle" and Zoom.

There are 8 equipped gyms, 7 training grounds (basketball, volleyball, football (2), street workout) equipped with appropriate sports equipment for physical education and sports activities. There are sections for sports in the hall.

For students with specially equipped culture halls. disabilities, are available for conducting classes in medical and physical

The library fund meets the requirements for training specialists in educational

programs and has more than 613,472 storage units, of which:

- printed publications (textbooks, teaching aids, dissertations, abstracts, periodicals, etc.) - 607,670 items;
- electronic (textbooks, educational-methodical and video materials) - 5 802 units.

...

KSMA has its own material and technical base for high-quality training of specialists, as well as a campus for students to live. The total area of the academy is about 20.8 hectares (building area 3.15 hectares), on which are located: 6 educational buildings; 6 hostels,

Centre development clinical skills, appraisals knowledge and industrial practice, Dental educational-scientific-clinical base, Educational-medical-scientific medical center, Student campus Tash-Dobo, High-mountain scientific and medical educational center named after Raimzhanova, Educational sports and recreation base "Ak-Bulun" (Ak Bulun village, Issyk-Kul region). The total area of its own premises is - 70113.0 sq.m. In addition, on the basis of contracts concluded with 27 healthcare organizations on the basis of operational management rights, there are training premises with a total area of 7,063.41 sq. M.

Figure 1.2. Material and technical base of KSMA

KSMA owns 6 educational buildings, 1 Conference hall, 500 seats, 7 dormitories, **on the** 2 research bases

(High-mountain scientific and medical educational center named after Raimzhanov on the TuyaAshu pass, Educational sports and recreation base "Ak-Bulun" in the Issyk-Kul region), a household yard, warehouses located on 15 land plots with a total area of 20.8 hectares. The total area of own premises is - 71576.8 sq.m.

In addition, on the basis of contracts concluded with 196 healthcare organizations, there are training premises on the basis of operational management rights, of which 81 healthcare facilities are in Bishkek and 115 in regions with a total area of 15970.3 sq. M.

The educational process involved 33 lecture halls, 1 conference hall for 500 seats, 1 conference hall for 30 seats, 3 meeting rooms for 25 seats, laboratory and practical classes are held in 525 classrooms, as in our own educational buildings. and at the clinical bases of healthcare organizations in Bishkek.

It should be noted that for the first time in the past 34 years from all state universities in the country, KSMA at its own expense built a new academic building "Conference Hall of the 80th anniversary of KSMA" with a total area of square meters, with a hall for 500 seats and 2 meeting rooms 25 seats each.

Thus, for 1 (one) student there is more than 9 square meters, which meets the licensing requirements.

The departments have 668 computers, 180 laptops, 154 portable projectors, 31

interactive whiteboards. All computer rooms have a local area network that allows you to connect through a server to the global Internet. The department of distance learning was equipped, the software "Doodle" and "Moodle" were installed for conducting distance classes with students in the regions.

Clinical bases for KSMA are both health care organizations in Bishkek, all health care organizations of the republican level, and healthcare facilities in the regions. A total of 148 clinical sites, of which 72 healthcare facilities are in Bishkek and 76 in the regions.

Assessment of the book supply of the educational process Service of readers in the library is carried out on 7 subscriptions, 7 reading rooms, designed for 251 seats (provision is 3% of the total contingent of students) and 3 halls of electronic resources. There are 6 computers for book distribution, 3 computers for readers in the reading room to search for the necessary material, 39 terminals in the halls of electronic resources (2 halls for 29 terminals in the main building and 1 hall for 10 terminals in the Morphocorpus) and 3 servers for receiving and processing search queries for readers.

The automated library system "IRBIS64" has been introduced in the library, in particular, the following modules have been introduced and used: "ADMINISTRATOR", "COMPLETER", "CATALOGIZER", "READER", "BOOK DISTRIBUTION"

The introduction of the automated information and library system "IRBIS-64" made it possible to use new information technologies in the library's work. An electronic catalog and electronic card indexes have been created, allowing the library's readers to find the necessary information about the book in a matter of minutes, to select literature on the topic. The library has access to the reference search databases Web of Science, Hinari, eLIBRARY.RU, Polpred, as well as free access to eIFL resources: Edward Elgar Journals & eBooks, Intellect Journals, IOP Science, an electronic reference database of normative documents (clinical protocols, SNIps, etc.). etc.). Readers are provided with free access to the Internet from personal computers, and services are provided. The library collection also contains texts of textbooks, teaching aids on electronic media.

For a more complete provision of access at any time of the day to the electronic resources of the KSMA library, its own official website of the library <http://library.kgma.kg> has been created. The library site provides the ability to remotely access full-text databases of textbooks, teaching materials. Access to the resources of the electronic library is possible only for KSMA readers through authorization (login and password). The site also contains information about new arrivals of printed publications and holds virtual exhibitions of publications /<http://library.kgma.kg/jirbis2/ru/>. Also, the library staff annually hold book

exhibitions.

The library fund is annually replenished with periodicals (up to 20 sets of newspapers for 6 titles and more than 38 titles of magazines for 2-3 sets) and new educational publications. Over the past 5 years, there has been a steady tendency to increase purchases of educational and educational-methodical literature, while the quality of purchased literature has increased. So in 2019, 3387 units were purchased in the amount of 8,312,905 som.

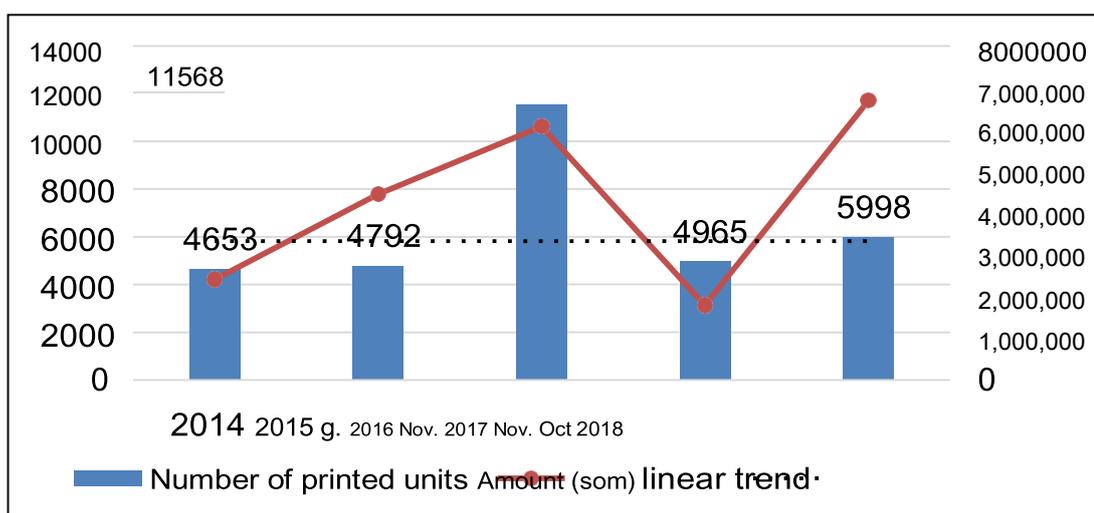


Fig. 3. The trend of increasing purchases of educational and methodological literature

For students, having limited capabilities health (visually impaired) there are 194 books in Braille, 25 audiobooks and computer software for reading books on the computer "Balabolka", as well as specially designated places for listening to them in the reading room of educational building №4.

The provision of students with compulsory textbooks and teaching aids for KSMA is 1: 1. When there is a shortage of printed editions of textbooks, replicated copies electronic textbooks and lecture notes / presentations.

The library serves readers on 7 subscriptions, there are 7 reading rooms for 251 seats. A library employee provides services to readers within 10 minutes. Literature search is carried out at 2 terminals located in the reading room of the main building, where there is access to the library fund bases. If the necessary literature is on hand, the reader can book a book in the AWS "Book Distribution"

To provide students with access to the above resources outside of school hours, 8.00 a duty of teachers is organized at the departments. The working hours of the library and reading rooms are set from 8.00 to 19.00 during the cold season, and from 8.00 to 21.00 in the warm season, without a lunch break / Appendix 160 Rector's order on the working hours of the library reading room /.

Despite the fact that according to the specifics of the profession received, among the students of KSMA there are no students with limited mobility who move in a wheelchair, the main building of KSMA and the KSMA Medical Center are equipped with a ramp for visitors and disabled parents.

Book availability with hard versions of textbooks on subjects, according to the computer database of the library fund, was 50%, this is due to the fact that only textbooks were added to the computer database starting from 2000, the entire library fund was not included.

Table 1.3. SWOT analysis of educational management effectiveness process

Strengths (<i>S - strengths</i>))	Weak sides (<i>W - weaknesses</i>))
<ol style="list-style-type: none"> 1. Receiving independent accreditation for 5 years of all programs undergraduate, postgraduate, medium vocational education. 2. Receiving independent institutional accreditation for 5 years. 3. Availability specific Plan implementation Strategies development KSMA with indicators; 4. Availability Manuals by monitoring and evaluation educational process; 5. Availability of collegial management bodies; 6. Functional character two-tier control system, providing operational management with a degree of autonomy and the corresponding a responsibility structural subdivisions 7. The organizational structure of KSMA does not allow duplication or "loss" of spheres regulation managerial functions; 8. Mobility of the control system with a certain degree of performance of individual functional responsibilities; 9. The position of the "flagship" in the market of educational services in the field of higher professional education 	<ol style="list-style-type: none"> 1. Lack of its own multidisciplinary clinical base

Capabilities (<i>O - opportunities</i>)	Threats (<i>T - threats</i>)
<p>1. integration into the global educational space by increasing the academic mobility of students and faculty</p> <p>2. growing interest in vocational education from international foundations</p>	<p>1. Insufficient state funding</p> <p>2. Fierce competition of the country's universities, due to the dumping of tuition fees;</p>

CHAPTER 2. ASSESSMENT OF HUMAN RESOURCES OF KSMA

In KSMA, specialists are trained in full-time education on a budgetary and contractual basis at 8 faculties and 60 departments.

Currently, 18 honored doctors of the Kyrgyz Republic, 6 honored scientists, 4 corresponding members of the Kyrgyz Republic, 6 academicians of the National Academy of Sciences of the Kyrgyz Republic work at the departments, two academicians have been awarded the honorary title of "El Baatyr".

1157 highly qualified teachers are involved in the implementation of the PLO, of which 813 are full-time employees, which is 70.3% and meets the requirements of the "Temporary Regulation on the Procedure for Licensing Educational Activities of the Kyrgyz Republic".

The share of teachers with an academic degree and / or academic title in the total number of teachers providing the educational process in PLO at the undergraduate level is 43.3%, which also meets the requirements of the "Temporary Regulation on the Procedure for Licensing Educational Activities of the Kyrgyz Republic" (there must be at least 40%).

The share of teachers with an academic degree and / or academic title in the total number of teachers providing the educational process in PLO at the postgraduate level (residency) is 61.6%, which also meets the requirements of the "Temporary Regulation on the Procedure for Licensing Educational Activities of the Kyrgyz Republic" (must be at least 60%).

In total, teaching is conducted by 890 teachers, taking into account the total contingent of students (7242 in total), on average there are 8 students per teacher, which corresponds to the minimum licensing requirements - no more than 12: 1.

The share of full-time teachers with an academic degree and / or academic title to the total number of students is 45.5%, which corresponds to licensing requirements - at least 40%.

In order to provide conditions for continuous training of teaching staff in innovative educational methods and technologies, a modern infrastructure has been created in KSMA, which includes organizational, material-technological and information-communication components.

One of the subdivisions of the KSMA is the Center for Distance and Continuous Education (CDiNO) and the Center for the Study of Foreign Languages (TsIIYa). In general, they provide continuous professional development of the main part of the KSMA employees. KSMA employees also actively participate in industrial internships, conferences, seminars, competitions, etc.

So for 2019-2020, 371 students from among the teaching staff of the KSMA were trained at the Central House of Education and Science. Also, there is a steady tendency (trend) of the growth of academic mobility of teachers of KSMA. In 2019-2020 account. year 191 teachers participated in academic mobility.

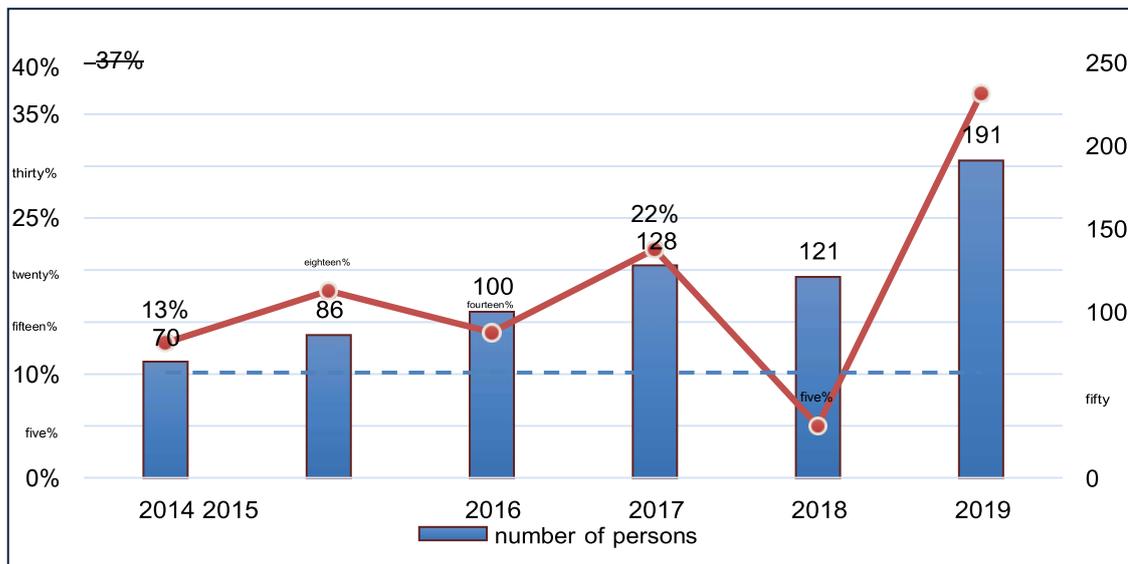


Fig. 2. The trend of academic mobility of the teaching staff of the KSMA over the past 5 years

Despite the difficult epidemiological situation for coronavirus, teachers of KSMA continued to actively participate in various congresses, conferences and distance learning seminars.

At the Center for the Development of Clinical Skills and Knowledge Assessment, teaching staff is trained in modern technologies for assessing the knowledge and skills of students (writing tests, computer testing, OSKE), as well as the use of simulation equipment.

By the software and systemic securing provided technical support for the training of teachers and maintenance of the technical system in good working order.

Everything structural subdivisions provided computer and demonstration equipment and INTERNET communication. In addition, interactive whiteboards and other modern equipment were purchased and used. An automated information management system has been introduced.

Teaching teaching staff in innovative teaching methods and technologies is carried out on a regular basis as part of the course for advanced training of teaching staff in pedagogy and teaching methods, as well as in the form of 1-3 day seminars and trainings, as well as within the framework of academic mobility programs.

In connection with the epidemiological situation with the coronavirus infection COVID-19, the mastery of all teachers and staff, regardless of age, distance learning and communication methods, took place at an intensive pace. So in just two months (March-April) 2020, 28 web meetings were held online (meetings of academic councils, council of the university administration, workshops with deans, departments), a total of 800 teachers and employees of KSMA took part.

In order to increase the motivation of teachers in improving the quality of teaching, a rating assessment of the activities of the teaching staff of the KSMA was

developed and implemented in KSMA, aimed at recognizing the merits of the academic activities employees, their scientific achievements and pedagogical qualifications.

One of the main tasks such an assessment is to improve the quality of work a specific teacher and through this achievement of broader goals - improving the quality of curricula and the new quality of educational academy activities.

The rating assessment of the teaching staff activity consists of the main three indicators:

1. Self-assessment results;

Satisfaction students quality teaching educational disciplines and professional skills of the teacher - "teaching staff through the eyes of students";

2. The results of certification (expert assessment).

This report presents the results of self-assessment of teaching staff and "teaching staff through the eyes of students" conducted in 2020.

Teaching staff self-assessment (2020)

Timing of behavior: May 2020

Assessment object: faculty of KSMA

Assessment subject: the quality of teaching of academic disciplines and the professional skills of teachers of KSMA.

Sample: 927 teachers (60 departments), including both main and part-time teachers, took part in the assessment.

Assessment method: self-assessment using Questionnaires.

For the self-assessment of the teaching staff, two electronic forms of self-assessment of the teaching staff (Questionnaires) were specially developed:

1. Self-assessment form for teaching staff of clinical departments;

2. Self-assessment form for teaching staff of theoretical departments.

Self-assessment of the quality of professional activity of the teaching staff was carried out in the following blocks of activity of the teaching staff:

I. Qualification potential (title, degree, etc.);

II. educational, organizational and methodological work,

III. research work;

IV. provision of advisory, methodological and practical assistance;

V. medical and diagnostic activities (for clinical departments);

VI. educational and socially significant activities, the image of the KSMA.

Method collection of information: Each teacher independently filled out an electronic form. To the department of quality management of education KSMA

submitted an electronic version of the completed form by e-mail, and a hard version (printed on paper) signed by the teacher and the head of the department with supporting documents.

Evaluation was performed for each criterion, for which a certain point was assigned in the range from 5 to 20 points, depending on the significance of the criterion. The final assessment of the teacher's activity was deduced by simple summation of points. To assess the rating of teaching at the department, the average score was calculated.

As an interval scale, the values are: assessments identified the following

1. for theoretical departments:

- low rating - up to 280 points;
- average rating - from 280 to 400 points;
- high rating: over 400 points.

2. for clinical departments:

- low rating - up to 2400 points;
- average rating - from 2400 to 4500 points;
- high rating: over 4500 points.

Feedback: The results of self-assessment of teaching staff were discussed at a joint meeting of the administration and the department. The general final report is considered at the meeting of the Council for the quality of education. A printed version of this final report will be presented to all structural divisions of KSMA.

Self-assessment results

As a result of the self-assessment, in which 23 theoretical departments (322 employees) and 34 clinical departments (605 employees) took part, it was found that most of the departments rated themselves low (Fig. 3.). So, among the theoretical departments with a low rating there were 14 departments (60.9%), with an average rating - 7 departments (30.4%) and only 2 departments with a high rating (8.7%). Among clinical departments with a low rating - 22 departments (64.7%), with an average - 7 departments (20.6%) and with a high rating score there were only 5 departments (14.7%).

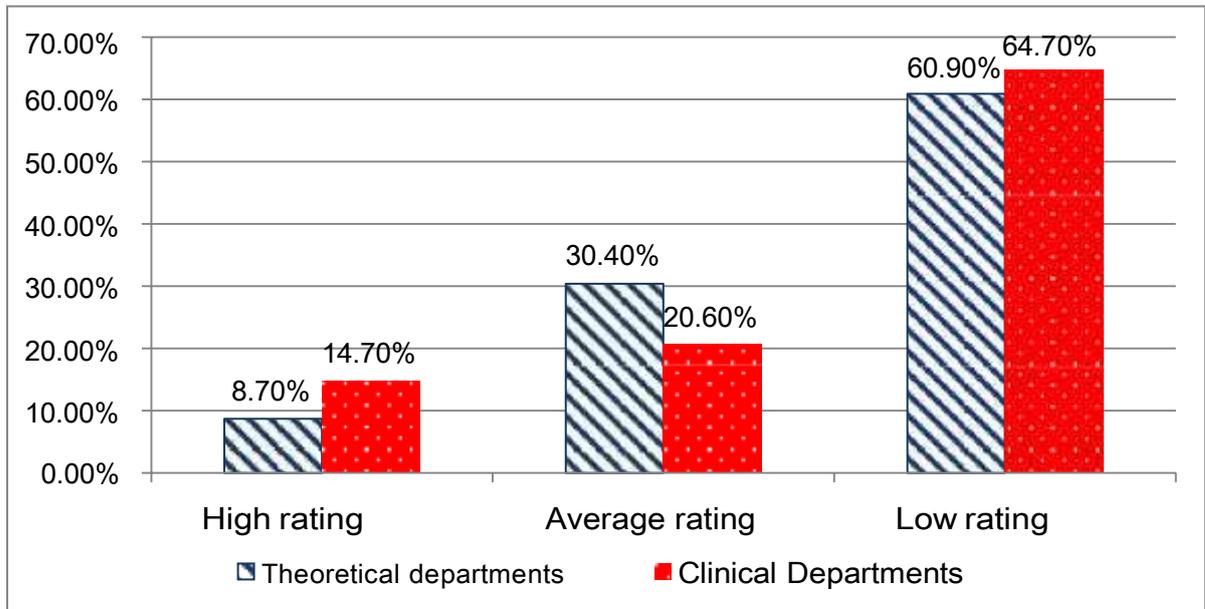


Figure 2.1. Comparative assessment of rating indicators of theoretical and clinical departments of KSMA for the 2017-2018 academic year

When analyzing the blocks of professional activity of the teaching staff of the departments, according to the results of self-assessment, it was found that in the block of educational, organizational and methodological work, theoretical and clinical departments rated themselves at approximately the same level (Fig. 2.2.). Obviously, this is due to the fact that there are established norms of loads for educational, methodological and organizational work.

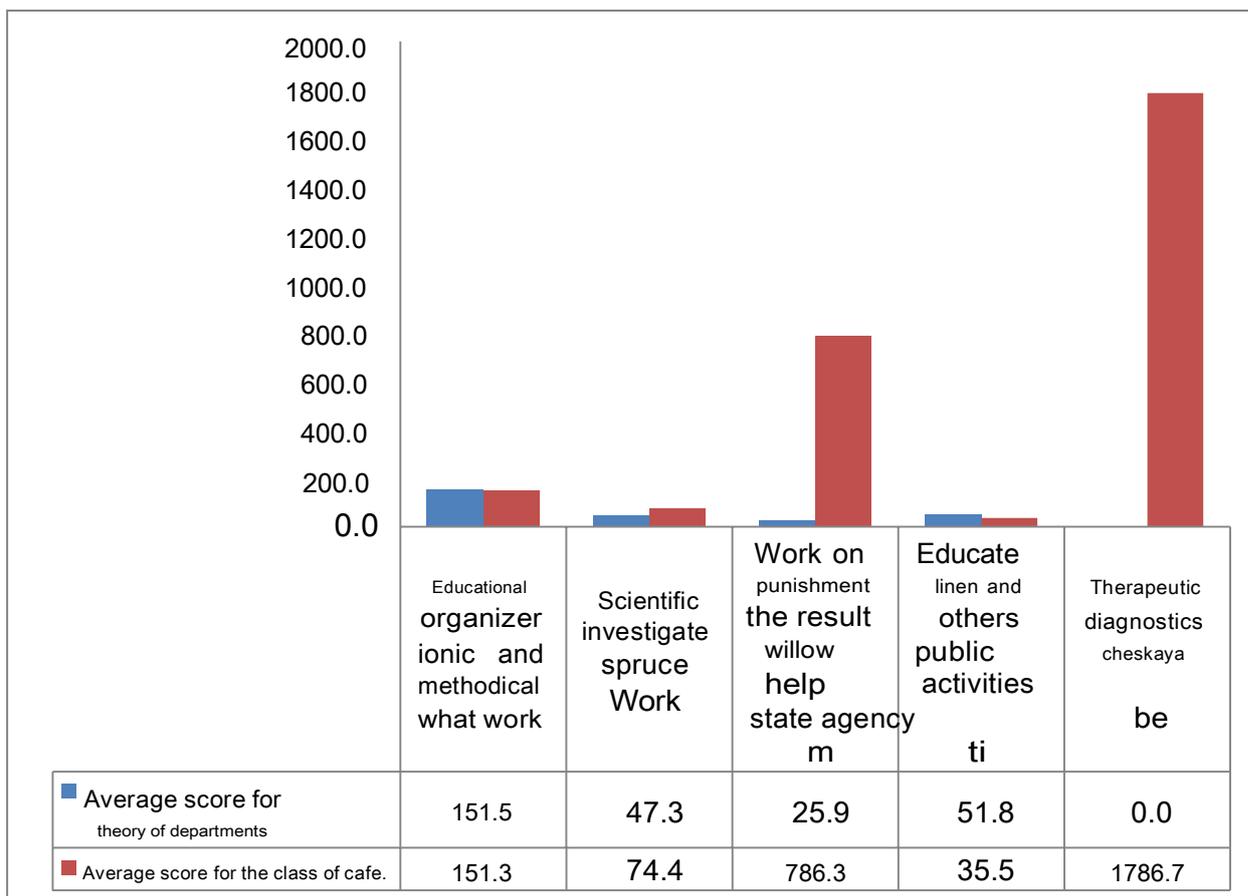


Fig. 2.2. Comparative assessment of the activities of departments by blocks of indicators

By blocs research and advisory help
 For government agencies and organizations, the indicator for clinical departments is higher than that of theoretical ones.

