

To Accreditation Council of the
Eurasian Center for Accreditation and Quality
Assurance of Education and Health care
03.03.2022

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE EVALUATION OF THE EDUCATIONAL
PROGRAMME 7R01130 – "PEDIATRICS"
OF THE NEI "KAZAKH-RUSSIAN MEDICAL UNIVERSITY
FOR COMPLIANCE WITH THE ACCREDITATION STANDARDS FOR
POSTGRADUATE PROGRAMMES (SPECIALTY OF RESIDENCY) IN
MEDICAL ORGANIZATIONS OF EDUCATION**

external expert evaluation period: 16-18 February 2022

Almaty, 2022

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List of symbols and abbreviations

Abbreviation	Designation
EEC	External expert commission
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
SCES	State compulsory standards of education
CEP	Educational Programmes Committee
MoH RK	Ministry of Health of the Republic of Kazakhstan
EP	Educational programme
TS	Teaching staff
MC	Mobile Complexes
RW	Research work
SCORM	Sharable Content Object Reference Model

1. Composition of the external expert commission

In accordance with the ECAQA Order No. 02 dated 02.02.2022, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation of the educational programme 7R01130 – "Pediatrics" of the NEI "Kazakhstan-Russian Medical University" in the period from 16 to 18 February 2022, as follows:

order №	Status as part of EEC	Full name	Regalia, position, place of work/place of study, course, specialty
1	chairperson	Turgunov Ermek Meiramovich	Doctor of Medical Sciences, Professor of the Department of Surgical Diseases of the Medical University of Karaganda, member of the International Surgery Society
2	Foreign Expert	Nasyrov Ruslan Abdullaevich	doctor of Medical Sciences, Professor, Vice-Rector for Scientific Work, Head of the Department of Pathological Anatomy with the Course of Forensic Medicine of the St. Petersburg State Pediatric Medical University of the Ministry of Health of the Russian Federation, Member of the New York Academy of Sciences
3	Foreign Expert	Pozdeeva Tatyana Vasilyevna	doctor of Medical Sciences, Professor, Head of the Department of Economics, Management and Medical Law, Dean of the Faculty of Medicine and Prevention and the Faculty of Higher Nursing Education of the Volga Research Medical University of the Ministry of Health of the Russian Federation, Nizhny Novgorod
4	Kazakh Academic Expert	Zhumalina Akmaral Kanashevna	doctor of Medical Sciences, Professor, Head of the Department of Children's Diseases with Neonatology of the NJSC "West Kazakhstan State Medical University named after Marat Ospanov"
5	Kazakh Academic Expert	Ermukhanova Lyudmila Sergeevna	candidate of Medical Sciences, Head of the Department of Public Health and Health care of NJSC "West Kazakhstan Medical University named after Marat Ospanov", training coach Mandatory social health insurance of the Western region.
6	Kazakh Academic Expert	Akhmetova Almira Kalikapasovna	candidate of Medical Sciences, Associate Professor, Head of the Department of Dermatovenerology and Cosmetology of NJSC Semey Medical University
7	Kazakh Academic Expert	Kudabaeva Khatimya Ilyasovna,	candidate of Medical Sciences, Professor of the Department of Internal Diseases No.1 of "West Kazakhstan Medical University named after Marat Ospanov"
8	Kazakh Academic Expert	Sadieva Zhanar Zamankhanovna	anesthesiologist-resuscitator, head of the department of postgraduate education of JSC "South Kazakhstan Medical Academy".
9	Kazakh Academic Expert	Zhunusova Aigul Bitimbayevna	candidate of Medical Sciences, doctor – pediatrician of the highest category, director of the department of academic work of NJSC "Semey Medical University "
10	Kazakh Academic Expert	Tuleutaeva Raykhan Esenzhanovna	candidate of Medical Sciences, Head of the Department of Pharmacology and Evidence-Based Medicine, Semey Medical University
11	Kazakh Academic Expert	Tezekbaev Kanat Mardenovich	head of the Department of Traumatology and Orthopedics, Asfendiyarov Kazakh National Medical University
12	Kazakh Academic Expert	Rakhmanov Eltay Utemuratovich	PhD, Deputy Director of the Master's Degree in Sports Medicine and Rehabilitation, Instructor, School of Medicine, Nazarbayev University, organizer of educational, practical and research work of undergraduates in sports medicine and rehabilitation
13	Employers' representative	Zhazira Dzhumabekovna Moldabaeva	deputy Chief Physician for pediatric SCP at the SPE on REM "City Polyclinic No.29"
14	Resident Representative	Ermekbai Aibek Amanzholuly	Resident of the second year of study in the specialty «Anesthesiology and resuscitation, including pediatric» of the «Asfendiyarov Kazakh National Medical University»

The observer for ECAQA is Umarova Makpal Aldibekovna, Head of Accreditation and Monitoring Department.

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

The EEC report contains an assessment of the educational programme 7R01130 "Pediatrics" for compliance with the Standards of accreditation of postgraduate programmes (specialty residency) of medical organizations of education and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the ECAQA on further improvement of approaches and conditions for the implementation of the above educational programme and recommendations for the ECAQA Accreditation Council.