In the block of educational and social work, the indicators are higher in theoretical departments than in clinical ones.

In clinical departments, the prevalence of treatment and diagnostic work and the provision of advisory assistance to healthcare organizations over educational, methodological, scientific and educational work is noted. In this case, it is necessary to revise the grading system (number of points) for these blocks of teaching staff activity.

Detailed information on the departments is presented in table. 2.1. and 2.2.

Tab. 2.1. Summary data on the rating self-assessment of the teaching staff of theoretical departments

No. p / p	Chairs	Rating scores (in points)				
		Educational and methodical. Work	Scientific research. activity	The advisory help	Educational activity	General score
High rating - over 400 points						
one	General and wedge. Epidemiology	263	141	43	71	518
2	General Hygiene	255.0	66	31.25	66.3	418.5
Average rating - 280-400 points						
one	Foreign and Latin. languages of	170	59	136	28	393
2	Philosophy and general. Sciences of	145.65	47	80	79	351.7
3	Hygienic Disciplines of the Kyrgyz	140	61	51	90	342
four	language	146	77	13	106	342
five	Pathophysiology	187	60	10	60	317
7	Normal and top. anatomy	168	25	21	86	300
eight	Histology, cytology and embryos.	224	41	13	21	299
Low rating - up to 280 points						
one	Base and wedge. pharmacology	186.6	55	15.2	9.8	266.6
2	Pharmacognosy I / means UEF	165	48	2	45	260
3	and TLS	157.98	23.33	0	78	259.3
four	Public Health Medical Biology	98	95	34	thirty	257
five		142	33	42	39	256
6	Physical education	80	2	2	157	241
7	VMP	157	0	0	73	230
eight	Physics, mathematics, computer	127	22	37	twenty	206
nine	science Microbiology	115.77	46.11	3.39	36.39	201.7
10	Foundation and wedge. Physiology Wedge.	122	42	fourteen	eighteen	196
eleven	rehabilitation and physiotherapy of the	93	36	24	31	184
12	Russian language	129.29	27.08	five	twenty	181.4
13	Pathological anatomy	97	53	nineteen	eight	177

fourteen	Biochemistry	116	29	one	eighteen	164
Average theoretical score Chairs		152	47	26	52	260

Tab. 2.2. Summary data on the rating self-assessment of the teaching staff of clinical departments for the 2017-18 academic years

No. nn	Department	Qty PPP	Rating scores (in points)					Total
			Educational method. Work	Scientific research. Work	Advisory ah help	Curative Work	Educational i work	
High rating - over 4500 points								
one	Anesthesiology	25	223	99	25628	111	2	26063
2	Faculty surgery	fifteen	124	87	108	7452	31	7802
3	Neurosurgery	12	68	82	13	6572	eighteen	6753
four	Traumatology	fourteen	113	113	3	5842	37	6108
five	General surgery with K	22	97	132	five	4709	fifteen	4958
Wednesday ny rating - 2400-4500 points								
one	Pediatric surgery	28	71.4	37.9	5.2	4343.1	4.5	4462
2	Hospital surgery with OH 3	nineteen	265	242	23	3618	91	4239
	Surgical dentistry 4	21	123	45	10	3446	38	3662
	Obstetrics and gynecology №1 5	fourteen	292	124	141	2629	52	3238
	Pre-surgery	17	145	92	57	2457	29	2780
6	Faculty therapy	45	127.7	121.4	51.91	2320.2	60.9	2682
7	Otolaryngology	fifteen	122	60	twenty	2180	39	2421
Low nd rating - up to 2400 points								
one	Phthisiology	10	178	127	104	1805	73	2287
2	Oncology	fourteen	137	47	nine	1805	fifteen	2013
3	Obstetrics and gynecology №2 4	17	262	85	81	1256	46	1730
	Urology	10	87	64	31	1511	24	1717
five	Ophthalmology	10	124	32	65	1360	21	1602
6	Faculty Pediatrics	25	123	35	21	1159	46	1384

7	Hospital therapy with PGK	23	158	79	66	900	42	1245
eight	Dermatovenereology	10	170	77	6	919	25	1197
nine	Infectious diseases	sixteen	170	66	77	656	64	1033
10	Radiation diagnostics	eight	91	64	0	806	fifteen	976
eleven	Childhood infections	sixteen	144	147	56	433	39	819
12	Neurology	17	124	28	nine	574	27	762
13	Nursing	eleven	199	72	eighteen	260	108	657
fourteen	Pediatric dentistry	twenty	130	40	7	437	26	640
fifteen	Family medicine	24	221	58	nine	206	32	526
sixteen	Hospital Pediatrics	25	178	nineteen	eleven	262	13	483
17	Forensic medicine	7	95	109	fourteen	239	sixteen	473
eighteen	Having passed. childhood	sixteen	182	twenty	10	178	17	407
nineteen	illnesses Prop. Internal Medicine	sixteen	223	23	44	67	35	392
twenty	Medical Psychology, PN 19		127	29	twenty	173	28	377
21	Therapeutic Dentistry	21	142	37	0	35	26	240
22	Orthopedic dentistry 23		108	36	12	27	52	235
Average wedge score. Chairs		605	151.3	74,392	786,327	1786.69	35.51	3130.1

2.2. "A teacher through the eyes of a student"

In order to study the opinions of students about the quality of teaching academic disciplines and the professional skills of teachers, a survey of students of all faculties and courses "Teacher through the eyes of students" was carried out.

The sample type is quota.

The survey is conducted among students of all 8 faculties from the 1st to the 6th year. In total (sample size) 3125 students took part in the survey (Table?) And 563 teachers (51% of the total teaching staff) of 57 departments were evaluated.

The method of collecting primary information is a survey using the questionnaire "Teacher through the eyes of students" (*Appendix 4*). The method of filling out the questionnaire is an individual form of student answers to the questionnaire in electronic format in computer labs (venue - Testing Center), as well as in on-line mode using a specially developed computer questionnaire program of the KSMA.

The survey was conducted in May 2018.

In order to get acquainted with the peculiarities of working with the questionnaire, in each surveyed stream of students, a preliminary short briefing was carried out by the responsible from the department of software and system support. The respondents assessed the work of teachers on 9 qualities:

1. Clarity and accessibility of presentation;
2. Stimulating interest in studying the discipline;
3. Ability to form student's systemic thinking;
4. Using an interactive teaching method (the student's ability to ask questions);

5. Ability to own the audience;
6. Demeanor;
7. Availability for out-of-class consultations;
8. Corruption;
9. Teaching quality (overall assessment).

The assessment was carried out using the Likert scale (a question with a proposal to indicate the degree of agreement or disagreement with a certain statement) for five answer options:

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

Assessment of the degree of students' satisfaction was carried out, according to the summary assessment, calculated as the proportion of the sum of positive answers ("completely agree" and "agree") from the maximum possible sum of answers.

In question 8, “No corruption,” the reverse scoring methodology was applied.

In the summary assessment, the degree of student satisfaction over 80% was assessed as high, in the range from 50% to 80% - as average, less than 50% - as low.

Survey results:

According to the results of the survey, the general high satisfaction of students with the quality of teaching at KSMA was noted - 84.1% (Fig. 2.3.).

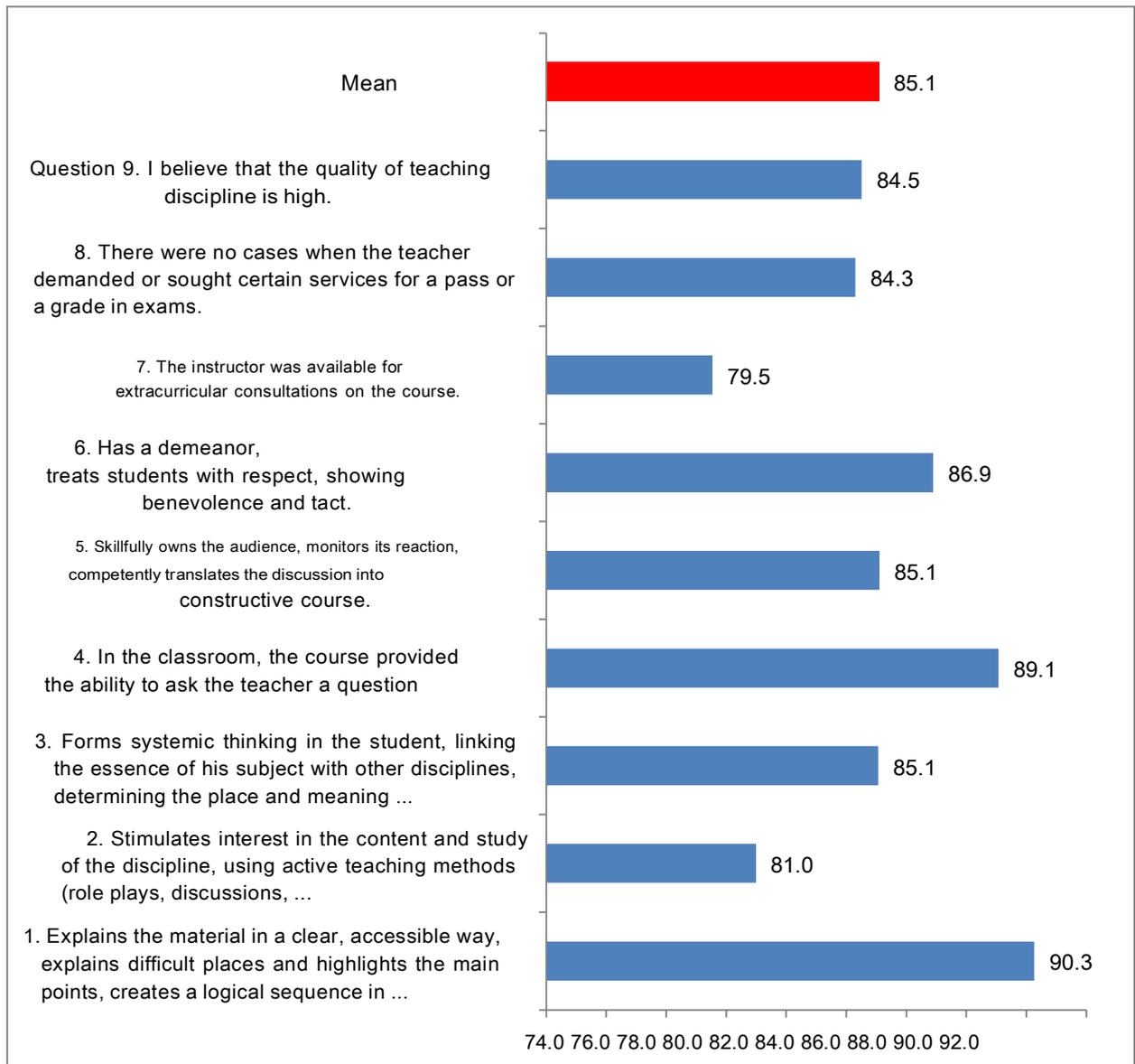


Figure 2.3. Satisfaction of students with the quality of teaching and professional skills of teachers of KSMA (2017-2018)

The greatest satisfaction of students was noted for the clarity and accessibility of the presentation of the material by the teachers (90.3%) and the ability to ask the teacher a question (89.1%). The smallest indicators are marked by

availability of teachers for extracurricular consultations on the course (79.5%) and the use of interactive teaching methods (81%) (Fig. 2.4.).

It should be noted that the satisfaction of students according to these blocks of professional skills of teachers of theoretical departments does not differ much from the teaching staff of clinical departments.

However, in general, student satisfaction with the quality of teaching at clinical departments is slightly higher than at theoretical departments: at theoretical departments - 85.5%, at clinical departments - 91.8%.

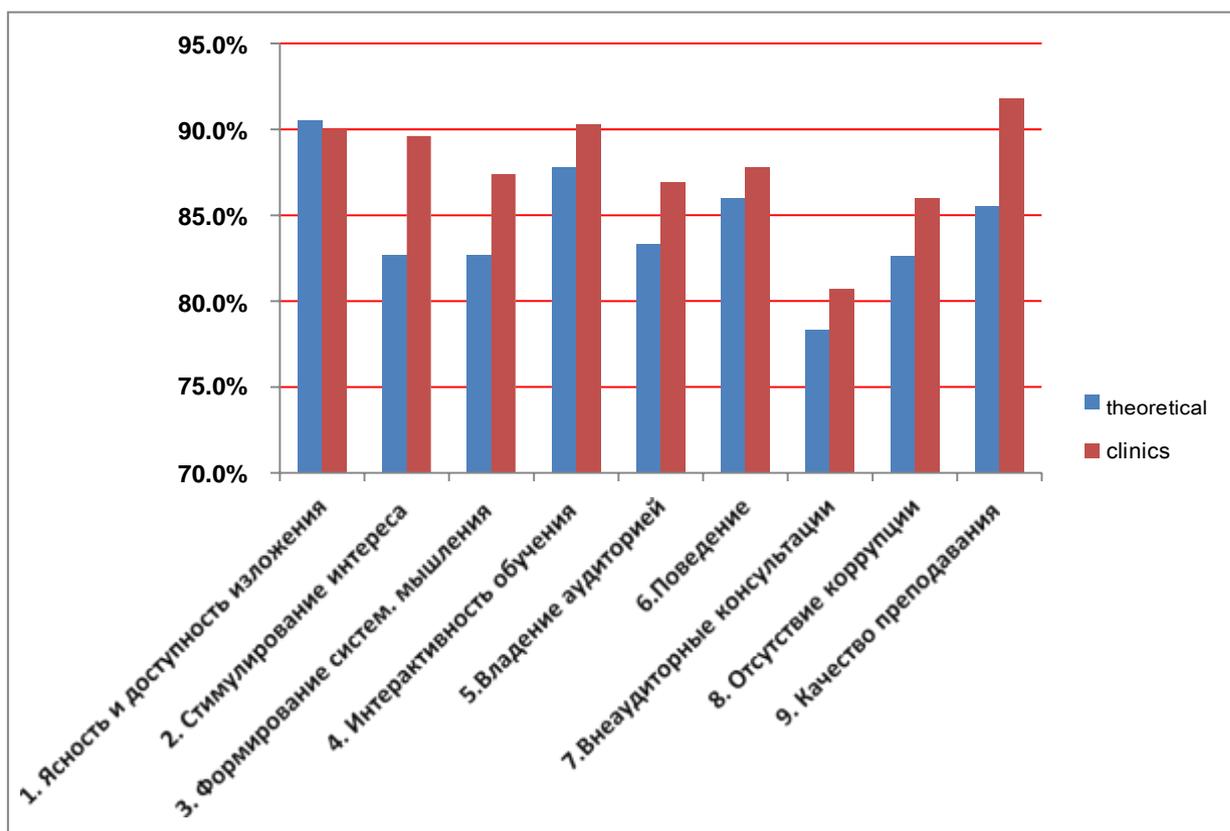


Fig. 2.4. Student satisfaction with the quality of teaching disciplines

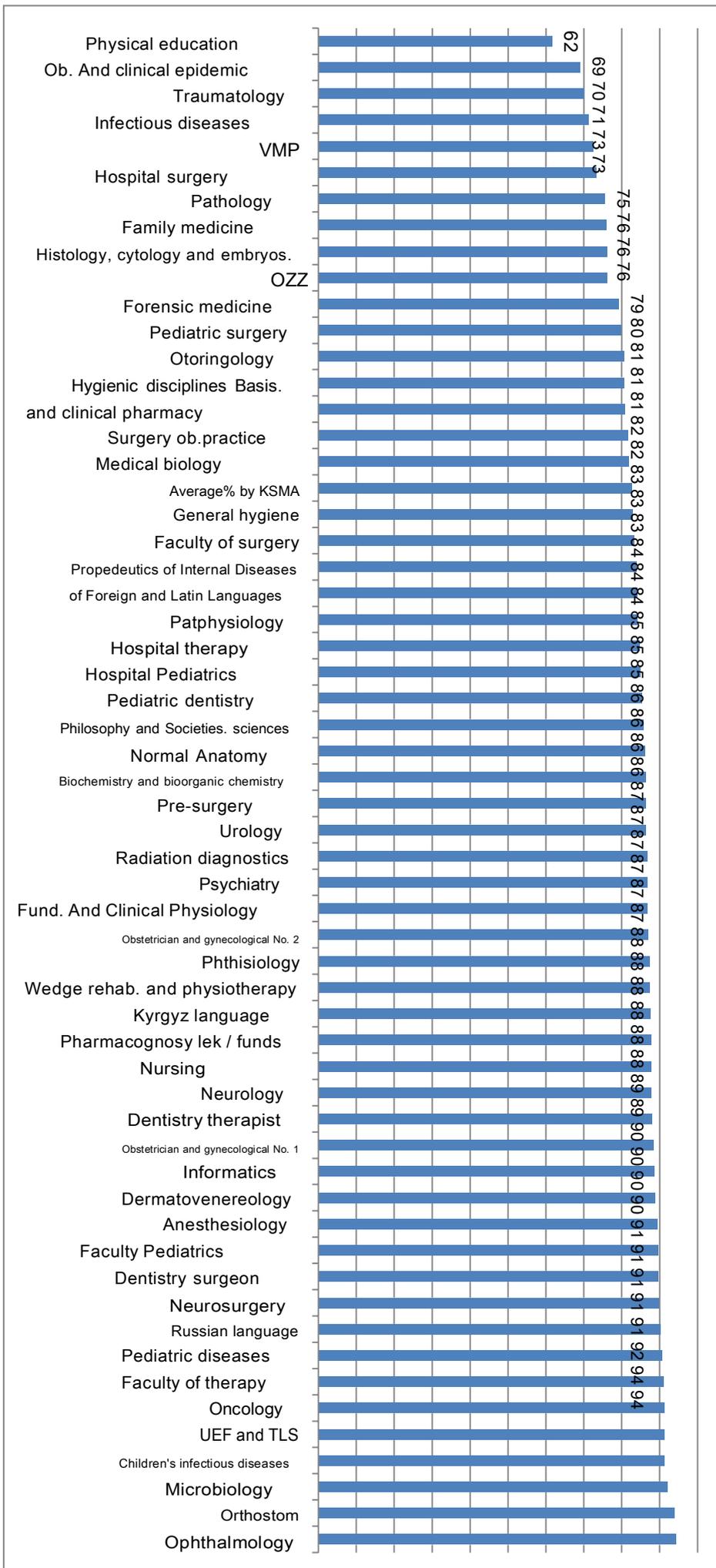
It should be noted in the analysis of question 8 - "Were there any cases when the teacher demanded or achieved certain services for the pass or the mark on the exams?" the method of the opposite meaning was used and the question was reformulated as follows - "absence of corruption" (84.3%). Despite the fact that students' satisfaction with the absence of corruption can be assessed as "high", it is alarming that about 15.7% of the surveyed students nevertheless answered that there were cases when the teacher demanded something for an exam or test. At the same time, the percentage of such answers was higher when assessing the teaching staff of theoretical departments. However, it should be noted that when discussing the results of the survey with the departments, some teachers noted that the question was not clearly asked and perhaps the students were disoriented in this matter.

Detailed information on satisfaction with the quality of teaching by department is presented in Figure 2.5.

Table 2.3. SWOT analysis of the quality of PPP KSMA

Strengths	Weak sides
<p>1. Availability point-rating 1. systems for evaluating the activities of teaching staff;</p> <p>2. General high satisfaction of students with the quality of teaching at KSMA - 84.1%</p> <p>3. The greatest satisfaction students on the clarity and accessibility of the presentation of the material, the ability to ask a question to the teacher.</p> <p>four . .</p>	<p>Inadequate system evaluations (points) at self-esteem clinical departments, in particular, medical work.</p> <p>2. The smallest indicators satisfaction marked by availability of teachers for extracurricular consultations and using interactive teaching methods.</p> <p>3. Availability some dissatisfaction with the lack of corruption;</p>
Capabilities	Threats (risks)
<p>1. Development of a catalog of competencies and the introduction of clear criteria professional appraisals activities PPP, in particular by rendering 2 advisory help, development of UMP, organization of CDS.</p> <p>2. Revision point-rating self-assessment system of teaching staff, in terms of medical and diagnostic and advisory work</p>	<p>1. Resistance from the teacher conservatively minded part PPP implementation of the catalog competencies of the teacher.</p>

Figure 2.5. Satisfaction of students with the quality of teaching at the departments (2017-2018)



CHAPTER 3. STUDENT SATISFACTION ASSESSMENT QUALITY OF TRAINING PROGRAMS

This chapter presents a descriptive and analytical report based on the results of a student survey, which was conducted from April 23 to May 30, 2020 among KSMA students from 1 to 5 courses at all faculties (Order of the KSMA rector No. 144 of 04/23/2020).

purpose **research** - assessment student satisfaction quality
educational program and evaluation of the work of the departments of KSMA.

The main objectives of the study:

- appraisal overall satisfaction students KSMA quality
educational program;
- determining the degree of student satisfaction with the curriculum of modules and various disciplines;
- formation of a rating of departments based on the results of a survey of students;
- development of recommendations for improving the quality of the educational program and planning corrective and preventive measures.

Method estimates: sociological interview from using specially
developed questionnaires for the study of satisfaction with the quality of modules for students (*Appendix 5*) and the quality of disciplines (*Appendix 6*).

Rating scale: The assessment was carried out using the Likert scale (a question with a proposal to indicate the degree of agreement or disagreement with a certain statement) for five answer options:

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

Assessment of the degree of students' satisfaction was carried out, according to the summary assessment, calculated as the proportion of the sum of positive answers ("completely agree" and "agree") from the maximum possible sum of answers.

In the summary assessment, the degree of student satisfaction over 80% was assessed as high, in the range from 50% to 80% - as average, less than 50% - as low.

For the convenience of processing the obtained data, the automation of the input and processing of information was carried out. As screen forms, we used the text of the questionnaires, directly created for the survey in the AVN program with the help of the editor for drawing up the questionnaires. Additionally, an additional program was developed to display reports in the form of graphical data. The survey was conducted online.

Sample: two-stage-cluster. The sample was formed in accordance with the requirements of the organization of sociological research. The percentage of distribution of questionnaires among groups of students is calculated in accordance with the number of students in all faculties. A confidence level of 95% was chosen with a confidence interval (error) \pm 4.9%;

According to the report generated in the AVN system in the electronic survey, **3016** students. Students from all 8 faculties took part in the assessment of the curriculum of various disciplines.

The survey of satisfaction with the curriculum of the modules was carried out among students of the faculties "General Medicine" No. 1, No. 2 and IG.

3.1. Assessment of student satisfaction with the quality of training modules

The introduction of a modular-integrated training system in KSMA was started in 2001 at the faculties of "General Medicine". In 2012, with the technical support of the project "Reforms of medical education in the Kyrgyz Republic" within the framework of the pilot project, the PLO in the specialty "General Medicine" was revised. In 2015, the State Educational Standard 3 (GOS3) for the specialty "General Medicine" was developed and approved on the basis of the implementation of a pilot project on the reform of medical education. In 2015, satisfaction with the quality of modules was assessed among students of the LF of 1-3 courses of study, i.e. among students enrolled in a pilot educational program introduced in 2012.

In order to assess the quality of curricula **modules** and comparing progress in improving the quality of modules, a survey of student satisfaction from the faculties of General Medicine was conducted in the spring of 2020. At the present time, at other faculties, only one module "Introduction to the specialty" has been introduced in the 1st year, in this regard, the assessment of the modules was carried out only at the faculties of General Medicine. The assessment of satisfaction with the quality of the modules was carried out according to the following criteria:

1. Explanation of the purpose and objectives of the module at the beginning of the module lessons
2. The relationship of disciplines in the module
3. Content of disciplines in the module
4. Applicability of the obtained theoretical knowledge in practice
5. Providing methodological and educational literature
6. Organization of independent work and advice
7. Satisfaction with the development of clinical knowledge
8. Comprehensibility of the knowledge assessment system
9. Objectivity of the final exam
10. Quality of teaching by module

In total, the curriculum for the specialty "General Medicine" provides 25 modules and blocks. Assessment of student satisfaction was carried out for all modules and blocks (Fig. 3.1.).

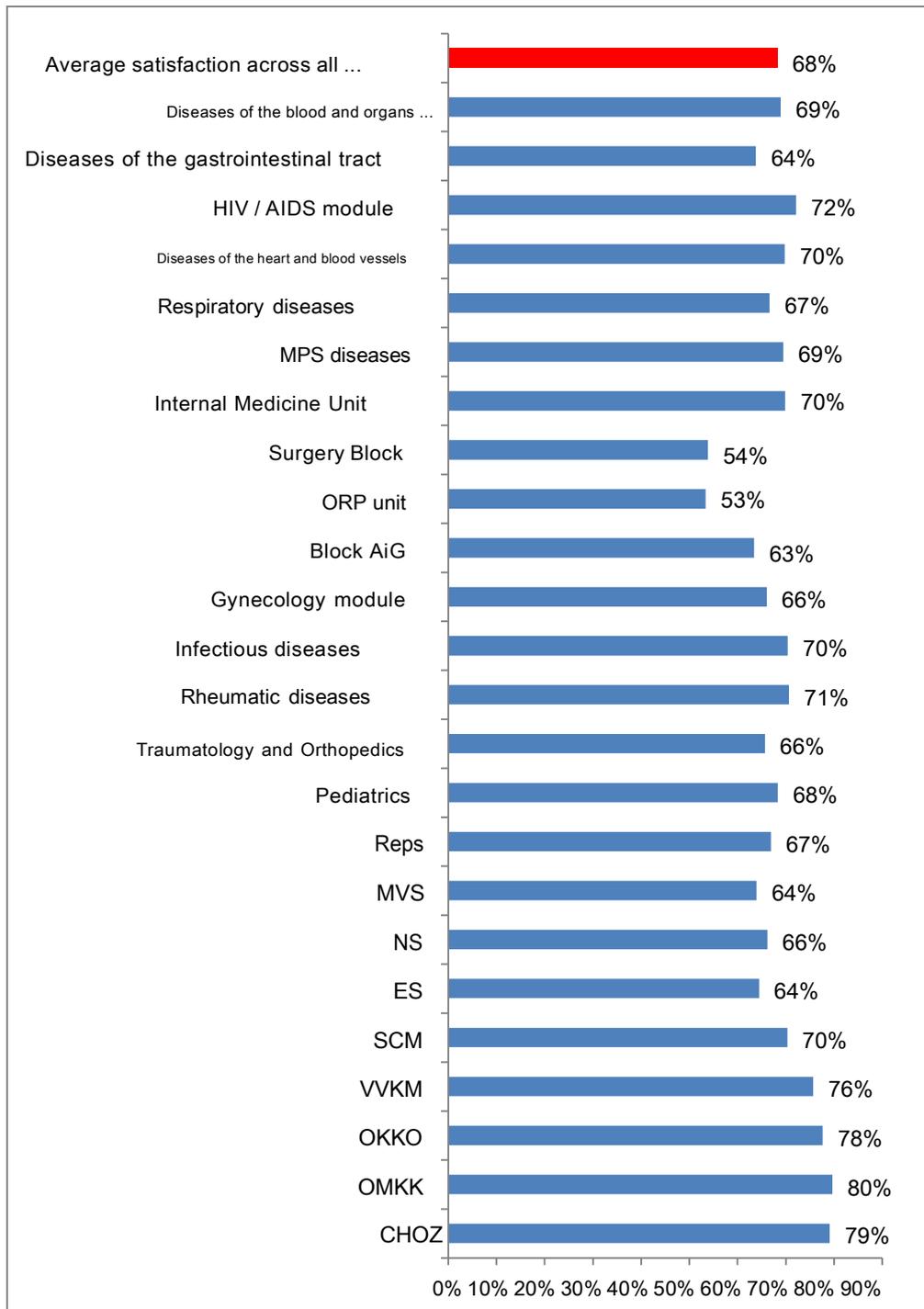


Figure 3.1. Satisfaction of students of the faculty "LD" with the quality of the modules and blocks for the 2017-2018 academic year

On average, the general satisfaction of students of the Faculty of General Medicine with the quality of the modules conducted was 68%, which is assessed as average satisfaction.

The greatest satisfaction of students was noted in the modules "From molecule to cell" (OMCC) - 80%, "Man, society, health" (CHO) - 79%, and "From cell to organ" (OKKO) - 78%, conducted at the first 2 x training courses.

The least satisfaction of students is noted in the blocks "General medical practice" (GP) (53%), "Surgery" (54%) and "Obstetrics and gynecology" (63%), conducted on 4-6 courses of study.

It should be noted that overall student satisfaction with the organization and curriculum of the modules in the 2018 assessment increased compared to the 2015 assessment.

Satisfaction with the quality of the modules of the 1st year LF students

Module "People, Society and Health" (CHO): Satisfaction with the PSC module has a clear upward trend. In the 2020 study, it was 90%, which is higher compared to 2018 and more than 30% compared to 2015 (Fig.

3.2.)

Module "From molecule to cell" (OMCC): Satisfaction with the module in 2020 decreased by 6% (83%) compared to 2018 (89%), but higher by 4% compared to 2015 (79%) (Fig. 3.2.). At the same time, satisfaction according to two problematic criteria noted during the assessment in 2015, 2018 - this is (1) the availability of literature and (2) the organization of the student's independent work - showed a high level (89.5%) and (84.5%), respectively. ...

Module "From cell to organ" (OKKO): Overall satisfaction with this module in 2020 remained at the same level - 85%. In 2018, 2020 according to the criterion of the organization of the CDS disciplines, a low level of satisfaction was noted (77%, 76.3%), respectively, in 2020, the criterion for the development of clinical skills attracted attention, with low satisfaction (68.3%).

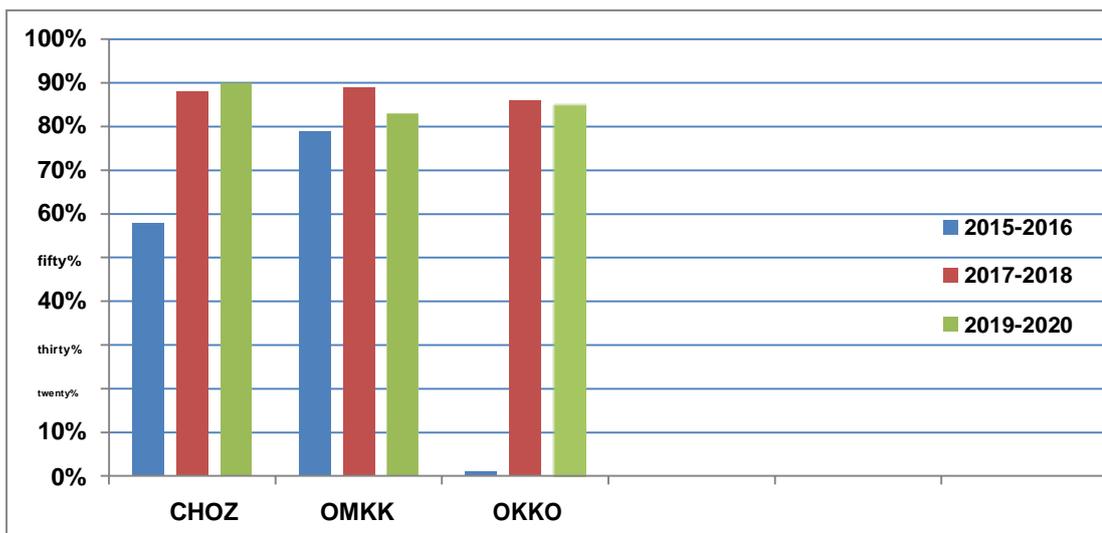


Figure 3.2. Comparative data on satisfaction of 1st year students with quality modules (2015-2016, 2017-2018, 2019-2020 academic years)

Satisfaction with the quality of modules of LF students of the 2nd year

Module "Introduction to Clinical Medicine" (VVKM): Satisfaction with this module - average (74%), although it should be noted that, compared to 2015 (54%), satisfaction increased by 20% (Fig. 3.3). An increase in satisfaction with the provision of educational and methodological literature for the module, the final exam and the clarity of the content of the disciplines of the module was noted. But there is a rather low satisfaction with the organization of the IWS of the disciplines of this module and the new knowledge gained.

Endocrine System (ES) module: Overall satisfaction with this module is average (72%). Extremely low satisfaction was noted according to the criterion of security educational methodological literature (36%), although there is slight increase over 2015 estimate. In general, compared to the 2015 assessment data, satisfaction slightly decreased (Fig. 3.3), mainly due to a decrease in student satisfaction with the organization of test control, by almost 20% according to this criterion.

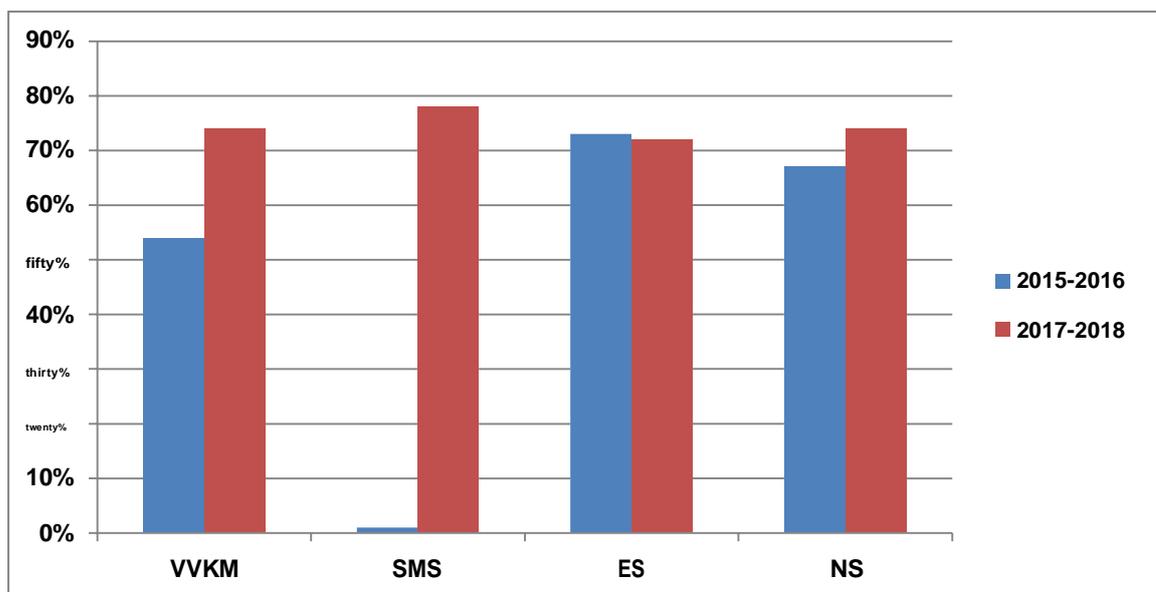


Figure 3.3. Comparative data on satisfaction of 2nd year students with quality modules (2015-2016, 2017-2018 academic years)

Module "Nervous system" (NS): Overall satisfaction with this module is average (74%), but higher than the estimate in 2015 by 8% (Figure 3.3), mainly due to increase satisfaction providing educational methodological literature. Despite the increase in satisfaction with the CDS organization compared to the 2016 estimate (33% in 2015 and 54% in 2018), satisfaction according to this criterion remains low. There was a decrease in student satisfaction with the objectivity of test control by almost 4% compared to the assessment in 2015.

Module "Musculoskeletal system" (SCM): Overall satisfaction with this module is average (78%) (Fig. 3.3.). Extremely low satisfaction was noted according to the criterion of provision with educational and methodological literature (40%).

It is not possible to make a comparative assessment of this module with the 2015 survey data, since this module has not been previously surveyed.

Satisfaction with the quality of modules of LF students of the 3rd course

Module "Urinary System" (UCS): Overall student satisfaction with this module in the assessment in 2018 is average (75%), but 4% higher than in the assessment in 2015 (Fig. 3.4). The highest values of satisfaction were noted for the clarity of the goals and objectives of the module, the relationship of the disciplines of the module and the clarity of disciplines. There is a slight increase in satisfaction with the provision of educational and methodological literature and the organization of IWS (31% in 2015 and 48% in 2018). Despite the increase in satisfaction with the CDS organization, satisfaction according to this criterion remains extremely low. In addition, there is a decrease in student satisfaction with the objectivity of test control by almost 17% compared to the 2015 estimates.

Module "Cardiovascular system" (CCS): Overall student satisfaction with this module is average (70%), but 14% higher compared to the 2015 estimates (Figure 3.4). The highest values of satisfaction were noted for the clarity of the goals and objectives of the module, the relationship of the disciplines of the module and the clarity of disciplines. The increase in satisfaction was noted mainly due to the increase in satisfaction with the provision of educational and methodological literature and the organization of the IWS. However, despite a slight increase in satisfaction with the CDS, satisfaction according to this criterion remains low (39% in 2015 and 55% in 2018). In addition, there is a decrease in student satisfaction with the organization of test control by almost 18% compared to 2015.

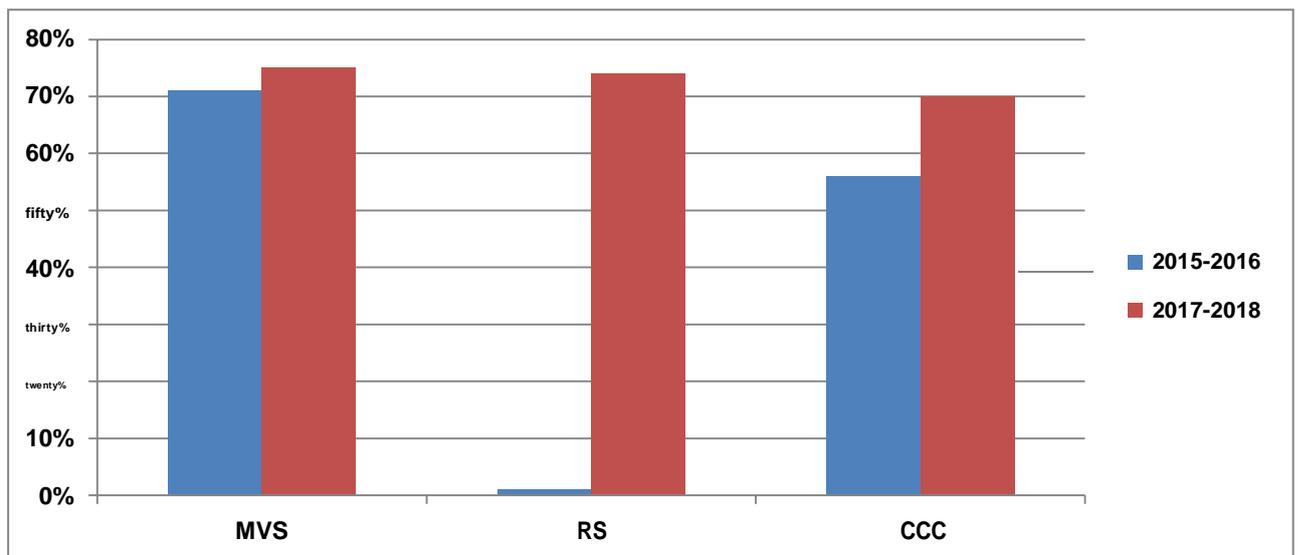


Figure 3.4. Comparative data on satisfaction of 3rd year students with quality modules (2015-2016, 2017-2018 academic years)

Reproductive system (RS) module: Overall student satisfaction in this module is average (74%). Conduct a comparative assessment

satisfaction with this module was not possible, since no assessment was carried out for this module in 2015. Low satisfaction was noted in relation to the organization of the IWS - 49%, the provision of educational and methodological literature, the organization of test control and the quality of training of specialists. The highest values of satisfaction were noted for the clarity of the goals and objectives of the module, the relationship of the disciplines of the module and the clarity of disciplines.

Satisfaction with the quality of modules of LF students of 4-6 courses

This section presents the results of the student satisfaction assessment conducted in 2018. It was not possible to conduct a comparative assessment of modules 4-6 courses in the specialty "General Medicine", since in 2015 the assessment for these modules was not carried out due to the fact that at the time of the assessment, students enrolled in the 2012 pilot program had not yet reached before studying these modules. Satisfaction of students with the quality of modules of 4-6 courses during the assessment carried out in 2018 for all modules was assessed as average and ranged from 53% (AFP block) to 72% (HIV / AIDS module).

Block "Pediatrics": Overall satisfaction with the quality of this module was - (Figure 3.5). The greatest satisfaction - 76.9% - was noted according to the criterion of interconnectedness of disciplines in the module. In 75.9% of the answers, students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 75.2% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The smallest percentage of satisfaction (52.1%) was noted by students in the organization of independent work (IWS) and providing advice.

Module "Traumatology and Orthopedics": Overall satisfaction with the quality of this module was - (Fig. 3.5). The greatest satisfaction - 79% was noted according to the criterion of interconnectedness of disciplines in the module; 76% of students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module; 75% of students noted that the goals and objectives of this module were explained at the beginning. Low student satisfaction was noted according to the criterion - the organization of independent work (44%) and the provision of advisory assistance.

Module "Gynecology": Overall student satisfaction in the module was 66% (Fig. 3.5). The greatest satisfaction was noted according to the criterion of interconnectedness of disciplines in the module (77%). In 78% of the students note that the knowledge gained earlier in the 1-3 courses helped them in mastering this module. 75.2% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The lowest percentage of satisfaction, 51%, was noted for the organization of independent work (IWS) and the provision of consulting assistance.

Block "Obstetrics and Gynecology": The overall satisfaction of students in the module was 63% (Fig. 3.5). The greatest satisfaction - 74% was noted for

the criterion of the interconnectedness of disciplines in the module. In 72%, students noted that the content of all disciplines of the module was clear. Low satisfaction was noted in the organization of independent work (49%) and the provision of consulting assistance. A low percentage of satisfaction with the provision of methodological and educational literature in the disciplines of the module - 54%.

Block "General practice (GP)": Overall satisfaction with the quality of this module was 53% (Figure 3.5). The greatest satisfaction - 68% - was noted in the paragraph on the interconnectedness of disciplines in the module. In 58% of the students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 65% of students agree that their theoretical knowledge of the module will help them in their further practical activities. Low satisfaction was noted in the organization of independent work (40%), providing advice, providing methodological and educational literature on the disciplines of the module (46%).

Block "Surgery" (BC): Overall student satisfaction with the quality of the module was 70% (Fig. 3.5). The greatest satisfaction - 64% was noted according to the criterion of the interconnectedness of disciplines in the module, in 63% of the students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 57% of students noted that the goals and objectives of this module were explained at the beginning. Low satisfaction was noted in the organization of independent work (41%), the provision of advice, satisfaction with the provision of methodological and educational literature in the disciplines of the module (47%).

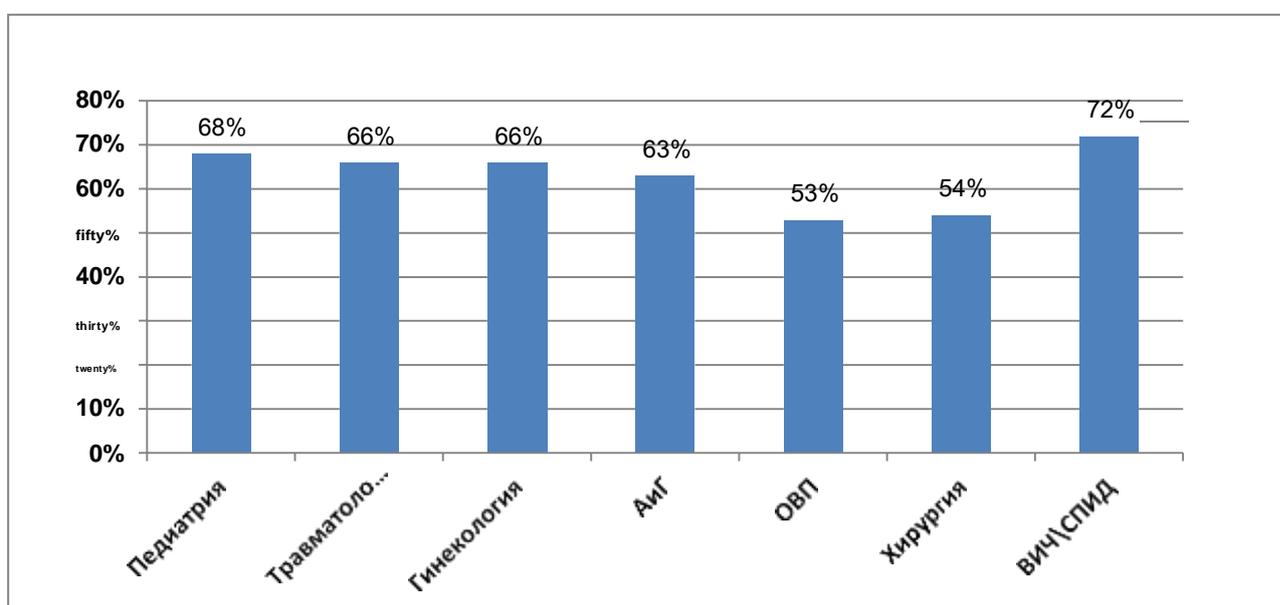


Figure 3.5. Satisfaction of 4-6 year students with curriculum 7 modules (2018 estimate)

Module "Rheumatic diseases": Overall satisfaction with the quality of this module was - (Figure 3.6). The greatest satisfaction was noted according to the criterion of interconnectedness of disciplines in the module (83%); 79% say that knowledge

received early in 1-3 courses helped them in mastering this module; 78% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The lowest percentage of satisfaction was noted for the organization of independent work (50%), providing advice and providing methodological and educational literature on the disciplines of the module (55%).

Module "Infectious Diseases": Overall satisfaction with the quality of this module was - (Fig. 3.6). High satisfaction was noted according to the criterion of interconnectedness of disciplines in the module (83%); 79% of students note that the knowledge gained early in the 1-3 courses helped them in mastering this module; 78% of students agree that their theoretical knowledge of the module will help them in their further practical activities. Low satisfaction was noted in the organization of independent work (44%) and the provision of consulting assistance. And also in the paragraph on satisfaction with the provision of methodological and educational literature in the disciplines of the module - 59%.

Module "Internal Medicine" (BVB): Overall satisfaction with the quality of this module was 69% (Figure 3.6). High satisfaction was noted according to the criteria of interconnectedness of disciplines in the module (84%), the knowledge gained earlier in 1-3 courses helped them in mastering this module (81%). 79% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The smallest percentage of satisfaction was noted according to the criterion of providing methodological and educational literature on the disciplines of the module (54%), organization of independent work and providing advice (61%).

Module "Diseases of the genitourinary system" (BMPS): Overall satisfaction with the quality of this module was 69% (Fig. 3.6). Highest satisfaction - 84% is noted in the paragraph on the interconnectedness of disciplines in the module. In 81% of students, students note that the knowledge gained earlier in 1-3 courses helped them in mastering this module. 79% of students agree that their theoretical knowledge of the module will help them in their further practical activities. The lowest percentage of satisfaction was noted by students in the paragraph on satisfaction with the provision of methodological and educational literature in the disciplines of the module - 52%, and in the paragraph on the organization of independent work (IWS) and the provision of consulting assistance - 56%

Respiratory system diseases (BOD) module: Overall satisfaction with the quality of this module was 67% (Fig. 3.6). The greatest satisfaction of students was noted with the fact that the knowledge gained early in 1-3 courses helped them in mastering this module (79%), and that the goals and objectives of this module were explained at the beginning (73%). The lowest percentage of satisfaction was noted by students by organization independent work (52%), rendering advice and provision of methodological and educational literature on the disciplines of the module.

Module "Diseases of the heart and blood vessels" BSS: Overall satisfaction with the quality of this module was 70% (Fig. 3.6). The greatest satisfaction of students was marked by the fact that the knowledge gained early in 1-3 courses helped them in mastering this module (75%) and that the goals and objectives of this module were explained at the beginning (70%). The lowest percentage of satisfaction was noted for the organization of independent work (54%), providing advice and providing methodological and educational literature on the disciplines of the module (58%).

Module "Diseases gastrointestinal path" (BZHKT): General satisfaction with the quality of this module was 64% (Fig. 3.6). High satisfaction was noted according to the criterion of interconnectedness of disciplines in the module (84%). 74% of the students note that the knowledge gained earlier in the 1-3 courses helped them in mastering this module. 74% of students agree that the theoretical knowledge of the module they received will help them in their further practical activities. Low satisfaction was noted in the provision of methodological and educational literature on the disciplines of the module (44%), organization of independent work and provision of advisory assistance (45%).

Module "Diseases of the blood and hematopoietic organs" (BKOC): Overall satisfaction with the quality of this module was 69% (Figure 3.6). High student satisfaction was noted for the interconnectedness of disciplines in the module (82%), as well as the fact that the knowledge gained early in 1-3 courses helped them in mastering this module (81%). 78% of students agree that their theoretical knowledge of the module will help them in their further practical activities. Low student satisfaction was noted for the provision of methodological and educational literature in the disciplines of the module (47%), the organization of independent work (IWS), as well as low satisfaction with the provision of consulting assistance (54%).

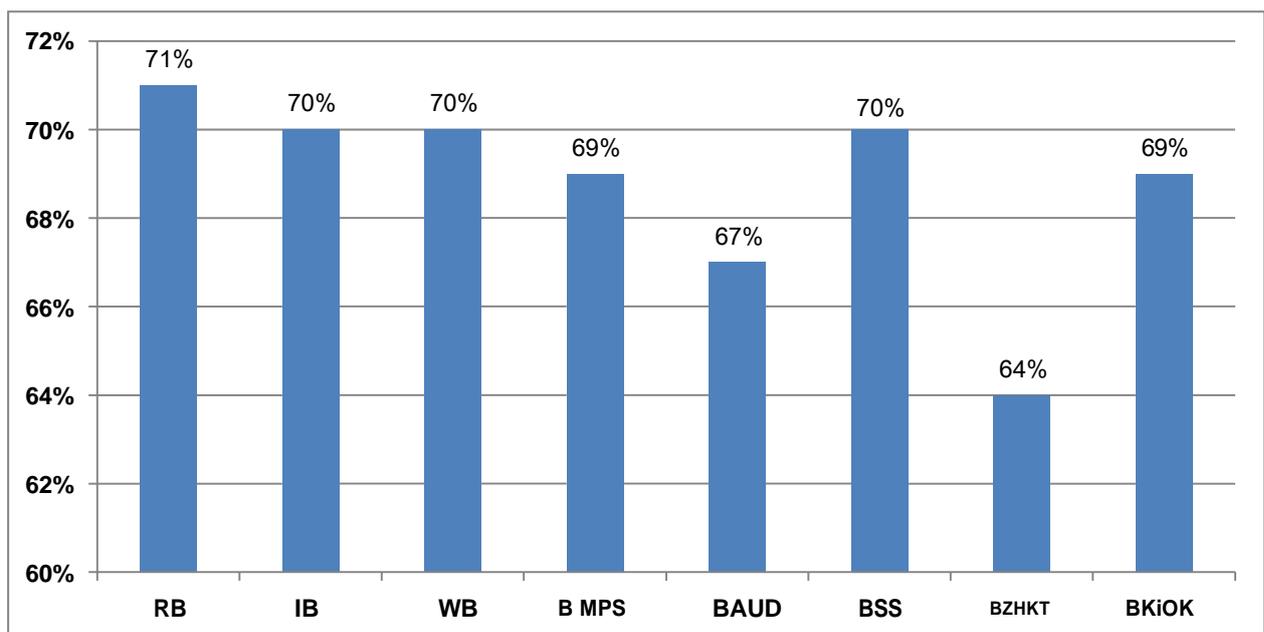


Figure 3.6. Satisfaction of 4-6 year students with curriculum 8 modules (2018 estimate)

Table 3.1. SWOT analysis of student satisfaction with LF quality modules

Strengths	Weak sides
<p>1. Overall student satisfaction with "Medical a business" quality carried out modules was 68%, which is estimated as average satisfaction.</p> <p>2. Marked high satisfaction students by 2 module "From molecule to cell" (80%);</p> <p>3. Noted high satisfaction students by interconnectedness disciplines in module, a little below those who the knowledge gained in 1-3 courses helps them in assimilation subsequent modules and what theoretical knowledge will help them in further practice.</p> <p>4. In the whole celebrated height satisfaction students organization and educational module programs compared to the 2015 assessment.</p>	<p>1. Smallest faculty satisfaction students are celebrated in blocks General Medical Practice (GPP) (53%), "Surgery" (54%) and "Obstetrics and Gynecology" (63%), conducted on 4-6 courses of study. It is noted low satisfaction (despite the growth in indicators compared to 2015) with the provision of educational methodical literature, organization independent work students and providing advice, as well as the objectivity of the test control of knowledge.</p> <p>3. Not was carried out interview satisfaction quality educational programs and organization educational process among PPP and stakeholders.</p>
Capabilities	Threats (risks)
<p>1. Implementation computer 1. testing (for enhancements objectivity) students' knowledge in all disciplines. Bank creation 2. test question</p> <p>2. Development of methodological guidelines for the organization of CDS, strengthening 3. control per rendering 4. advisory assistance to students from the teaching staff.</p> <p>3. Conducting trainings for teaching staff on interactive and innovative 5. teaching methods.</p> <p>4. Purchase of educational literature;</p> <p>5. Introduction of the use of electronic library textbooks.</p>	<p>Human factor (opposition conservative teachers).</p> <p>s. Lack of qualified IT specialists for service computer testing; Lack of funds for the purchase; Lack of timeliness holding tenders for the purchase of goods and services due to disadvantages in tender procurement system;</p> <p>Copyright infringement.</p>

3.2. Assessment of student satisfaction with the quality of educational programs disciplines

Assessment of students' satisfaction with the quality of implemented educational programs was carried out according to the following criteria:

1. Explanation of the goal and objectives of the discipline at the beginning of the course.
2. The consistency and consistency of dividing the discipline into thematic sections.
3. Compliance of lectures and practical tasks with the set goals for the discipline.
4. Comprehensibility of the content of the discipline.
5. Helping the obtained theoretical knowledge in practice.
6. Providing methodological and educational literature on the discipline.
7. Organization of independent work, advice.
8. Objectivity of the final test exam in the discipline.
9. The quality of training specialists in the discipline.

In general, according to the results of the assessment, there is a high degree of student satisfaction with the quality of the curricula of disciplines - 81% (Fig. 3.7).

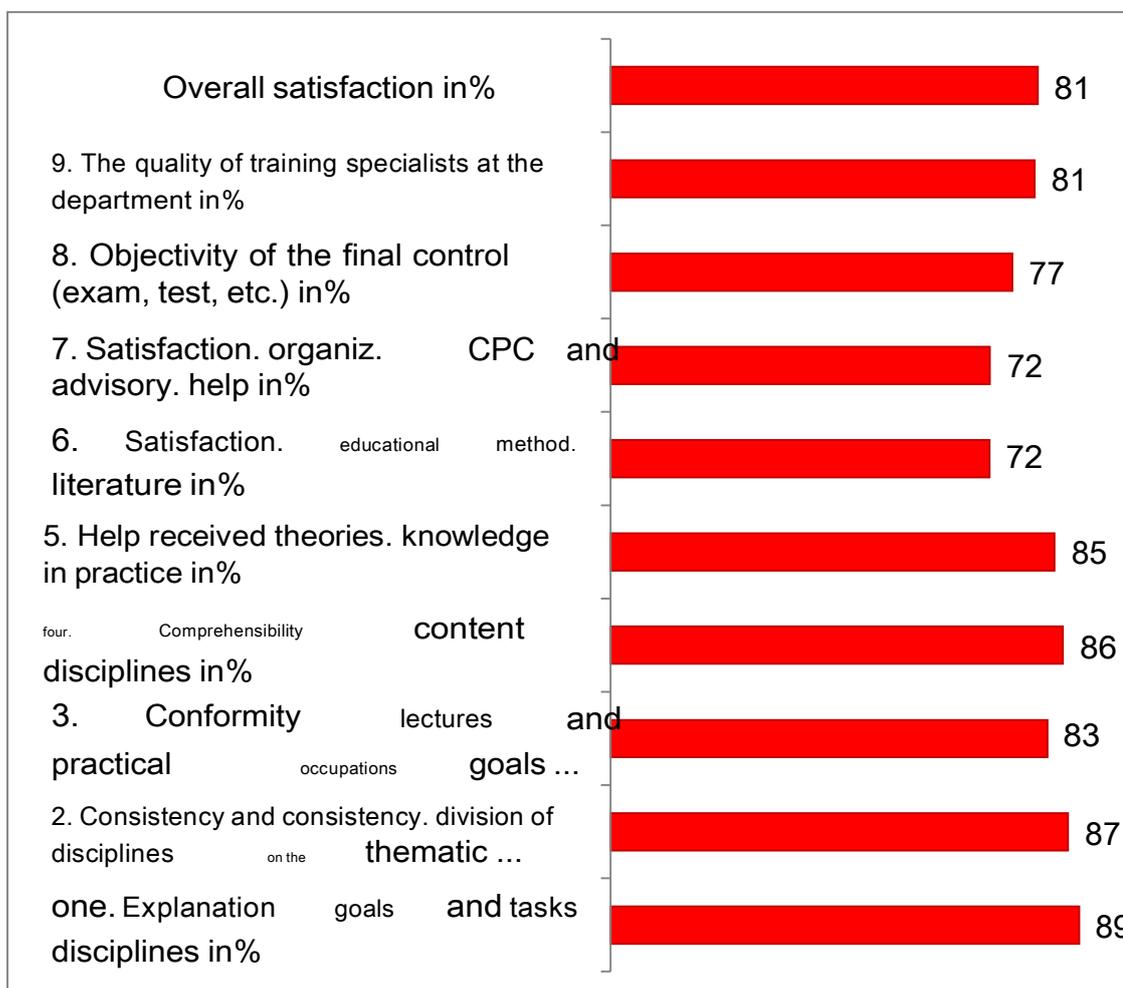


Fig. 3.7. Overall satisfaction of KSMA students with the quality of the implemented curricula on the questionnaire

At the same time, high student satisfaction was noted according to 6 criteria: explanation of the goals and objectives of training (89%); the consistency and consistency of dividing disciplines into thematic sections (87%); comprehensibility of the content of the discipline (86%); compliance of lectures and practical classes with the objectives of the discipline (83%); help of theoretical knowledge in practice (85%); the quality of training of specialists at the department (81%) (Fig. 3.7).

According to the other three criteria, average satisfaction was noted: the objectivity of the final control of knowledge (77%), the organization of students' independent work (72%) and the provision of educational and methodological literature (72%).

Based on the results of assessing the degree of satisfaction with the quality of the curriculum being implemented in the disciplines at the departments, a ranking was carried out (from 1st to 20th place) and the rating of departments was determined by three levels (Table 3.2.):

- high rating - departments with 84-90% of student satisfaction;
- average rating - departments that scored 77-83% of student satisfaction;
- low rating - departments that scored 69-77% of student satisfaction.

Table 3.2. Ranking of departments in terms of overall student satisfaction the quality of educational programs implemented at the departments

No	Department name	Satisfied in %	Rank	Rating
1	Physical education	90	one	High rating
2	Therapeutic dentistry	90	one	
3	Family medicine	89	2	
4	Pediatrics of childhood diseases	89	2	
5	Psychiatry, psychotherapy and narcology	89	2	
6	Faculty Surgery	89	2	
7	Administration and economics of pharmacy, drug technology	87	3	
8	Hygiene disciplines	87	3	
9	Microbiology, Virology and Immunology	87	3	
10	Physiology	86	four	
11	Pathological physiology	86	four	
12	Surgical dentistry and Maxillofacial surgery	86	four	
13	Pharmacognosy and chemistry of drugs	86	four	

14	Normal and Topographic Anatomy	86	four	Average rating	
15	Dermatovenereology	86	four		
16	Pediatric surgery	86	four		
17	Fundamental and Clinical Physiology	85	five		
18	Russian language	85	five		
19	Foreign and Latin languages	85	five		
20	Medical Biology	85	five		
21	Nursing	85	five		
22	General hygiene	85	five		
23	Orthopedic Dentistry	84	6		
24	Propedeutic Surgery	83	7		Average rating
25	Hospital pediatrics with a course of neonatology	83	7		
26	Urology with a course of medical genetics	83	7		
27	Ophthalmology	83	7		
28	Faculty Pediatrics	83	7		
29	Pediatric infectious diseases	83	7		
thirty	Physics, mathematics, computer science and computer technology	83	7		
31	Infectious Diseases	83	7		
32	Biochemistry with a course in general and bioorganic chemistry	82	eight		
33	Internal medicine propedeutics with endocrinology course	81	nine		
34	Kirgiz languages	81	nine		
35	Pediatric Dentistry	81	nine		
36	Oncology	81	nine		
37	Clinical Rehabilitation and Physiotherapy	81	nine		
38	Faculty therapy	80	10		
39	Basic and Clinical Pharmacology	80	10		
40	Otorhinolaryngology	79	eleven		
41	Radiation diagnostics and therapy	79	eleven		

42	Histology, Cytology and Embryology	78	12	
43	Forensic Medicine and Law	78	12	
44	Urology and Andrology	78	12	
45	Ob stetrics and Gynecology No. 1	77	13	
46	Hospital therapy, occupational pathology with a course of hematology	76	14	Low rating
47	Pathological Anatomy	76	14	
48	Philosophy and Social Sciences	76	14	
49	Traumatology, Orthopedics and ECH	76	14	
50	Public health and health	74	15	
51	Neurosurgery Dodi. and postgraduate education	73	16	
52	General surgery with a course of combuology	72	17	
53	Ob stetrics and gynecology №2	72	17	
54	Hospital surgery with a course of operative surgery	71	18	
55	Military medical training and EM	70	19	
56	Anesthesiology and Intensive Care	70	19	
57	General and Clinical Epidemiology	69	20	
	Average satisfaction in KSMA	81%		
	Minimum	69%		
	Maximum	90%		

23 departments were included in the high rating group, 22 in the middle rating group and 12 departments in the low rating group.

It should be noted that the departments that highly rated themselves during self-assessment, according to the students, turned out to be with the lowest scores of satisfaction.

Table 3.3. SWOT analysis of student satisfaction with quality educational programs

Strengths	Weak sides
1. High student satisfaction. indicator h	1. There is average satisfaction according to 3 criteria:

<p>2. According to all 9 assessment criteria, satisfaction of students not below 70%.</p> <p>3. High satisfaction (more than 80%) according to criteria out of 9: explanation of the goals and objectives of training, consistency of disciplines, intelligibility of content, correspondence of lectures and practical disciplines, theoretical assistance on the practice, training of specialists at the department.</p>	<p>6</p> <p>providing educational and methodical literature, organization independent work of students and objectivity of the final control of knowledge.</p> <p>2. Irregularity and tency was carried out interview satisfaction quality educational programs and organization among holders. educational process PPP andstake-</p>
Capabilities	Threats (risks)
<p>1. Implementation (for computer testing enhancements objectivity) students' knowledge of all disciplines. Creation of a bank questions.</p> <p>2. Implementation OSKE for appraisals practical knowledge by clinical disciplines.</p> <p>3. Conduct survey 4. satisfaction among PPP, structural divisions of KSMA and stake holders.</p> <p>4. Purchase of educational literature;</p> <p>5. Introduction of the use of electronic library textbooks.</p>	<p>1. Lackof qualified IT-specialists for service computer testing;</p> <p>2. Insufficient funds for the purchase; test</p> <p>3. Lateness holding tenders for the purchase of goods and services due to disadvantages in tender procurement system;</p> <p>Copyright infringement.</p>

3.3. Assessment of the quality of the organization of industrial practice at medical faculty

The organization and conduct of industrial practice for students of KSMA is carried out in accordance with the approved "Regulations on industrial practice of students of KSMA" and "Regulations on industrial practice during the internship by students in foreign clinics".

In order to monitor students' practical training in KSMA, the "Diary of industrial practice" (for each type of practice in different faculties) and the "Journal of the development of practical skills" (developed for the LF and PF) were developed and implemented, in which the assessments of the development of practical skills by students -5 courses.

The diary is filled in by students during the internship and checked by the internship supervisor At the end of the practice, the student completely fills out all reporting sections of the diary and journal, direct

the supervisor of the practice verifies and signs them, and gives the student's performance report with a five-point performance assessment. The diary must be signed by the direct supervisor of the practice on each page. Work in auxiliary units, for example, in the central sterilization department, offices (X-ray, functional diagnostics, physiotherapy, etc.) is certified by the signature of a doctor or nursing staff of the corresponding unit and office. At the end of the practice, a report and characterization

student subscribes direct the head practice.

Students who, for a good reason, are doing their internship outside the training bases of the academy, must submit a report on the internship signed by the direct supervisor of the practice and certified by the seal of the medical institution. The practice is considered invalid without the signature and seal of the medical institution.

At the end of the internship, all students undergo certification in the development of clinical skills at the Center for the Development of Clinical Skills and Knowledge Assessment (CRKNiOZ). Certification is carried out by a specially created commission from among the heads of industrial practice and specialists from the Central Regional Research and Clinical Hospital.

A student who has received an unsatisfactory mark according to the results of certification has the opportunity to re-pass the certification (1 time).

Students who have missed the internship for no good reason (missing 50% or more of the internship days) are re-sent to a paid internship during the fall semester outside of school hours. Those who have not completed practical training are subject to expulsion for academic failure.

Tab. 3.4. The main types of industrial practice of students of KSMA

Course	Practice type	Clinical bases
1	"Nursing of therapeutic patients"; "Nursing Surgical Patients"; "Assistant to junior honey. personnel "; Volunteer practice in Fund mercy ";	Clinical Skills Development Center, National scientific research centers, National Hospital, Regional, urban and district organization health care of the Kyrgyz Republic. In total in Bishkek city - 56, in regions - 28 bases.
2	Nurse Assistant;	
3	"Assistant paramedic ambulance a emergency medical care "; "Assistant	
4	to the inpatient doctor"; FGP	
5	Physician Assistant	

With the introduction of decentralization of practical training for students and clinical residents, clinical bases for

regions of the country. Table 3.5. presents data on the passage of industrial practice by students of the medical faculty of 2012 recruitment.

As can be seen from the table, during the first year of the first semester, 567 out of 572 students (99.1%) completed internships in Bishkek, of which only 5 students completed internships in the regions (0.9%). At the end of the second semester, all 563 students (100%) completed their industrial practice at the clinical bases in Bishkek.

Tab. 3.5. data on the passage of practice by students of the medical faculty 2012 recruitment

A place passing practices	Course 1 1 sem (2012-13) (2	Course 1 2 sem 12-13)	2 course (2013-14) (20	3 course 14-15) (2015	4 course 16) (2016-	5 course 17d)
Total students	572	563	633	559	527	500
Bishkek city	567	563	631	559	410	269
Osh city	-	-	-	-	19	36
Naryn	1	-	-	-	12	23
J-Abad	2	-	-	-	20	42
Batken	-	-	-	-	21	39
Talas	-	-	-	-	15	10
Issyk-Kul	2	-	-	-	17	15
Chuy	-	-	2	-	13	31
Abroad	-	-	-	-	2	
Did not pass	9	-	19	4	4	13

In the 2nd year, internship is also localized in the capital - 631 students (99.6%) and only 2 students completed internship in the regions (0.3%).

In the 3rd year, all students completed an internship in Bishkek - 559 people (100%).

On the 4th year, due to the decentralization of clinical bases, 410 out of 527 students stayed in Bishkek (77.7%), and 22.2% completed internships in the regions and 0.4% abroad. Compared to previous years, there has been a sharp increase in the percentage of students doing internships in the regions.

A noticeable increase in decentralization is also noted in the next 5th year, where out of 500 students, 231 (46.2%) passed in the regions.

In total, 13 students who were expelled did not undergo practical training in the courses (due to academic debt) during the period of study. It should be noted that most of all did not pass in the 2nd year - 19 people (3%) and in the 1st year - 9 (1.6%).

Thus, the industrial practice with decentralization has actually been introduced at the medical faculty since the 2015-16 academic year, i.e. from the 4th course of study.

The results of assessing the satisfaction of students of 5-6 courses LF quality of industrial practice

In October-November 2017, students' satisfaction with the quality of summer industrial practice among students was assessed 5

(practicing "assistant doctor of a hospital") and 6th year of the Faculty of General Medicine (practicing "assistant doctor of FGP").

The assessment was carried out by the method of a blank questionnaire. The questionnaire contained questions to assess the following satisfaction criteria:

- Overall satisfaction with the on-the-job training;
- Satisfaction with the process of organizing industrial practice;
- Satisfaction with the support of the medical staff in the places of passing the BCP;
- Satisfaction with living conditions;
- Satisfaction with the help of field leaders;
- Satisfaction with the development of practical skills in the process of passing the practice.

In total, 765 students took part in the survey: 363 (74.5%) 6th year students and 402 (66.9%) 5th year students of the medical faculty.

Of the respondents in Bishkek, 216 (59.5.5%) 6th year students and 221 (54.9%) 5th year students underwent summer practical training in Bishkek.

In the regions, 147 (40.5%) 6th year students and 181 (45.1%) underwent summer industrial practice.

The overall satisfaction of students with the quality of industrial practice "assistant doctor of a hospital" in the 5th year was 51.5%, "assistant doctor of FGP" in the 6th year was 69.4%, which can be assessed as average satisfaction. Almost all indicators are in the range of average satisfaction, with the exception of the satisfaction of 5th year students with the help of a supervisor - low (47.4%) and living conditions - high (81.8%).

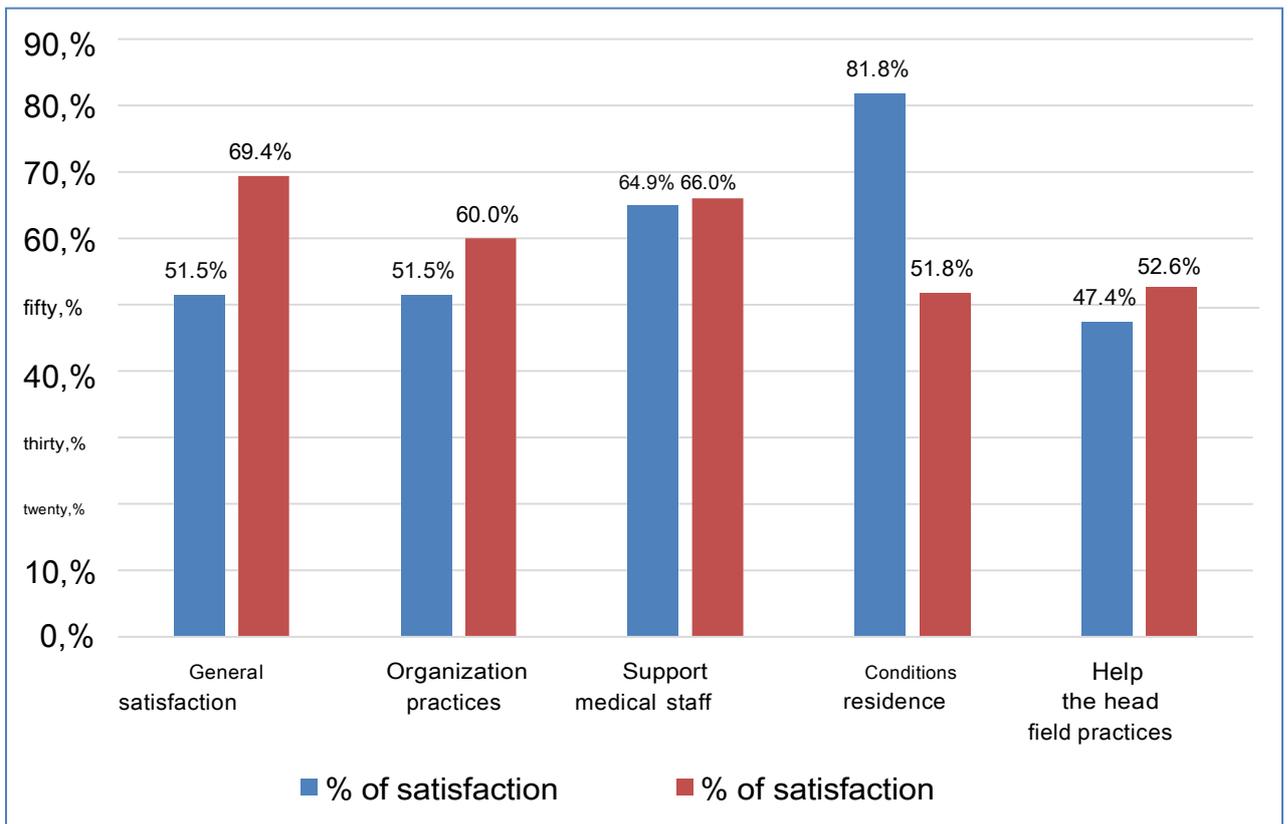


Fig. 3.8. Satisfaction of 5-6 year students of the medical faculty quality of industrial practice

The following are the results of the analysis in the context of satisfaction depending on the place of practical training.

Satisfaction indices of 6th year students who had internships in the regions and in Bishkek were the same (Figure 3.9). While the satisfaction of 5th year students who took place in the regions was high (80%), and among students who took place in Bishkek, it was extremely low (28%).

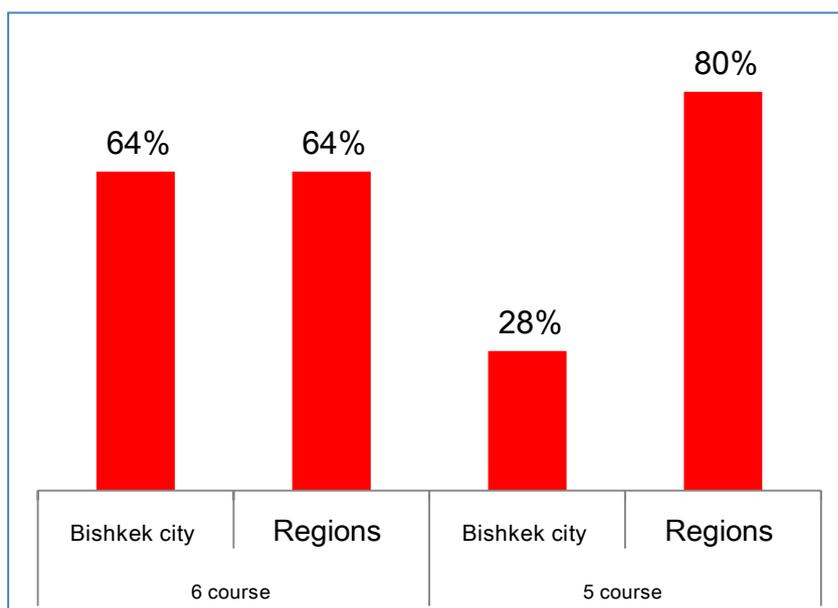


Fig. 3.9. Satisfaction of 5-6 year students of the medical faculty internship

Student satisfaction with the process of organizing industrial practice was much higher among students who had practical training in the regions, compared with students who had practical training in Bishkek (Figure 3.10).

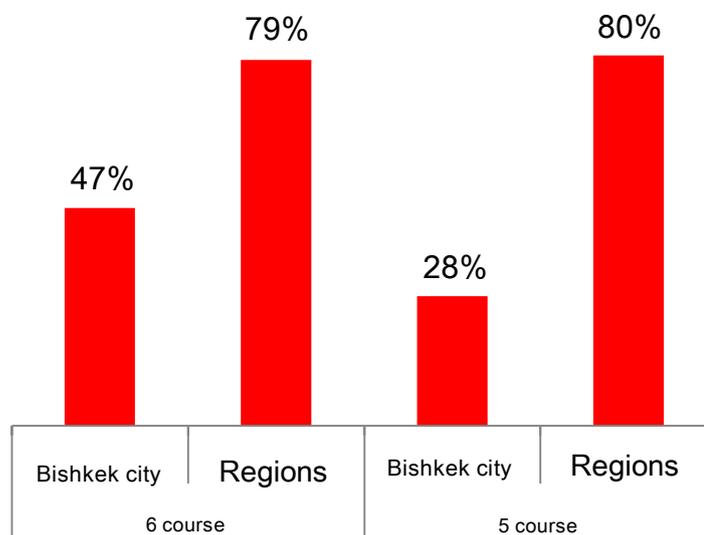


Fig. 3.10. Satisfaction with the process of organizing production practices

Student satisfaction with the attitude and support of the medical staff in the institutions where they had their internship was high in the regions (89% and 80%) and average in Bishkek (51% and 53%) (Fig. 3.11).

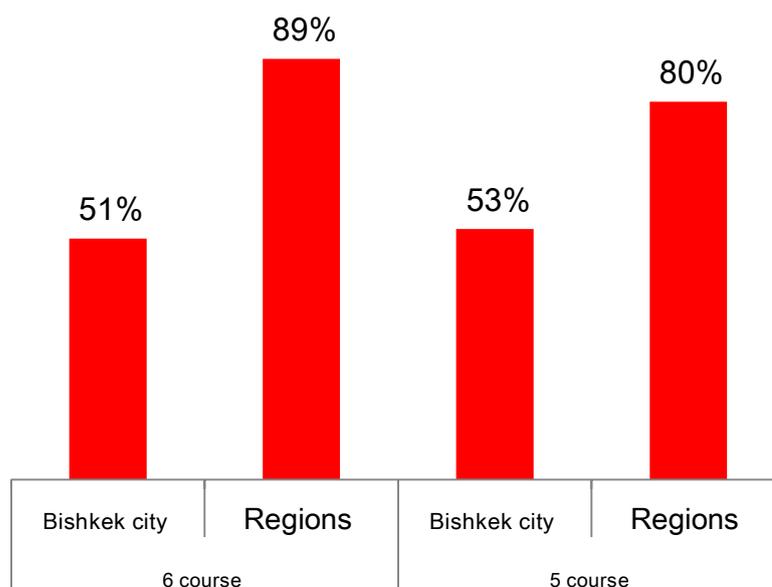


Fig. 3.11. Satisfaction with the support of the medical staff in the field internship

Satisfaction of students with living conditions in the places where they had their internship was also high among students who had internships in the regions, average among 5th year students who took place in Bishkek and extremely low among 6th year students who had internships in Bishkek (Fig. . 3.12).

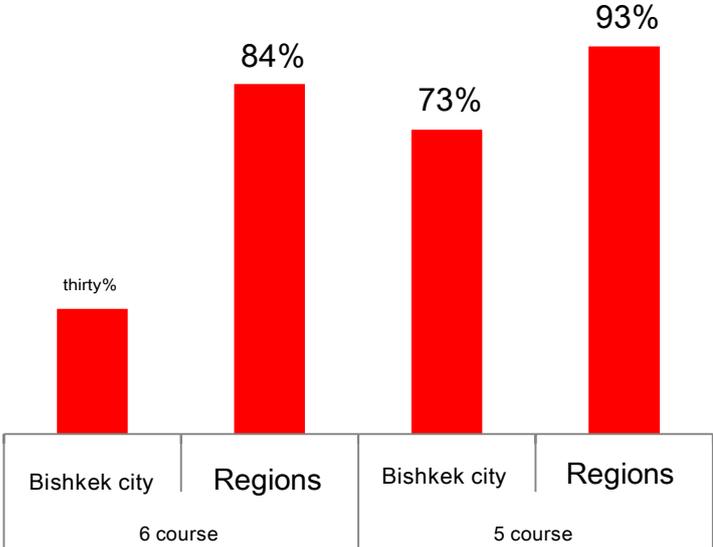


Fig. 3.12. Satisfaction of 5-6 year LF students with living conditions during practice

The satisfaction of 6th year students with the help of managers was also higher among students who had internships in the regions (73% - an average degree of satisfaction) compared to Bishkek (39% - a low degree of satisfaction). Among 5th year students, satisfaction with the help of local leaders was the same (47% and 48%, respectively), and is assessed as a low degree of satisfaction (Fig. 3.13).

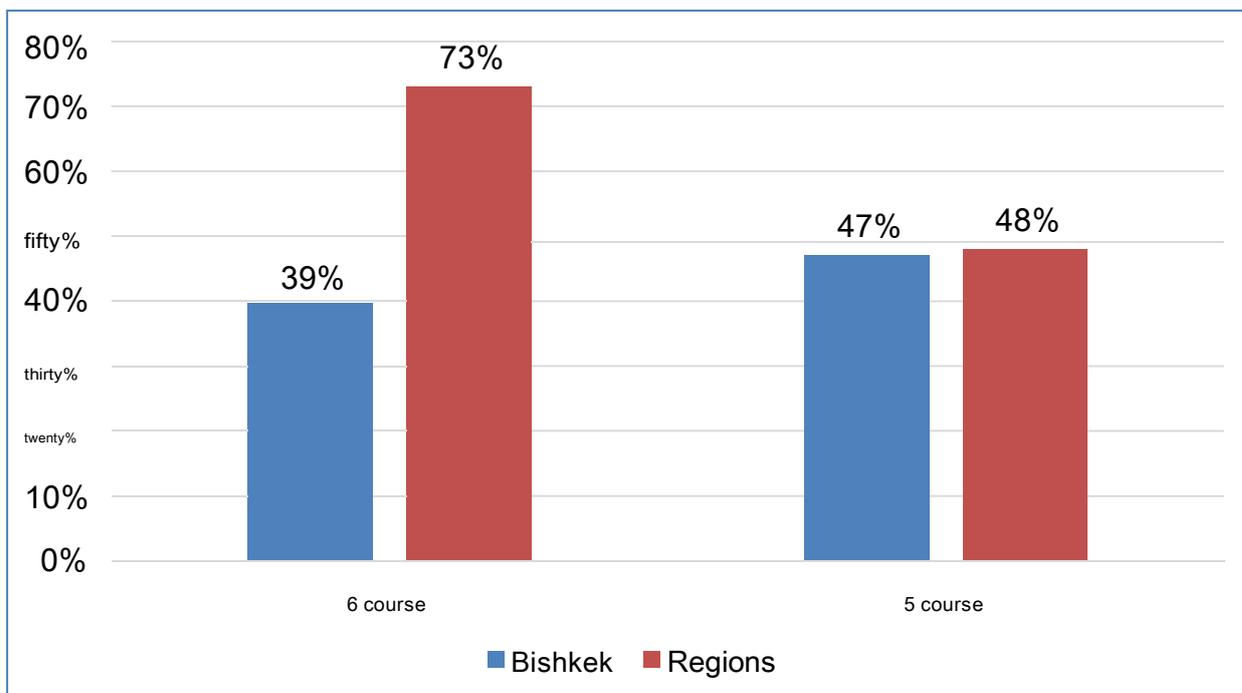


Figure 3.13. Satisfaction of 5-6 year LF students with the help of managers in places

High satisfaction of 6th year students with the degree of mastering practical skills in various blocks (specialties) of industrial practice was noted in "pediatrics" (93.9%) and "therapy" (93.7%). Despite the fact that the satisfaction indicators of 6th year students in the blocks of "surgery" (57.6%) and "obstetrics and gynecology" (54.8%) are higher than 50%, which can be assessed as average satisfaction, measures are required to improving the quality of industrial practice in these blocks. At the same time, it should be noted that the satisfaction of 6th year students who underwent practical training in Bishkek was higher compared to those who took place in the regions in the "surgery" and "obstetrics and gynecology" blocks, and lower in the "pediatrics" and "therapy" blocks (Fig. ... 3.14).

Satisfaction of 5th year students with LF in all blocks of practice was high and ranged from 94% to 98.2% (Fig. 3.15). At the same time, there were no significant differences between the satisfaction of students undergoing internship in Bishkek and in the regions, the difference ranged from 0.3% to 3.3%.

It was not possible to establish the reason for the dissatisfaction with the acquisition of practical skills, since the questionnaire did not contain relevant questions.

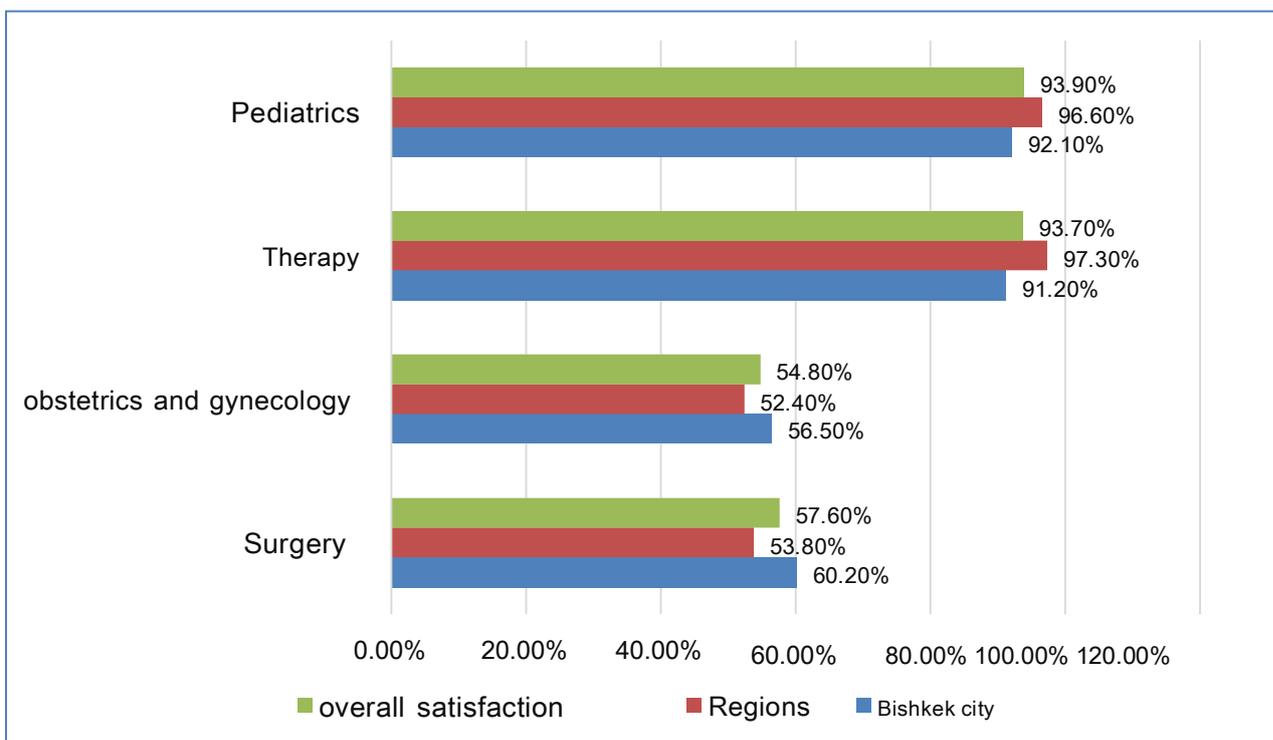


Figure 3.14. Satisfaction of 6th year LF students with summer practice in specialties

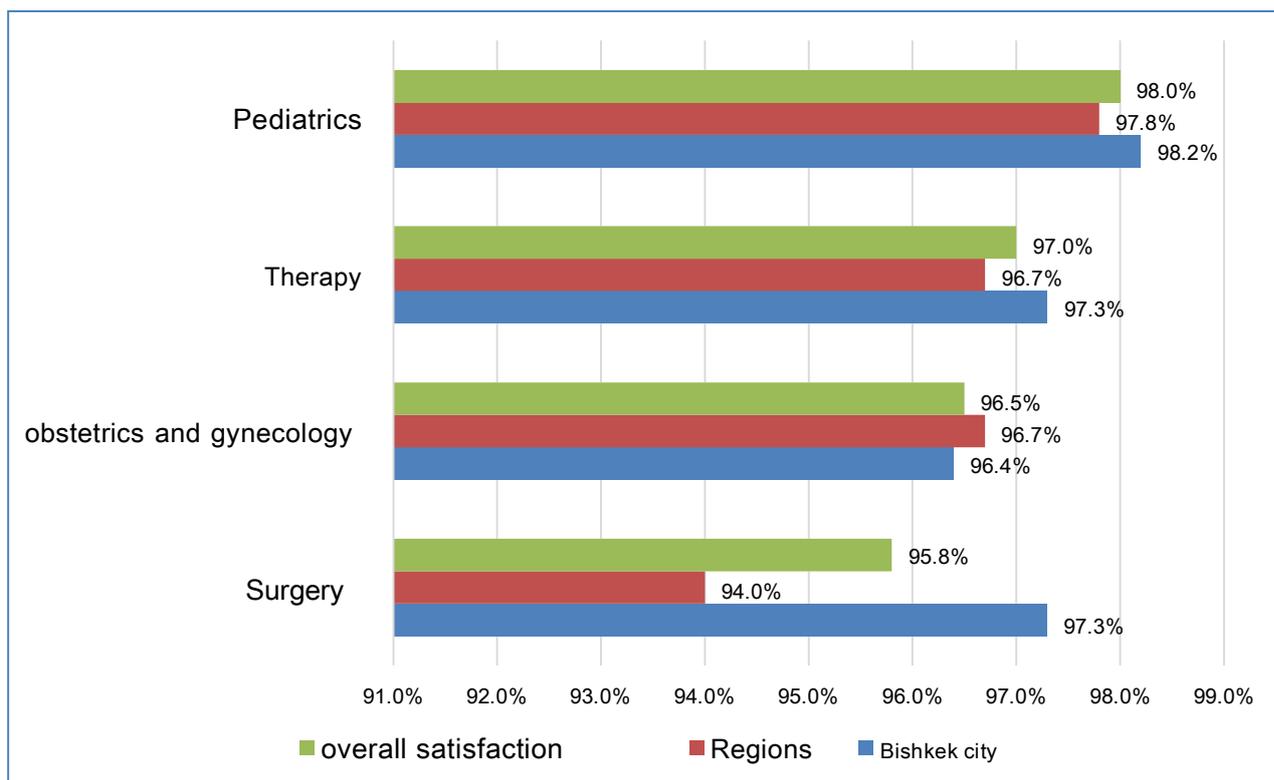


Fig. 3.15. Satisfaction of 5th year LF students with summer practice in specialties

Table 3.5. SWOT analysis of the quality of industrial practice in KSMA

Strengths	Weak sides
1. High satisfaction	1. Extremely low general

<p>6th year students with the degree of mastering practical skills in the block "pediatrics" (93.9%) and "therapy" (93.7%). Overall satisfaction 75%</p> <p>2. High satisfaction of 5th year students with the degree of mastering practical skills in all blocks of the practice program. Overall satisfaction -96.8%</p> <p>3. Satisfaction of 5th year students with the degree of mastering practical skills in all blocks of the practice program. Overall satisfaction -96.8%</p> <p>3. Satisfaction of 5th year students with the degree of mastering practical skills in all blocks of the practice program. Overall satisfaction -96.8%</p>	<p>satisfaction and organization practices students five course, practicing in Bishkek (28%);</p> <p>2. Satisfaction of 5th year students with the degree of mastering practical skills in all blocks of the practice program. Overall satisfaction -96.8%</p> <p>2. Satisfaction of 5th year students with the degree of mastering practical skills in all blocks of the practice program. Overall satisfaction -96.8%</p>
Capabilities	Threats (risks)
<p>1. Training of practice leaders;</p> <p>2. Explanatory work among medical staff in Bishkek,</p> <p>3. Revision of programs in production practices in conformity from catalog competencies;</p> <p>4. Revision of the questions of the Questionnaire;</p> <p>5. Make wider use of simulation teaching methods in Bishkek</p>	<p>1. Decrease in the interest of clinical sites in the regions;</p> <p>2. Conservativeness with parties practice leaders;</p>

CHAPTER 4. SATISFACTION OF STUDENTS-GRADUATES OF THE FACULTY OF THE MEDICAL FACULTY OF THE QUALITY OF EDUCATION IN KSMA

In 2012, as part of a pilot project, the introduction of new curricula focused on a modular-integrated approach began. In 2018, the first enrollment of students (2012), enrolled in the pilot curriculum, completed their studies. In this regard, in order to assess the quality of training students for new curricula oriented to the modular-integrated approach, a survey of students was conducted on satisfaction with the quality of training in accordance with the competencies of the graduate.

The method of collecting primary information is a survey using a questionnaire. For the survey of 6th year students of the faculty in the specialty "General Medicine", a questionnaire of graduate satisfaction with the quality of the educational process at KSMA was developed, containing 23 questions, of which 14 closed questions and 9 open questions to which students answered in free form (*application eight*). Closed questions related to the degree of preparedness of graduates in accordance with the catalog of competencies of a graduate in the specialty "General Medicine", and open questions related mainly to the future plans of graduates and their proposals to improve the quality of training in KSMA.

The method of filling out the questionnaire is an individual form of student answers to the questionnaire in electronic format in computer labs (venue - Testing Center).

In order to get acquainted with the peculiarities of working with the questionnaire, in each surveyed stream of students, a preliminary short briefing was carried out by the responsible from the department of software and system support.

The assessment was carried out using the Likert scale (a question with a proposal to indicate the degree of agreement or disagreement with a certain statement) for five answer options:

- one. Strongly disagree
2. Disagree
3. Doubt
- four. I agree
- five. I completely agree

In the summary assessment, the degree of satisfaction of graduate students is more than 80% was rated as high, in the range from 50% to 80% - as average, less than 50% - how low.

Poll results

General satisfaction graduate students by specialties "Medicine" by the quality of training of specialists at the faculty is average (65%).

High satisfaction graduate students was noted by the following criteria for the preparedness of students: the presence of practice on the basis of FMC and FGP (97.3%), the ability to independently work on a computer (87.2%), the ability to conduct a survey, examination and examination of a patient, the choice of appropriate research methods (85.5 %) and the ability to identify problems and attract an appropriate specialist to solve them (82.3%) (Table 4.1).

Table 4.1. Satisfaction of graduate students in the specialty "General Medicine" with the quality of training specialists at the faculty

No. nn	Criterion (question)	Percent satisfaction	Power ness
one.	Ability and willingness to communicate with patients and colleagues in Kyrgyz and Russian languages	74%	average
2.	Ability to work independently on a computer	87.2%	high
3.	Knowledge and ability to find sources of medical information needed for work	68.6%	average
four.	Ability to analysis medical information based on evidence-based medicine	56.8%	average
five.	Readiness to organizational managerial work from small teams (families, groups) Ability to identify	68.5%	average
6.	problems and involve corresponding specialist to solve them	82.3%	high
7.	Knowledge of regulatory legal acts, rules of medical ethics and morality	67.7%	average
eight.	Knowledge and ability to analyze clinical syndromes, justification diagnostics, treatment, prevention, taking into account their age and sex groups Ability to	65.2%	average
nine.	conduct a survey, examination and survey patient, choice appropriate research methods Preparedness	85.5%	high
10.	for making a diagnosis based on the results of the examination Ability and readiness to	75.2%	average
eleven.	perform therapeutic measures for the most common diseases and conditions Ability to use modern	69.5%	average
12.		45.5%	low

	methods for collecting and analyzing information on health indicators		
13.	Have you had an internship on the basis of FMC,	97.3%	high
fourteen.	FGP? The quality of training specialists at the faculty	65%	average

Satisfaction with the ability to analyze is just below average. medical information based on the principles of evidence-based medicine (56.8%) and low satisfaction with regard to the ability to use modern methods of collecting and analyzing information on indicators of public health (45.5%).

It should be noted here that when answering the question - "What disciplines / modules / topics, in your opinion, can be shortened or offered as an elective course", students noted such subjects as informatics, epidemiology, evidence-based medicine, statistics (see below) ... Obviously, students do not have an understanding that it is these subjects that form competence in the ability to analyze information on the principles of evidence-based medicine and the use of methods for collecting and analyzing information about health indicators. The departments leading these subjects should pay attention and strengthen their work in this regard.

For the rest of the criteria, average student satisfaction was noted, ranging from 65% to 75.2%.

When interviewing graduate students “ **What is the ratio of theoretical knowledge gained and practical experience?** ”, 66% believe that training is mainly theoretical with a theory / practice ratio of 70% to 30%. About 15% believe that the ratio of theory and practice is 50% to 50%, and 19% believe that their teaching was dominated by the acquisition of practical skills based on theoretical knowledge.

When asked “ **List the clinical sites where you were trained in the 6th year and indicate whether there was supervision over your work with patients** ”. Students indicated mainly clinical bases located in Bishkek: NTsOMiD, NTsKiT, GKB No. 1, National Hospital, NHC, RCIB, Bishkek maternity hospital No. 2, MC KSMA, FMC No. 1, 2, 4, 6, 7, 12, 13, 15, 18, 19. Given that there is evidence that in the 5th year about half of the students (46.2%) completed internships in the regions (see section 4.3.). In most cases, graduates indicated that there was supervision over the internship, but that it was insufficient.

When answering the question “ **What disciplines / modules / topics, in your opinion, can be shortened or offered as an elective course?** »Students noted the following subjects:

1. physics, medical biophysics, higher mathematics, computer science
(medical biophysics as an elective course);
2. epidemiology, statistics (reduce statistics);
3. economics;
4. bibliography

5. philosophy;
6. public health
7. physical culture
8. Kyrgyz and Russian languages

9. Evidence-Based Medicine When answering the question “ **What disciplines / modules / topics, in your opinion, need more in-depth study?** » Students noted mainly clinical disciplines such as surgery, therapy, internal medicine, pediatrics, gynecology, radiation diagnostics, anesthesiology and resuscitation, functional diagnostics. From the theoretical disciplines, the following disciplines were indicated: normal anatomy, pathological anatomy, normal physiology, pathological physiology, pharmacology, biochemistry.

Analysis of answers to questions about the future future showed that **95.8% graduates intend to continue their studies in residency.**

To the question “ **In what specialty do the graduates intend to undergo residency?** » The overwhelming majority of respondents (86%) would like to enroll in a residency in a narrow specialty, 10% would choose a GP residency and 4% of students would choose the category “ other ”.

When answering the question “ **In which clinical disciplines would students like to pursue postgraduate studies?** » Students noted the following specialties:

- from therapeutic: therapy, internal medicine, cardiology, cardio-rheumatology, endocrinology, neurology
- surgical profile: surgery, neurosurgery, traumatology, general surgery, cardiac surgery, microsurgery, vascular surgery, plastic surgery
- obstetrics and gynecology,
- GP,
- ENT,
- oncology,
- gastroenterology
- ophthalmology,
- urology,
- anesthesiology and resuscitation,
- pediatrics,
- proctology,
- functional diagnostics,
- pediatrics.

It should be noted that 2 students gave the answers “according to the European system” and “abroad”, i.e. by the end of the 6th year, students could not make a choice

specialties, the main motivating factor for them is an internship abroad.

In answers to the question "Where would students like to take residency?" 79% of the students who entered the answer indicated health organizations located in Bishkek, the rest indicated abroad (Russia, Europe) and only 1 student indicated Osh State University. But not a single student indicated the organization of health care in the regions.

Table 4.2. SWOT analysis of graduate satisfaction with quality training at KSMA

Strengths	Weak sides
<p>1. High satisfaction 1. graduates having an internship during their studies on the basis of FMC and FGP (97.3%),</p> <p>2. High satisfaction graduates preparation 2. ability to independent working on a computer (87.2%),</p> <p>3. High satisfaction graduates preparation the ability to conduct a survey, 3.examination and examination of the patient, the choice of appropriate research methods (85.5%)</p> <p>4. High satisfaction graduates preparation ability to identify problems and 4. involve corresponding specialist to solve them (82.3%)</p> <p>5.95.8% graduates intend proceed his training in residency</p> <p>6.66% students consider, what ratio theory / practice 6. None is 70% to 30%.</p>	<p>Below average celebrated satisfaction with the ability to analyze medical information based on the principles of evidence-based medicine (56.8%)</p> <p>Low satisfaction by ability to application modern techniques collecting and analysis of information on health indicators of the population (45.5%)</p> <p>There is no understanding among students which forms competence in such terms of the ability to analyze information and apply techniques collecting and analysis of information on health indicators</p> <p>Inadequate supervision per internship</p> <p>five. Overwhelming most graduates (86%) wanted would enroll in a residency in a narrow specialty and only 10% would choose a GP residency</p> <p>one of interviewed graduates did not specify the region for the residency</p>
Capabilities	Threats (risks)
<p>1. Professional development of teaching staff according to 1. methods collecting and analysis statistical data, evidence-based medicine. Revision of 2. programs, development of UMP in these areas;</p> <p>2. Implementation of monitoring and evaluation of the quality of internship;</p> <p>3. Development plan</p>	<p>insufficient funding from the state for internship in the regions</p> <p>unstable socially economic environment</p> <p>3. change demographic situations</p>

<p>activities / interventions by increasing the understanding, importance and prestige of the GP residency; 4. Conducting explanatory work among students about the benefits of residency in the regions.</p>	
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CHAPTER 5. ANALYSIS OF THE FACULTY STUDENTS 'PERFORMANCE "MEDICINAL BUSINESS"

In order to assess the effectiveness of the implementation of a general education program in the specialty "General Medicine", introduced since 2012, an analysis of changes in the number of contingent and student performance over the past 6 years has been carried out.

The object of the study was students of the faculties "General Medicine" No. 1 and No. 2, studying both on a budget and on a contract.

The sources of information were the monthly reports of the student personnel department on the movement of students.

3.1. Analysis of changes in the number of students of the faculties of "General Medicine" 2012 admission

In total, in 2012, 517 students were enrolled in the 1st year, of which 143 were under the budget and 374 were under the contract. In 2018, they completed their studies and received a diploma - 448 (taking into account the restored and transferred from other universities), of which 126 - under the budget and 322 - under the contract. Thus, the percentage of students who completed their studies was 86.7%, and the percentage of those expelled was 13.3%.

Budget training.

Total students **1 course** faculties "General Medicine" No. 1 and No. 2 as of September 2012, there were 143 people, including students reinstated for the first year after academic leave. According to the results of the first winter and summer examination session, 1 student was expelled, 1 person left the academy of his own free will. So, 1 course is completed and transferred to 2 course - 141 students (98.6%), expelled **1.4%**.

Total students **2 courses** faculties "General Medicine" No. 1 and No. 2 at the beginning of 2013, together with reinstated students and transferred from other universities, there were 146 people. As a result of the session, 6 students were expelled, 2 students went on academic leave and 1 of their own free will. Of those who started classes at the beginning of the academic year, 137 completed the course (93.8%), **6%**. Five students transferred from other universities, and the number of students at the end of the year was - 137 people.

Due to the transfer to other universities, to **3 course** started their studies in September 2014 - 135 people. As a result of the sessions, by the end of the academic year, 9 people (6.6%) were expelled for academic debt, 1 student left of their own free will, 3 students went on academic leave. Of those who started classes at the beginning of the academic year, 122 completed the course (90.4%), **9.6%**. One student was restored and at the end of the year 125 people completed the 3rd course.

At the beginning of the school year in September 2015 **4 course** in full force started training - 125 people. During the training on this course there were

4 students were expelled for academic failure, 5 left of their own free will, 1 student went on academic leave, transferred to another university. Of those who started classes at the beginning of the academic year, 114 completed the course (91.2%), **8.8%**. One student was reinstated and at the end of the year 122 students completed the 4th course.

On the **5 course** 122 students began to study, according to the results of the sessions, 2 students were expelled for academic debt. Of those who started classes at the beginning of the academic year, 120 completed the course (98.4%), **1.6%**. However, 6 students were reinstated for this course, and at the end of the year 126 students completed 5 courses.

It should be noted that all 126 students (100%) who switched to **6 course**, successfully completed their studies by the end of the academic year.

Contract training.

Total students **1 course** (2012) faculties "General Medicine" No. 1 and No. 2, enrolled in contract training was 374, at the beginning of the academic year went to other universities - 5 people and voluntarily - 1 student. Thus, the total number of students at the end of September was 368 students per course. According to the results of the first winter and summer examination session, 3 students were expelled of their own free will, 7 students for academic failure, 2 students due to illness. So, 1 course is completed and transferred to 2 course - 356 students (95.2%), expelled **4.8%**.

In September 2013 at **2 course** 76 students were transferred from other universities, 432 students began their studies. During the academic year, 5 students were expelled of their own free will, for academic failure - 44 students. Thus, 383 students (88.7%) were transferred to the 3rd course, expelled **11.3% (49 students)**. On the **3rd year (2014)** 391 students started training: 10 people were reinstated, 2 people were transferred, 1 - died, 2 - expelled of their own free will, 1 - expelled for academic failure. After the winter session, 1 student was reinstated. During the academic year, they were expelled of their own free will - 4, for academic failure - 32. Of those who started their studies at the beginning of the academic year, 358 (91.5%) completed the course, **8.4%**, translated

359 students for the 4th year.

On the **4 course** 10 students were restored, 2 were transferred to other universities, 367 students began to study. For the academic year, they were expelled of their own accord - 1, for academic failure - 15. As a result, 351 people (95.6%) graduated from the studies and transferred to the 5th year of study; **4.4%**.

At the beginning **5 courses**, 2 students left of their own accord, 1 due to illness, 1 due to family reasons, 348 students start their studies. During the academic year, 1 students were expelled of their own free will, 21 students were expelled for academic failure, 2 students were transferred to another university. In this way,

finish the academic year and are transferred to the 6th year - 330 students (94.8%), expelled **5.2%**.

Due to the reinstatement of 1 student, **6 course** started training 331 students. During the academic year, they were expelled of their own accord - 2, for family reasons - 2, for academic failure - 6. Restored - 1 student. Received a diploma of graduation from the academy - 322 students (97.3%), expelled - 2.7%.

Among the reasons for expulsion, the largest share falls on expulsion due to academic failure. So, in the 1st year, 1.5% were expelled for academic failure, 1% - of their own free will and 1% were transferred to other universities (all transferred from the contract form of study). In the 2nd year, 8.6% were expelled for academic failure, 1% voluntarily and 0.3% took an academic leave (all from the budgetary form of education). In the 3rd year, 7.8% were expelled for academic failure, 0.9% voluntarily, 0.6% took an academic leave (all from the budgetary form of education). In the 4th year, 3.8%, 1.2% were expelled for academic failure

- of their own free will, 0.2% took an academic leave (all from the budgetary form of education). On the 5th year for academic failure was expelled 4.9%, 0.2% - of their own free will, 0.4% transferred to another university (all with a contract form of study).

It should be noted that the highest percentage of dropping out was observed in the 2-3 year (12% and 10.1%, respectively), the dominant reason for dropping out was academic failure (Fig. 5.1).

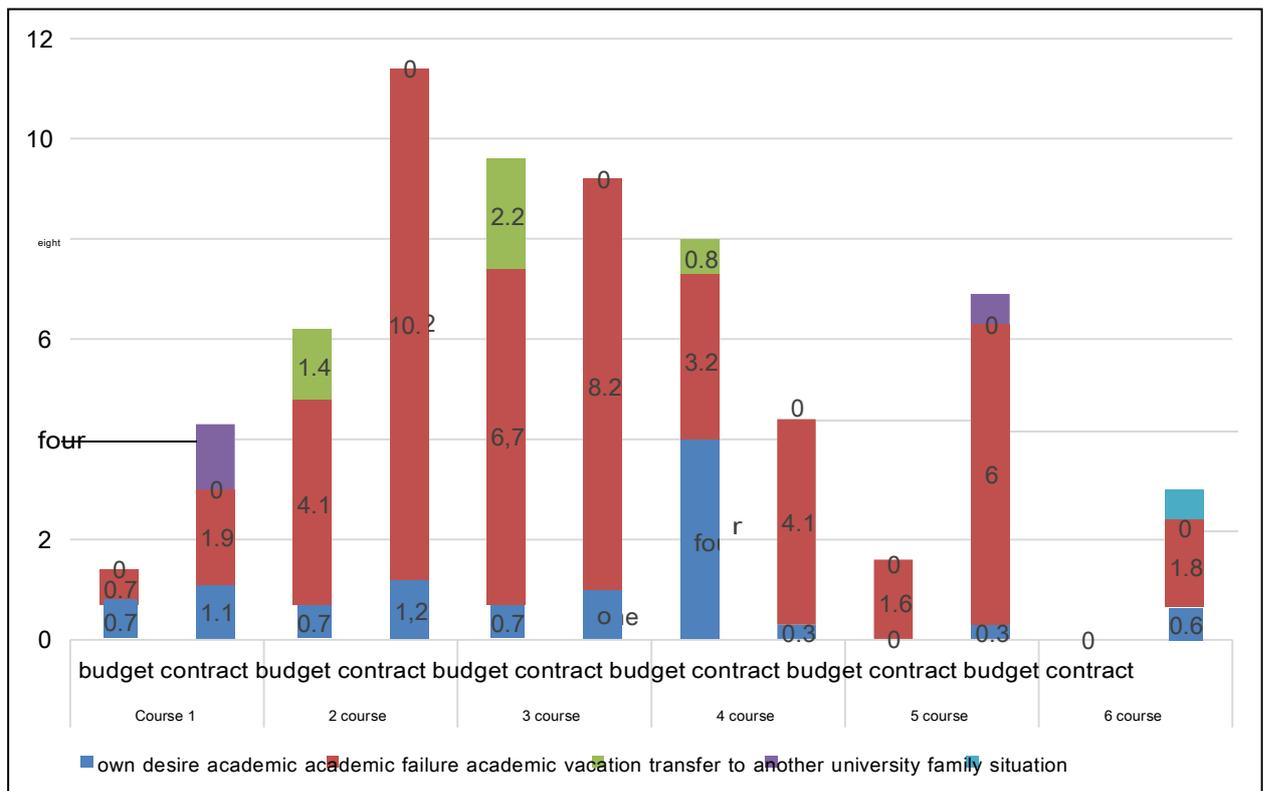


Figure 5.1. Percentage of deductions for courses by reason of expulsion

In the budgetary form of education, the second reason for expulsion was academic leave, with the exception of 4 years of study, where the dominant reason was voluntary expulsion. On the contract form of study, there is no formalization of academic leave, but there is a dropout due to leaving for another university, which is not observed in the budget form of study.

In total, during the period of study, 27 students voluntarily left, mainly among students of 1-4 courses. At the same time, it should be noted that among students studying on a contract basis, the percentage of dropouts for this reason drops sharply after 3 years of study, while among students on a budgetary basis, on the contrary, in the 4th year of study, the highest percentage of dropouts is observed for this reason.

Particular attention should be paid to the transfers of students from other universities to KSMA, most of all students in the 2nd year were transferred, which can be explained by the fact that students who could not enter the academy because of the threshold scores, in the 2nd year submit documents for transfer from for the high prestige of KSMA.

As for the reasons for the deterioration of academic performance among students of 2-3 courses, professional and cognitive motives cease to control the educational work of students, as a result of which their educational activity and success noticeably decrease during this period, the so-called "disappointment syndrome" is formed, and so on.

In this regard, preventive measures were proposed to preserve the student population:

1. Pre-university career guidance work in schools, which allows you to identify capable of learning, responsible and motivated schoolchildren and guide them towards admission to a medical school.
2. Inclusion of interactive forms of education in the learning process (public defense of term papers and projects, round tables, "brainstorming"), which allow students to actively interact with the teacher and help each other.
3. Arranging meetings with employers in junior courses to show interesting aspects of their future specialty and increase the motivation for learning.
4. Effective motivation of teachers for quality performance educational work, improving their pedagogical skills.

3.2. Analysis of the results of computer testing of knowledge of students of the faculties of "General Medicine" in 2018

Since 2013, the assessment of students' knowledge by the method of computer testing has been introduced in KSMA. The assessment is carried out at the Center for the Development of Clinical Skills and Knowledge Assessment (CRKNiOZ), designed for 75 seats.

Currently, the method of computer testing is used to assess the knowledge of students in 9 modules (according to the curriculum "General Medicine") and 4

disciplines, i.e. on 13 exams out of 30 exams (excluding final exams), which is 43%. The main part of exams conducted by the method of computer testing falls on 1, 2, 3 courses.

Table 5.1. the percentage of progress based on the results of computer testing of knowledge of students of the faculties of "General Medicine" is presented.

Table 5.1. Percentage of progress of students of faculties "LD" according to the results of computer testing of knowledge (winter session 2017-2018)

Module or subject name	% success availability			
	LD 1	LD 2	LD IG	Average
Module "From molecule to cell"	93	96	92	94
Module "From cell to organ"	87	97	93	92
Module "MBC"	99	100	98	99
Module "Endocrine system" Module	98	99	98	99
"Reproductive system" Module	96	97	98	97
"Nervous system"	85	91	80	85
Module "Cardiovascular system" Module	92	92	94	93
"Musculoskeletal system" Module	94	97	88	93
"Hematopoietic system" Biochemistry	100	98	93	97
	84	83	85	84
Histology	85	83	100	89
Basic pharmacology	89	81	86	85
Clinical pharmacology	97	99	Not data	98

Maximum success rate (99%) based on computer testing knowledge observed by modules "Endocrine" and "Urinary" system. The minimum results were noted in the discipline "Biochemistry" (84%) and the module "Nervous system" (85%).

Tab. 5.2. The results of the examination session at the faculty of LD 1 for 2017-2018 academic year

Training courses	Item or module names	Qualitative indicator * Average knowledge -72.94%
Course 1	From molecule to cell *	83.20%
	From cell to organ *	82.60%
2 course	Pathological physiology	69.60%
	Pathological anatomy	86.90%
	Histology *	85.90%
	Biochemistry*	72.10%
	Normal anatomy	80.60%
	Microbiology	72.80%
3 course	Reproductive system * Urinary system * Nervous system *	86.20%
		86.20%
		66.90%

	Endocrine system*	82.60%
	Hematopoietic system *	69.60%
	Musculoskeletal system *	53.20%
	Cardiovascular system * Basic	59.60%
	pharmacology *	51.10%
	Surgery	86.50%
4 course	Ophthalmology	61.20%
	VTMZ	88.90%
	A and D	63.60%
	Nervous diseases	59.90%
	ENT disease	60.60%
	Dermatovenereology	69.40%
5 course	Psychiatry and Narcology	43.60%
	Clinical Pharmacology *	79.20%
	Obstetrics and Gynecology	79.50%
	Hospital Pediatrics	82.10%
	Hospital therapy	61.60%
	Hospital surgery	86.90%
	Infectious diseases	76.20%

Note: * - marked exams that are conducted using computer testing.

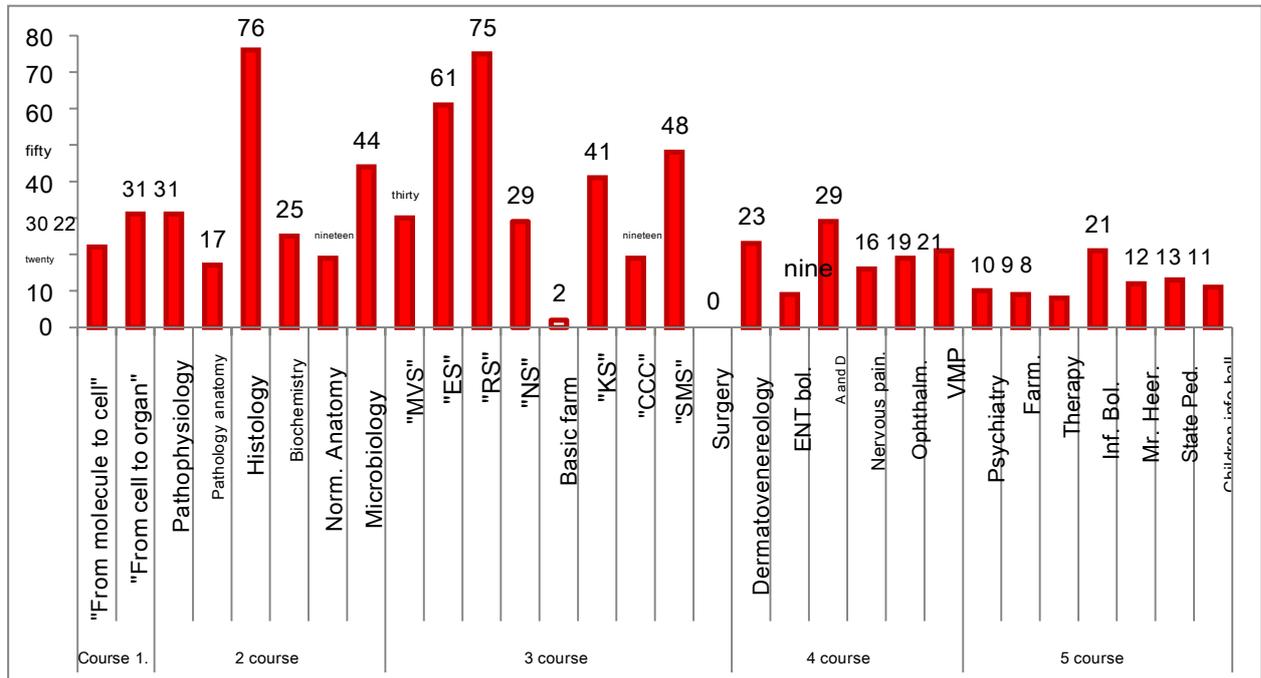


Fig. 5.2. The number of students of the Faculty of LD-1 exempted from exams from with an excellent mark in the 2017-2018 academic year

As can be seen from the figure, the largest number of students exempted from exams falls on 1, 2, 3 courses, while the maximum number of exempted students fell on "Histology" and the "Respiratory system" module, while there were no released students on "Surgery". Traced

there is a big difference between the number of discharged students, which may depend both on the complexity of the discipline and on the imperfection of the averaging modular rating system of assessment in comparison with the cumulative one.

Tab. 5.3. Results of State examinations at the faculty "LD 1" in 2017-2018 academic year

Course	Exam	Allowed	Certified	<u>Not certified</u>
II	History of Kyrgyzstan	223	222	one
VI	Outpatient therapy General.	254	251	3
	hygiene and epidemiology	254	254	0
	obstetrics and gynecology	254	254	0
	general surgery	254	254	0
	Total	1239	1235	four

As can be seen from the table, the number of uncertified students from the number of those admitted to undergo state certification was insignificant and amounted to 0.3%.

3.3. Analysis of the reasons for the expulsion of students of the faculty "General Medicine No. 1, 2" for the 2017-2018 academic year

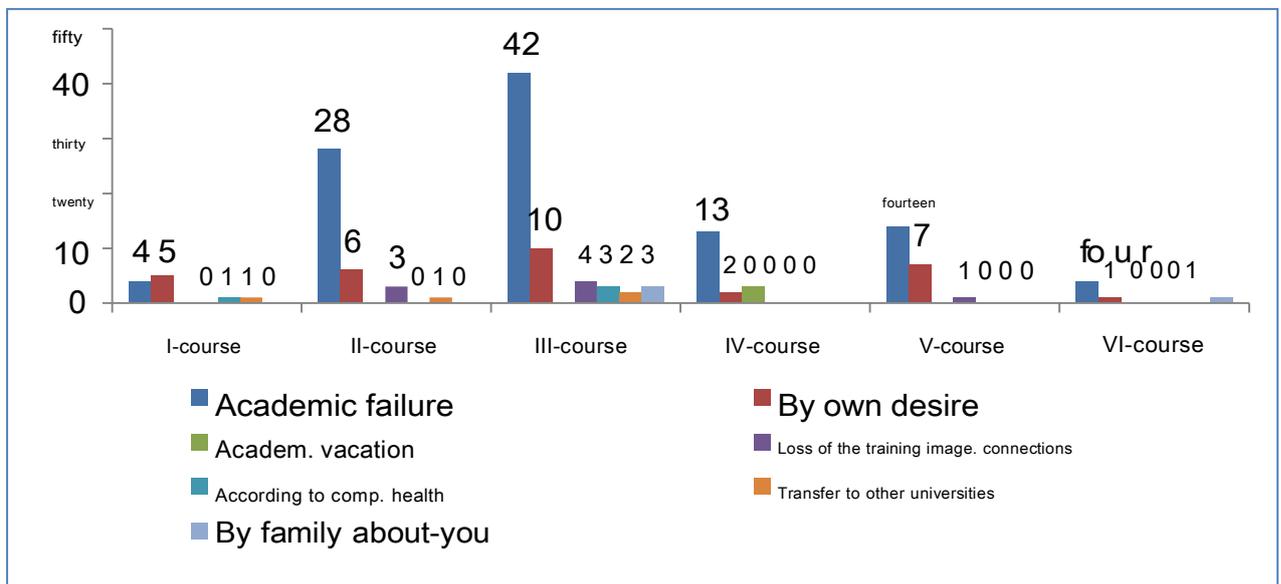


Fig. 5.3. Reasons for the expulsion of students of the Faculty of General Medicine for the 2017-2018 academic year in terms of training courses

As can be seen from the figure, the total number of students expelled for the 2017-2018 academic year was 159 students, with the largest number of dropouts falling on the 2nd and 3rd courses of study, which indicates that students are experiencing difficulties

it was during this period of study. The main reason for the expulsion of students is academic failure.

The main reason for the expulsion of students in the 2017-2018 academic year was their academic failure (Fig. ??). In second place among the reasons for deductions are deductions of their own free will.

At the same time, at the faculty "General Medicine No. 1,2" the total number of students at the end of the academic year was 2959 students, and the total number of expelled from this faculty was 159 students, which is 5% of the total number.

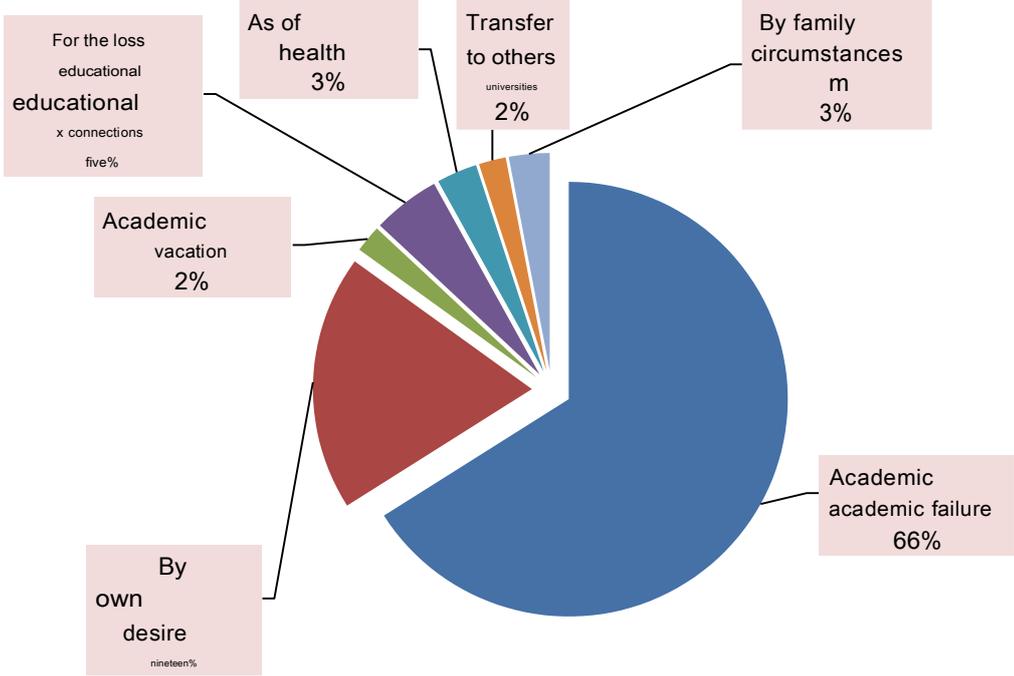


Fig. 5.4. The share of reasons for expulsion at the Faculty of LD1 in the 2017-2018 academic year

Table 5.4. SWOT analysis of the progress of students of faculties in specialty "General Medicine"

Strengths	Weak sides
1. Availability of Center development of clinical skills and knowledge testing; 2. Usage of computer testing in assessing knowledge 3. Limited residents;	1. Limited opportunities of the Center RKNiTZ (75 seats in total); 2. Computer testing of knowledge is not carried out in all subjects; base of test tasks for students and the lack of an annual update of the database;
Capabilities	Threats (risks)

<p>1. Expansion clinical skills and testing 2. The complexity of the tender knowledge procedure up to 300 seats;</p>	<p>1. lack of funding;</p>
<p>2. Expansion of the test data bank 3. Inertia of teaching staff and associations in questions</p>	<p>2. The complexity of the tender knowledge procedure up to 300 seats; purchases;</p>
<p>3. Development and creation of conditions for conducting a single state examination</p>	<p>3. Inertia of teaching staff and associations in questions; development of test items;</p>
<p>4. Attraction professional associations for the development of test items and the formation of a bank of tests;</p>	

CONCLUSION

As a result of the analysis of the data of the assessments carried out in 2018 and the reporting data for certain types of activities of the KSMA, the following can be stated.

Management of the educational process:

In accordance with the requirements of the quality management system of education in KSMA, a process model has been developed, the main and auxiliary processes have been defined. management, fixed responsible faces and structural divisions, there is a documented quality management system: Regulations on the Council for the Quality of Education of KSMA, Regulations on the Department of Education Quality Management, Methodological Guidelines for monitoring and assessing the quality of the educational process in KSMA, etc. There is a Development Strategy for KSMA until 2020 and a Plan for its implementation. But it should be noted that the Policy and goals in the field of education quality have not been defined. However, the AVN modules are not fully implemented, which does not allow to fully launch electronic office work;

KSMA has formal mechanisms for managing curricula, including clearly defined procedures for the development and approval of educational programs in specialties.

Monitoring and periodic evaluation of educational programs is carried out with the involvement of stakeholders (employers, students, teaching staff and management of the KSMA) and experts. However, there was no assessment of the satisfaction of parents and employers.

The educational program has clearly formulated criteria for assessing the level of knowledge, abilities and skills of a student. Since 2012, KSMA has introduced computer testing for the objectivity of assessing students' knowledge and the OSKE method for assessing clinical skills.

The educational program provides for the passage of industrial practices in health care organizations starting from the 2nd year of study.

To monitor and periodically evaluate their curricula, the following methods are used as intra-university control in KSMA: attestation of the current progress of students, final attestation, attestation of all types of practice, checking the state of the methodological support of the educational process, collecting and analyzing customer satisfaction, internal audits.

A system for collecting and analyzing feedback from students, faculty, employers has been introduced. The process of conducting surveys is automated; the "Questioning" module has been created on the educational and educational portal

“AVN”. The questionnaire survey of students is carried out both using resources of the Center for the Development of Clinical Skills and Knowledge Assessment (CRKNiOZ) and online.

On the infrastructure of KSMA:

KSMA has a sufficient classroom fund to organize a high-quality educational process. All departments are provided with telephone and Internet connections. To conduct distance learning with students in the regions, the Department of Distance Learning has been equipped and is working, software "Doodle" and "Moodle" have been installed. Agreements have been concluded with healthcare organizations as clinical bases for practical training of students and residents of KSMA. Clinical bases for KSMA are both health care organizations of the republican level and health care organizations in Bishkek, and health care organizations in the regions. In total, KSMA has 148 clinical bases, of which 72 health facilities are in Bishkek and 76 in the regions.

In terms of human resources:

KSMA has a high human potential: 62 full-time doctors of sciences, 228 candidates of sciences, 5 academicians and 2 corresponding members of the National Academy of Sciences of the Kyrgyz Republic, 40 full-time professors, 124 full-time associate professors. The share of full-time teachers with an academic degree and / or academic title to the total number of students is 45.5%. There are 10 students per 1 full-time teacher. To improve the qualifications of the teaching staff, there is a Center specially organized for these purposes, organizing in a planned manner refresher courses within the framework of lifelong education. In addition, within the framework of academic mobility of the teaching staff, training is carried out at various courses, seminars, trainings, as well as professional congresses, congresses, symposia abroad and in the framework of various international projects.

To monitor and assess the quality of teaching and the professional qualities of teachers in KSMA, a system of point-rating assessment has been introduced, including self-assessment of teaching staff and assessment of student satisfaction "teaching staff through the eyes of students". According to the results of self-assessment, it was noted that the employees of the departments do not assess themselves highly, so more than 60% of the employees of the departments rated themselves as a low rating. At the same time, it should be noted that the departments that highly rated themselves during self-assessment, in the opinion of the students, were with the lowest scores of satisfaction. In addition, the staff of clinical departments noted the prevalence of treatment and diagnostic work and the provision of advisory assistance to healthcare organizations on educational, methodological, scientific and educational work. Obviously, it is necessary to revise the grading system (number of points) for the blocks of teaching staff activity and

introduce restrictions in the electronicsystem for the introduction of treatment and diagnostic work and the provision of advisoryassistance to healthcare organizations in accordance with the workload on the teacher.

According to the results of the survey, the general high satisfaction of students with the quality of teaching at KSMA (84.1%) was noted, while the greatest satisfaction was noted by the students for the clarity and accessibility of the presentation of the material by the teachers (90.3%) and the ability to ask questions to the teacher (89.1%) ,the smallest in terms of the availability of teachers for extracurricular consultations on the course (79.5%) and the use of interactive teaching methods.

According to the satisfaction of students of the medical faculty with the quality of the modules:

In general, students of the Faculty of General Medicine show average satisfaction with the quality of the modules (68%). The highest values of satisfaction are noted by students in terms of the clarity of the goals and objectives of the module, the relationship between the disciplines of the module and the clarity of the disciplines.

It should be noted that student satisfaction with the organization and curriculumof the modules increased compared to the assessment carried out in 2015, mainly due to an increase in satisfaction with the provision educational methodological literature and organizationstudent's independent work in separate modules. However, despite this, it is these criteria that have the lowest satisfaction rates (less than 50%).

Thus, low indicators of student satisfaction in terms of the provision of educational and methodological literature are noted in the following modules and blocks system, Nervous system, Musculoskeletal system,Reproductive system, General practice, Surgery, Rheumatic diseases, Infectious diseases, Internal diseases, Urogenital system, Diseases of the respiratory system, Diseases of the heart and blood vessels, Diseases of the gastrointestinal tract, Diseasesof the blood and circulatory system.

Low indicators satisfaction students by organization independent work is noted in the following modules and blocks: Introduction to clinical practice, Urinary system, Cardiovascular system, Reproductive system, Pediatrics, Traumatology and orthopedics, Gynecology, Obstetrics and gynecology, AFP, Surgery, Rheumatic diseases, Infectious diseases, Internal medicine, Urogenital system, Diseasesof the respiratory system, Diseases of the heart and blood vessels, Diseases of the gastrointestinal tract, Diseases of the blood and circulatory system.

Low indicators satisfaction students by providing Consultative and methodological assistance is noted in the following modules and blocks:

Pediatrics, Traumatology and Orthopedics, Gynecology, Obstetrics and Gynecology, AFP, Surgery, Rheumatic diseases, Infectious diseases, Internal diseases, Urogenital system, Diseases of the respiratory system, Diseases of the heart and gastrointestinal vessels, Diseases - intestinal tract, Diseases of the blood and circulatory system.

Low indicators of student satisfaction in the objectivity of the test control of knowledge are noted in the following modules and blocks: Endocrine system, Urinary system, Cardiovascular system, The reproductive system.

Low indicators of student satisfaction with the quality of teaching in the module were noted in the module - Reproductive system.

Students note the greatest satisfaction in the modules conducted in the first 2 courses of study: "From Molecule to Cell" (80%), "Man, Society, Health" (79%), and "From Cell to Organ" (78%).

The lowest satisfaction was noted by students in the blocks "General medical practice" (53%), "Surgery" (54%) and "Obstetrics and gynecology" (63%), conducted at 4-6 courses of study and are 1 of the main disciplines that form competencies graduate of the Faculty of General Medicine.

Satisfaction with the curriculum of disciplines:

IN differences from modules students show high power satisfaction (81%) with the quality of the organization of the educational process by discipline.

Out of 9 criteria on 6 criteria, high student satisfaction was noted (more than 80%): explanation of the goals and objectives of training (89%); the consistency and consistency of dividing disciplines into thematic sections (87%); comprehensibility of the content of the discipline (86%); compliance of lectures and practical classes with the objectives of the discipline (83%); help of theoretical knowledge in practice (85%); the quality of training specialists at the department (81%). According to the other three criteria, average satisfaction was noted: the objectivity of the final control of knowledge (77%), the organization of students' independent work (72%) and the provision of educational and methodological literature (72%).

According to students, the following departments (in order of decreasing satisfaction%) scored the lowest rating in terms of satisfaction with the quality of disciplines (69-76%): Hospital therapy, occupational pathology with a course of hematology, Pathological anatomy, Philosophy and social sciences, Traumatology, orthopedics and EH, Public health and health care, Neurosurgery undergraduate and postgraduate education, General surgery with a course of combustionology, Obstetrics and gynecology No. 2, Hospital surgery with a course

operative surgery, Military medical training and EM, Anesthesiology and intensive care, General and clinical epidemiology.

On the organization of industrial practice at the Faculty of Medicine:

When analyzing retrospective data on the passing of industrial practice by students of the medical faculty of 2012 recruiting, it was found that the decentralization of practice (passing practice in the regions) was actually introduced from the 2015-16 academic year. So in the 2015-2016 academic year, 22.2% of the 4th year students, and in the 2016-2017 academic year, already 46.2% of the 5th year students completed internships in the regions.

When analyzing the data of an anonymous questionnaire (autumn 2017) on satisfaction with industrial summer practice of the 2016-2017 academic year among 5th and 6th year students of the medical faculty, it was found that satisfaction with the quality of industrial practice was determined by the students as average: on the 5th year of practice "assistant inpatient doctor" - 51.5%, in the 6th year of practice "FGP doctor's assistant" - 69.4%.

5th year students noted high satisfaction with living conditions (81.8%), average satisfaction with the support of medical facility personnel (64.9%) and organization of practice (51.5%), and insufficient with the help of local leaders ().

The 6th year students noted the average satisfaction in all indicators, while the highest values of satisfaction were in the support of healthcare facility personnel (66%), the organization of practice (60%), and the least in terms of the help of local leaders (52.6%) and living conditions (51,8%).

In the regions, 45.1% of students (5th year) underwent summer industrial practice "assistant doctor of a hospital" and 40.5% of students (6th year) underwent practice "assistant doctor of FGP".

Satisfaction indicators among students who underwent internship in the regions, both "assistant to the hospital doctor" and "assistant to the FGP doctor," were higher among students who underwent internship in Bishkek according to the following criteria: practice and living conditions; for the assistance of a local leader was higher in the region only for the practice of "FGP doctor's assistant".

Satisfaction indices of 6th year students with the practice of "doctor's assistant to FGPs" who were practicing both in the regions and in Bishkek were the same. At the same time, the satisfaction of 5th year students with the practice of "assistant to a hospital doctor", which took place in the regions, was high (80%), and among

students who took place in Bishkek, it was extremely low (28%). Perhaps due to the overload of healthcare organizations in Bishkek with students and residents of several universities (MVSM, KRSU, MUK, etc.), access to the development of practical skills for students of KSMA at these bases in Bishkek is limited.

When assessing satisfaction with the development of practical skills within the practice of “FGP doctor's assistant” in areas (specialties), 6th year students noted high satisfaction in “pediatrics” (93.9%) and “therapy” (93.7%) and average satisfaction in blocks "Surgery" (57.6%) and "obstetrics and gynecology" (54.8%). At the same time, it should be noted that the satisfaction of the 6th year students who underwent practical training in Bishkek was higher compared to those who took place in the regions in the "surgery" and "obstetrics and gynecology" blocks, and lower in the "pediatrics" and "therapy" blocks.

When assessing satisfaction with the development of practical skills within the practice of “assistant to a hospital doctor” in areas (specialties), 5th year students noted high satisfaction in all blocks of practice (ranging from 94% to 98.2%). At the same time, there were no significant differences between the satisfaction of students who underwent internship in Bishkek or in the regions.

It was not possible to establish the reason for the dissatisfaction with the acquisition of practical skills, since the questionnaire did not contain relevant questions. The questionnaire requires revision.

According to the satisfaction of graduate students of the Faculty of General Medicine

As a result of the analysis of the assessment data of graduates' satisfaction with the quality of training in accordance with the competencies in the specialty "General Medicine", it was found that, in general, students show an average degree of satisfaction with the quality of training specialists at the faculty (65%).

Students show a high degree of satisfaction according to such criteria as the presence of practice on the basis of FMC and FGP (97.3%), the ability to independently work on the computer (87.2%), the ability to conduct a survey, examination and examination of the patient, the choice of appropriate research methods. (85.5%) and the ability to identify problems and attract an appropriate specialist to solve them (82.3%).

Students noted average satisfaction in terms of their readiness to make a diagnosis based on examination results (75.2%), ability and readiness to communicate with patients and colleagues in the Kyrgyz and Russian languages (74%), ability and readiness to perform therapeutic measures in the most common diseases and conditions (69.5%), knowledge and ability to find sources of medical information necessary for work (68.6%), readiness for organizational and managerial work with small teams (68.5%), knowledge of regulatory legal acts, rules of medical ethics and morality (67.7%), knowledge and ability to analyze clinical syndromes, justify diagnosis, treatment, prevention, taking into account their age and sex groups (65.2%),

Insufficient satisfaction is noted by students in their ability to analyze medical information on the principles of evidence-based medicine (56.8%) and low satisfaction with regard to the ability to use modern methods of collecting and analyzing information on health indicators of the population (45.5%). It should be noted that the students themselves do not know and do not understand what subjects form the last two competencies. So when answering the question - "What disciplines / modules / topics, in your opinion, can be shortened or offered as an elective course", students noted such subjects as informatics, epidemiology, evidence-based medicine, statistics. The departments leading these subjects should pay attention and strengthen their work in this regard.

For the first time, a survey was conducted of the opinion of graduates about the ratio of theoretical knowledge and practical experience: 66% of graduates believe that this ratio is 70/30; 15% think the ratio is 50/50; 19% believe that in their training, the acquisition of practical skills prevailed over theoretical knowledge 30/70.

About 96% of graduates indicated that they intend to continue their studies in residency, while 86% indicated that they want to study in narrow specialties and 10% indicated GPs (4% indicated "other"). The overwhelming majority (79%) of students want to undergo residency in Bishkek, the rest - abroad, and only 1 student (0.3%) chose Osh State University.

According to the progress of students of the medical faculty

When analyzing the change in the number of students of the medical faculty in 2012, it was determined that the percentage of students who completed their studies in 2018 was 86.7%, the percentage of those who were expelled was 13.3%. The main reason for dropping out was academic failure, with the highest percentage of dropping out observed in the 2-3 year.

When analyzing the change in the number of students of the entire medical faculty in the 2017-2018 academic year, it was found that a total of 159 students were expelled (5% of the total number of LF students), the main share falls on students of 2-3 courses of study, the main dominant reason was academic failure.

Since 2013, the assessment of students' knowledge by the method of computer testing has been introduced in KSMA, which is used to assess the knowledge of students in 9 modules and 4 disciplines, i.e. on 13 exams out of 30 exams (excluding final exams), which is 43%. The main part of exams conducted by the method of computer testing falls on 1, 2, 3 courses.

It should be noted that, unfortunately, not all subjects are covered by this method of assessing knowledge. Perhaps one of the reasons for this is the limited capacity of the Clinical Skills Development and Knowledge Assessment Center (75 seats in total).

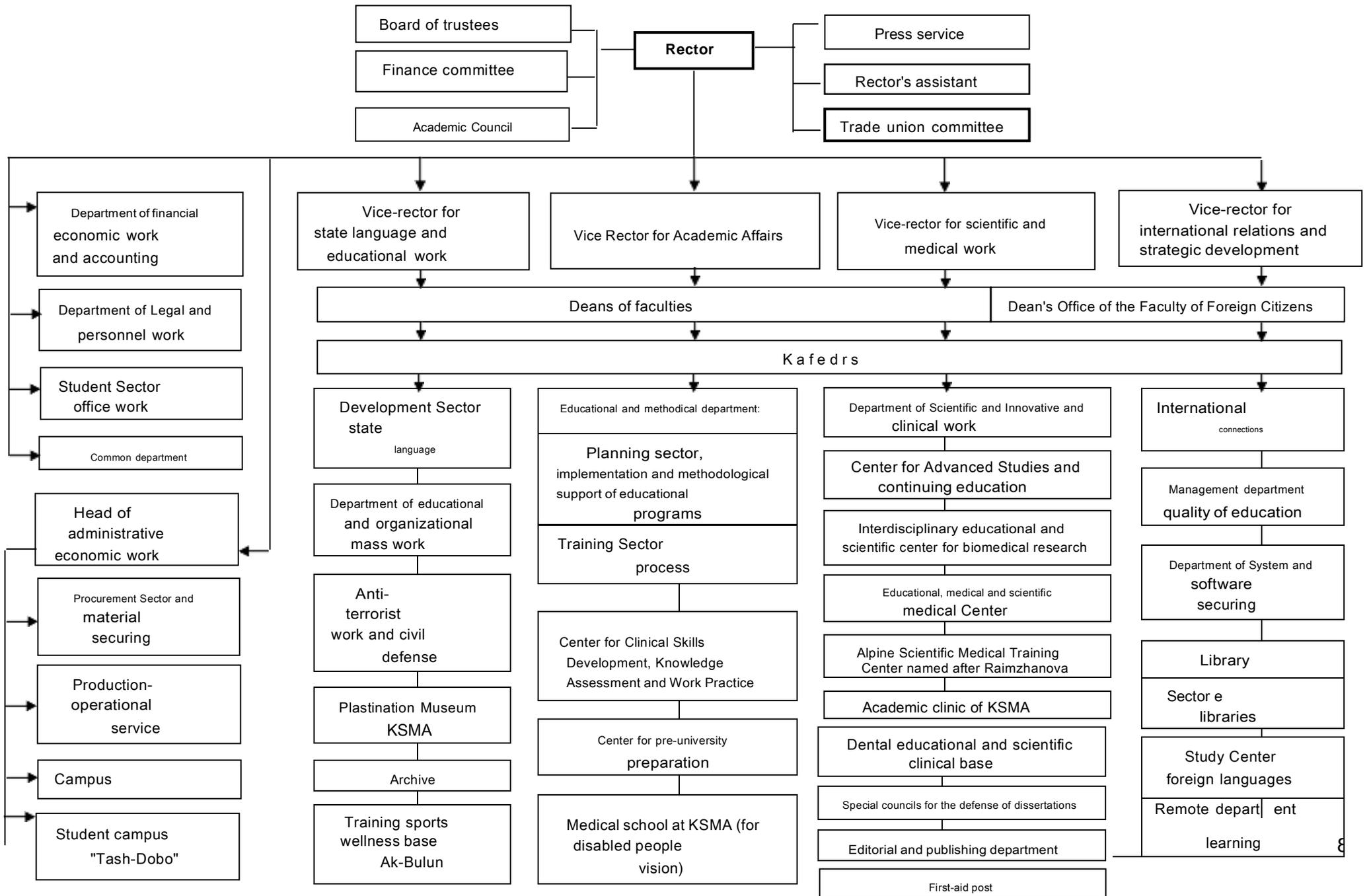
Maximum success rate (99%) based on computer testing knowledge observed by modules "Endocrine" and "Urinary" system. The minimum results were noted in the discipline "Biochemistry" (84%) and the module "Nervous system" (85%).

The largest number of students exempted from exams falls on 1, 2, 3 courses, while the maximum number of exempted students accounted for "Histology" and the module "Respiratory system", while there were no exempted students for "Surgery". There is a big difference between the number of discharged students, which may depend both on the complexity of the discipline and on the imperfection of the averaging modular rating system of assessment in comparison with the cumulative one.

ANNEXES

Organizational structure of KSMA them. I.K. Akhunbaeva

Attachment 1



Clinical bases of KSMA

No.	Clinical base	Year signing and endings
1.	National Hospital	2015 - 2020
2.	National Center for Cardiology and Therapy named after academician M. Mirrakhimov	2017-2022
3.	National Surgical Center National	2016 - 2021
4.	Cancer Center	2015 - 2020
5.	National Center for Maternal and Child Health Care	2017 - 2022
6.	Kyrgyz Scientific Center of Hematology	
7.	National Center for Phthysiology	2013 - 2018
8.	Kyrgyz Research Institute of Balneology and Rehabilitation	2015 - 2020
9.	Treatment Republican Clinical Infectious Disease Hospital	2016 - 2021
10.	Republican Center for Mental Health	2016 - 2021
11.	Republican diagnostic center Republican pathoanatomical	
12.	bureau Republican bureau of forensic medical examination	
13.	Republican blood center	
14.		
15.	Republican Center for Narcology	
16.	Republican Center for Health Promotion	
17.	Republican Center for Quarantine and Especially Dangerous Infections Republican Center for Immunoprophylaxis	
18.		
19.	Republican Center for Dermatovenereology	2016 - 2021
20.	Republican Association "AIDS"	
21.	Kyrgyz Scientific Center for Human Reproduction	2015 - 2020
22.	Scientific and Production Association "Preventive Medicine" Central Control	
23.	and Analytical Laboratory of the Department of Pharmaceutical Provision and Medical Equipment	
24.	City Endocrinology Dispensary in Bishkek City	
25.	Gynecological Hospital in Bishkek City Health Promotion	
26.	Center in Bishkek City Maternity Hospital No. 1 Bishkek	
27.		
28.	City Maternity Hospital No. 2 Bishkek City	2016-2021
29.	Perinatal Center Bishkek City Clinical Hospital No. 1	2013 - 2018
30.	Bishkek City Clinical Hospital No. 6 Bishkek	2016 - 2021
31.		2015 - 2020
32.	City Clinical Children's Emergency Hospital in Bishkek	
33.	Bishkek Research Center of Traumatology and Orthopedics City Station of	2016 - 2021
34.	Ambulance and Emergency Medical Aid Bishkek City Center for Tuberculosis	2015 - 2020
35.	Control Bishkek	2017-2022
36.	Family Medicine Center No. 1, Bishkek. Family	
37.	Medicine Center No. 2, Bishkek. Family	2016 - 2021
38.	Medicine Center №3 Bishkek. Family Medicine	2014 - 2019
39.	Center No. 4, Bishkek. Family Medicine Center	2014 - 2019
40.	No. 5, Bishkek. Family Medicine Center No. 6,	
41.	Bishkek. Family Medicine Center No. 7,	2014 - 2019
42.	Bishkek. Family Medicine Center No. 8,	2014 - 2019

43.	Bishkek. Family Medicine Center No. 9,	2014 - 2019
44.	Bishkek. Family Medicine Center No. 10,	2012 - 2017
45.	Bishkek. Family Medicine Center №11	2016 - 2021
46.	Bishkek. Family Medicine Center №13	2017-2022
47.	Bishkek. Family Medicine Center No. 15,	2017-2022
48.	Bishkek. Family Medicine Center №16	2016 - 2021
49.	Bishkek. Family Medicine Center No. 17,	2017-2022
50.	Bishkek.	2017-2022
51.	Family Medicine Center No. 18, Bishkek. Family	2013 -2019
52.	Medicine Center No. 19, Bishkek City Center of the	2017-2022
53.	State Sanitary and Epidemiological Supervision,	2017- 2018
54.	Bishkek Dental Clinic No. 2 Bishkek Dental	2017 - 2022
55.	Polyclinic No. 3 Bishkek Dental Polyclinic No. 4	
56.	Bishkek Dental Polyclinic No. 5 Bishkek Polyclinic	2017 - 2022
57.	No. 6 Bishkek builders in Bishkek	
58.		
59.		
60.	Polyclinic for students	2017 - 2018
61.	Specialized orphanage in Bishkek KSMliPK	
62.		
63.	Bishkek Medical School Gynecological	
64.	Hospital, Bishkek	
65.	Road Hospital of the Kyrgyz Railway Administration Department of	2015 - 2020
66.	Health of the Mayor's Office	2016 - 2021
67.	Polyclinic of the Ministry of Internal Affairs	2016 - 2021
68.	Clinical Hospital of the Administrative Department of the President and the Government of	2016 - 2021
69.	the Kyrgyz Republic Scientific Research Institute of Heart Surgery and Organ Transplantation	2017 - 2022
70.	H1y. center "Kafmedcenter"	2016 - 2021
71.	Educational - medical - scientific medical center Chui	
72.	regional center of family medicine Chui regional	2016 - 2021
73.	united hospital Chui regional center of State Sanitary	2017 - 2022
74.	and Epidemiological Supervision	
75.	Alamedin Center for Disease Prevention and State Sanitary and Epidemiological	2016 - 2021
76.	Surveillance Ysyk-Ata District Center for Family Medicine	2017-2022
77.	Issyk-Ata TB	2014-2019
78.	M.Ts. "Health"	2016 - 2021
79.	Alay TB	2016 - 2021
80.	Ak-Talinsky CSM	2017 - 2022
81.	Sokuluk CSM	2017 - 2022
82.	Jalal - Abad OOB	2016 - 2021
83.	Jalal - Abad Family Medicine Center	2015 - 2020
84.	Jalal - Abad regional center for the fight against tuberculosis Jalal -	
85.	Abad regional center of the State Sanitary and Epidemiological	
86.	Supervision Moscow Territorial Hospital	2016 - 2021
87.	TsOVP Zheti - Oguz region	2015 - 2020
88.	Chon-Alai TsOVP	2017-2021
89.	Karasuu regional center of family medicine Karasuu	2016 - 2021
90.	territorial hospital	2016 - 2021
91.	Naryn Regional Center for Family Medicine At - Bashi	2017 - 2022
92.	Territorial Hospital Suzak Territorial Hospital	2017 - 2022
93.		2016 - 2021
94.	Suzak District Family Medicine Center Tokmok	
95.	Territorial Hospital	2017 - 2022
96.	Republican TB hospital in Kara-Balta Oktyabrskaya territorial	2017-2022
97.	hospital	2017 - 2022
98.	Kochkor Territorial Hospital Kochkor Family	2017 - 2022
99.	Medicine Center Naryn Regional United Hospital	2017 - 2022
100.	Nookat Territorial Hospital	2017 - 2022

101.		2016 - 2021
102.	Joint territorial hospital of Zhayil region Ala - Buka territorial	2016 - 2021
103.	hospital	2016 - 2021
104.	Talas regional united hospital Talas regional center	2015 - 2020
105.	of family medicine Kara-Buurinskaya territorial	2015 - 2020
106.	hospital TsOPP Toguz - Torous region	2017-2022
107.		2015 - 2020
108.	Batken Regional Center for Family Medicine Batken	2014 - 2019
109.	Regional United Hospital	2014 - 2019
110.	Issyk - Kul Regional Hospital Issyk - Kul Family Medicine	2014 - 2019
111.	Center Issyk - Kul Regional United Hospital Aravan	2017-2022
112.	Territorial Hospital	2017-2022
113.		
114.	Aravan Family Medicine Center Uzgen	
115.	Territorial Hospital	
116.	Osh Interregional Children's Clinical Hospital Osh Regional	
117.	Narcological Dispensary Osh Interregional Clinical Hospital	
118.	Osh Regional Center for Tuberculosis Control Osh Regional	2017 - 2022
119.	Skin and Venereal Disease Dispensary Osh Regional Center	
120.	for Mental Health Osh Regional Dental Clinic Osh Regional	
121.	Center of the State Sanitary and Epidemiological	
122.	Surveillance Center of the State Sanitary and	
123.	Epidemiological Surveillance Osh	
124.		
125.		2016 - 2021
126.	Osh Regional United Hospital Osh City Territorial Hospital	2014 - 2019
127.	Ambulance Station Osh City Dental Clinic Osh City No. 1	
128.	City Dental Clinic Osh City No. 2 Family Medicine Center	
129.	"Deni Sak EI" Osh City Center for Family Medicine	
130.	"Medicine for you "Osh city Batken regional center for the	
131.	fight against tuberculosis Batken regional center of the	
132.	State Sanitary and Epidemiological Supervision	
133.		
134.		
135.	Aydarken Branch of Batken Regional United Hospital Aydarken Family	
136.	Medicine Center	
137.	Kadamjai Territorial Hospital	2016 - 2021
138.	Kadamjay District Family Medicine Center Kyzylkiy	
139.	Territorial Hospital	2017-2022
140.	Kyzylki City Family Medicine Center Bazarkorgon	
141.	Territorial Hospital Bazarkorgon District Family Medicine	
142.	Center Nooken Territorial Hospital	
143.		
144.	Nooken District Family Medicine Center Mailuusuu	
145.	Territorial Hospital Mailuusuu City Family Medicine Center	
146.	Tashkumyr Territorial Hospital	
147.		
148.	Tashkumyr city center of family medicine	

Appendix 3

The staff of the departments of KSMA

No.	Department name	Total St PPP 12	aff	Ph.D., d.m.s.	Academic title, position
1.	Obstetrics and Gynecology №1		12	7 1	Professor - 1 Associate Professor - 2
2.	Obstetrics and gynecology №2	13	Ext. - 4	3 1	Associate professor - 3
3.	Anesthesiology and resuscitation of pre- and postgraduate learning	5		Dr. med. - 1	Associate Professor - 1
4.	Basic and clinical pharmacology	13	Ext. - 2	53	Professor - 2 Corresponding member - 1 Associate Professor - 2
5.	Biochemistry with a course organic and inorganic chemistry	22	Ext. - 2	Ph.D. - 4 Ph.D. - 3 D.b.n - 2	Corresponding member - 1 Associate professor - 4
6.	Military medical preparation and emergency medicine	6	Ext. - 2	Ph.D. - 1 Ph.D. - 1	
7.	Hospital therapy, occupational pathology with a course hematology	8	8	6 3	Professor - 1 Associate Professor - 1
6	Histology, cytology, embryology	10	Ext. - 2	3 1	Associate professor - 3
9	Hospital pediatrics with a course of neonatology	18	Ext. - 3	7 2	Professor - 1 Associate professor - 3
10.	Hospital surgery with a course of operative surgery	10	Ext. - 1	57	Academician - 1 Professor - 4 Associate professor - 5
11	Hygiene disciplines	15	Ext. - 3	3 2	Professor - 1 Associate Professor - 1
12.	Children's infectious diseases	6	6	3 2	Professor - 1
13.	Dermatovenereology	13	Ext. - 4	3 3	Professor - 1
14	Pediatric surgery	5	Ext. - 1	2 1	Professor - 1 Associate Professor - 1
15	Pediatric dentistry	8	Ext. - 3	3 1	Professor - 1 Associate professor - 3
16	Computer science, physics, mathematics and computer technology	14	Ext. - 1	Ph.D. - 4 Associate	Professor - 1
17.	Infectious diseases	11	Ext. - 2	3 1	Professor - 1 Associate Professor - 2

18	Foreign and Latin languages	14	14	Ph.D. - 1 Associate	professor - 1
19.	Clinical Rehabilitation and Physiotherapy	9	Ext. - 2	2 1	Professor -1 Associate Professor - 1
20	Kyrgyz language	8	8	Ph.D. - 1	Associate Professor – 1
21.	Radiation diagnostics	7	7	Candidate of sciences in medical sc	Associate Professor - 1
22.	Medical biology, genetics and parasitology	22	Ext. - 2	3 1	Professor -2 Associate Professor - 1
23.	Microbiology, virology and immunology	13	Ext. - 1	7 2	Corresponding member - 1 Professor -1 Associate professor - 5
24.	Normal and Topographic Anatomy	13	Ext. - 4	4	Associate professor - 3
25.	Neurology with a course medical genetics	13	Ext. - 2	3 1	Academician - 1 Professor -1 Associate professor - 3
26.	Neurosurgery pre- and postgraduate education	8	Ext. - 2	2 3	Academician - 1 Professor -2 Associate professor - 3
27.	Public health and health care	8	8	2 3	Professor -1 Associate Professor - 1
28.	General and clinical epidemiology	9	9	2 2	Professor - 2 Associate Professor - 1
29.	General hygiene	8	8	K.m.n. - 3	Associate Professor - 1
30	Oncology	9	Ext. - 1	5 2	Professor - 1 Associate professor - 4
31.	Ophthalmology	8	Ext. - 2	4 1	Professor -1
32.	Otolaryngology	12	12	7 2	Professor -1 Associate Professor - 2
33.	Orthopedic Dentistry	13	Ext. - 2	3 3	Professor - 3 Associate Professor - 2
34.	Pathological anatomy	9	9	1 1	Professor -1
35.	Pathological physiology	10	Ext. - 2	4 2	Professor -1 Associate Professor -2
36.	Propedeutics of internal diseases with a course endocrinology	13	13	2 2	Professor -1 Associate Professor - 2
37.	Pediatric propedeutics diseases	8	Ext. - 1	5 1	Professor - 1 Associate professor - 6
38.	Propedeutic Surgery	12		1 2	Professor -1 Associate Professor - 2

39.	Medical psychology, psychiatry and narcology of	12	Ext. - 2	Candidate of medical	sciences - 4 Associate professor - 4
40.	the Russian language	7	7	Ph.D. - 2	Associate Professor - 1

41.	Forensic medicine and jurisprudence	8	Ext. - 2	2 1	Professor -1 Associate Professor - 2
42.	Family Medicine / undergraduate level	27		5 1	Professor - 1 Associate professor - 5
43.	Family Medicine / postgraduate level				
44.	Nursing	10	10	1 1	Professor -1 Associate Professor - 1
45.	Therapeutic dentistry	19	Ext. - 2	4	Professor -1

Application form

"The teaching staff through the eyes of students"

(The survey is conducted anonymously).

Dear Student! Feedback is very important for studying the quality of teaching and the professional competence of KSMA teachers. In this

questionnaire, ask You, Mark options answers, most corresponding to your opinion.

1. General information:

1.1. Enter your gender

 Husband.

 Female

1.2. What kind of student are you?

 Budget

 Contract

1.3. Specify faculty

Drop-down list

1.4. Specify the course

Drop-down list

4. Enter your full name. teacher

No.	Assessment "Teacher through the eyes of a student"	Fully I don't I agree	Not I agree	Somnev i'm	Agree yen	Polnos thu in agreement n
1.	Explains the material clearly, easily, explains difficult places and highlights the main points, creates a logical sequence in the presentation	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
2.	Stimulates interest in the discipline using interactive teaching methods (role plays, discussions, round table, etc.) and technical teaching aids	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
3.	Forms systemic thinking in the student, linking the essence of the subject with other disciplines, determining the place and meaning of his subject in practical activities of the doctor	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
4.	In the classroom, the course provided the opportunity to ask questions to the teacher	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
5.	Skillfully owns the audience, monitors its reaction, competently translates the discussion into a constructive channel	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
6.	Has a demeanor to himself, treat students with respect, showing goodwill and tact	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
7.	The instructor was available for out-of-class consultations on the course	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
8.	There were cases when a teacher required or achieved certain services for credit or grade in exams	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
9.	I believe that the quality of teaching the discipline is high	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>

Thank you very much for your participation!

Application form

"Satisfaction of students with the quality of the curriculum of 1-3 year modules"

(The survey is conducted anonymously).

Dear Student! The presence of feedback is very important for studying the quality of teaching disciplines and modules at KSMA. I.K. Akhunbaeva. In this questionnaire, we ask you to mark the answer options that best match your opinion.

1. General information:

- 1.1. Enter your gender Husband. Female
- 1.2. What kind of student are you? Budget Contract
- 1.3. Specify faculty Drop-down list
- 1.4. Specify the course Drop-down list

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

Select module Drop-down list

No.	Evaluation of the module curriculum for 1-3 year students	Completely you not I agree	Not in agreement	Somnev i'm	Agree yen	Polnos thu in agreement
1.	The goals and objectives 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 interrelated.	<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 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 methodological and educational literature on 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 (IWS): 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 grading 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 a module allows an objective assessment of 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 training specialists 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

Thank you very much for your participation!

Application form

"Satisfaction of KSMA students with the quality of educational programs of modules 4-6 course "

(The survey is conducted anonymously).

Dear Student! The presence of feedback is very important for studying the quality of teaching disciplines and modules at KSMA. I.K. Akhunbaeva. In this questionnaire, we ask you to mark the answer options that best match your opinion.

1. General information:

- 1.1. Enter your gender Husband. Female
 1.2. What kind of student are you? Budget Contract
 1.3. Specify faculty Drop-down list
 1.4. Specify the course Drop-down list

2. Please rate the curriculum of the 4-6 course module

Select module Drop-down list

No.	Evaluation of the module curriculum for 4-6 year students	Completely yu not I agree	Not in agreement n	Somnev i'm	Agree yen	Polnos thu in agreement n
1.	Previously completed modules for 1-3 courses of study helped me in mastering this module	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	The goals and objectives of this 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
3.	All disciplines of the module are interrelated.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	The content of all 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
5.	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
6.	I am satisfied with the provision methodological and educational literature on 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
7.	I am satisfied with the organization of independent work (IWS): explained and provided advice.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
8.	The module grading 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
9.	I believe that the final test exam for a module allows an objective assessment of 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
10.	I believe that the quality of training specialists 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

Thank you very much for your participation!

Application form
"Satisfaction of KSMA students with the quality of disciplines curriculum"

(The survey is conducted anonymously).

Dear Student! The presence of feedback is very important for studying the quality of teaching disciplines and modules at KSMA. I.K. Akhunbaeva. In this questionnaire, we ask you to mark the answer options that best match your opinion.

1. General information:

- 1.1. Enter your gender Husband. Female
 1.2. What kind of student are you? Budget Contract
 1.3. Specify faculty Drop-down list
 1.4. Specify the course Drop-down list

2. Please rate the curriculum of the discipline

Select the appropriate discipline:

Drop-down list

No.	Evaluation of the curriculum of the discipline	Completely yu not I agree	Not in agreement	Somnev i'm	Agree yen	Polnos thu in agreement
1.	The goals and objectives of the discipline were explained at the beginning of the course.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
2.	The division of the discipline into thematic sections was logical and consistent	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
3.	Lectures and practical assignments in the discipline corresponded to the set goals	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
4.	The content of the disciplines was clear.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
5.	At the end of the discipline, 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
6.	I am satisfied with the provision methodical and educational literature on the discipline.	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
7.	I am satisfied with the organization of independent work (IWS): explained and provided advice.	<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 in the discipline allows you to objectively assess 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 training specialists in the discipline is high	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

Thank you very much for your participation!

Questionnaire for the assessment of the curriculum 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 education at KSMA by filling out the form below.

Your _____ faculty _____ (specialty):

Check 1 of the following answer options for the question / statement:

Question	Answer option Ar	ument (explain why)
1. Are you able and ready for written and oral communication with patients and colleagues in Kyrgyz and Russian?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
2. Are you able to work independently on a computer?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
3. Do you know whethernYou sourcesnmedical information necessary for professional work and can you find it?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
4. Are you capable of performing medical analysis Information on the principles evidence-based medicine?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
5. Are you ready for organizational and managerial work with small teams (groups, families, etc.)?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
6. Are you able to identify the natural science essence of the problems that may arise in professional activity and attract an appropriate specialist to solve them?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
7. Have you got enough knowledge in the field of regulatory legal acts, rules of medical ethics? and morality, so that not admit illegal actions in your work?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
8. Have you received enough knowledge to be able to spend analysis clinical syndromes, justify methods / principles diagnostics, treatment, prevention among population, taking into account their age and sex groups?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
9. Are you able to conduct and interpret the survey patient, physical inspection, clinical examination, choose appropriate laboratory and instrumental studies, fill out the patient's medical record?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
10. Are you capable and ready to make a diagnosis based on the results of biochemical and clinical studies, taking into account pathology?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	

by organs, systems in general?		
11. Are you able and ready to carry out basic treatment measures for the most common diseases and conditions in adults and children?	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
12. Are you able to apply modern social and hygienic methodology collecting and medical and statistical analysis of information on population health indicators	<ul style="list-style-type: none"> • - Yes • - Not • - I doubt it 	
13. Indicate ratio received You theoretical knowledge and practical experience during the curriculum? (theory / practice):	<ul style="list-style-type: none"> • - 40% to 60% • - 50 to 50% • - 70% to 30% • - 90% to 10% 	
14. Do you intend to continue your studies in residency:	<ul style="list-style-type: none"> • - Yes • - Not • - I do not know 	
15. If you intend to continue your residency in studies, what specialty	<ul style="list-style-type: none"> • - GP • - narrow specials • - other 	
16. Have you had an internship on the basis of FMC, FGP?	<ul style="list-style-type: none"> • - Yes • - Not • - I do not know 	
17. Please rate in general the quality of training specialists at your faculty	<ul style="list-style-type: none"> • - good • - satisfactory • - bad 	

Please answer the following questions (in free form):

18. What disciplines / modules / topics, in your opinion, can be shortened or offered as an elective course (specify):
19. What disciplines / modules / topics, in your opinion, need more in-depth study. In doing so, indicate the ratio of the theoretical and practical part (for example, 50/50 or 40/60)
20. List the clinical bases (hospitals, FMCs, TsGSEN) where you were trained in the 6th year and indicate whether your work with patients was supervised.
21. In which clinical disciplines would you like to pursue postgraduate studies? Explain why.
22. Where would you like your residency training? Explain why.
23. What recommendations would you like to give to improve the educational program and process at KSMA?

Thank you very much for the work d1!