2. General part of the final report

2.1 Presentation of the NEI "Kazakh-Russian Medical University" and educational programme in the specialty of residency "7R01130 Pediatrics"

Organization name, legal form of ownership, bin	Non-governmental educational institution "Kazakh-Russian Medical University", 970 240 002 300
Management body	The supreme body – the general meeting of participants Executive body – Rector Control body – Audit Commission Collegiate body – Academic Council
Full name of the chief executive officer	Dzhainakbayev Nurlan Temirbekovich
Created in	1992 y.
Location and contact details	71, Torekulova str., Almaty
State license for educational activities in the residency (date, number)	license for educational activities AB No. 0137388, issued by the Committee for Control in the Field of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan on June 2, 2010
Information on branches, subsidiaries (if any)	no.
Year of implementation of the accredited educational programme (EP)	Year 2014
Duration of training	2 years
Total number of graduates since the beginning of EP implementation	47 graduates, including 3 transferred from KazMUNO
Number of residents on EP since the beginning of the current year	30 learners
Full-time trainers/ Combiners involved in the implementation of EP, incl. % of degree	7/2 ,78%

The educational programme "Pediatrics" has been implemented since 2014, during this time the university has graduated 47 specialists in the field.

Residency programmes, being part of the educational activities of the university, strive to achieve the indicators of the strategic plan of the university. At the Kazakh-Russian Medical University, within the framework of corporate culture, decisions on the formation of a strategic plan are taken collegially. This was the case with the plan for 2017-2021, as well as the strategic development plan for 2019-2025, when in 2019, by order of the first head No. 96 of April 17, 2019, the project for its

development began. The work was carried out within the framework of four project teams with the representation of external and internal stakeholders: students, teachers, employers.

High qualification of the faculty – 7 full-time teachers had a degree of 78%, an excellent opportunity for residents to master clinical competencies, the provision of multidisciplinary medical institutions (including a part of those with an accreditation certificate) for the implementation of the "Pediatrics" programme, drawn up contracts on dual education between the organization of education and the Health Department allowed to achieve a high percentage of employment of graduates. It can be seen from the report that thanks to the Teacher's School operating at the university, the pedagogical competencies of teachers are being improved. In addition to advanced training in the field, teachers are trained in communication skills, distance technologies in education, innovative teaching methods, testology. To carry out the test form of control, the licensed programme "Examiner" is used. Platonus software is used as an automated platform in the educational process. During the Covid pandemic, the MOODLE site was used. Year after year, funds are allocated for the educational programme "Pediatrics" for the purchase of literature, including on digital media, mannequins and simulations, both in the Training and Clinical Center, and at the Department, as well as other material expenses: furniture, computers, etc.

The University successfully cooperates with leading domestic and foreign universities, memoranda and cooperation agreements have been concluded with more than 15 universities from 10 countries, such as Israel, Greece, the Czech Republic, Russia, Belarus, Uzbekistan, etc.

2.2 Information on previous accreditation

The first accreditation of the programme was carried out in 2016, the certificate for a period of 5 years was issued on October 2, 2016 by the Independent Accreditation and Rating Agency. Information on accreditation is available on the website of the Bologna Process Center at the following link: <https://enic-kazakhstan.edu.kz/en/accreditation/akkreditovannye-programmy-rezidentury-1>

2.3 Conclusion based on the results of reviewing the report on the self-assessment of the educational programme in the specialty of residency "7R01130 Pediatrics" of NEI Kazakh-Russian Medical University for compliance with the Standards of accreditation of postgraduate education programs (specialty residency) of medical educational organizations and conclusions

The report on the self-assessment of the educational programme 7R01130 – "Pediatrics" (hereinafter – the report) is presented on 124 pages of the main text, applications on 30 pages (from 93 to 123), copies or electronic versions of 19 documents located atcloud.krmu@gmail.com.

The report is characterized by the completeness of responses to all 9 main accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for the self-assessment of the educational programme provided to the organization of education by the accreditation center - ECAQA, as well as the internal unity of information. The report is accompanied by a cover letter signed by the head of the NEI "Kazakh-Russian Medical University" Nurlan Dzhainakbayev, MD, professor, which confirms the reliability of quantitative information and information included in the self-assessment report.

The report contains a list of 9 members of the internal self-assessment commission with an indication of the responsibility of each employee, information about the representative of the organization responsible for conducting the self-assessment of the educational programme – Bekmagambetov Zh.M., Head of the Department of Strategic Development and Accreditation

The self-assessment of the educational programme 7R01130 – "Pediatrics" was carried out on the basis of the order of the head No. 26-02-50/1-n/k dated 01.07.2021 "On preparation for accreditation and organization of the process of self-assessment of educational programmes".

The report was reviewed by the accreditation expert: A.B. Zhunusova, and the reviews noted strengths and areas for improvement, as well as recommendations for additions and changes, including the following:

Standards	Reviewer (s) Recommendations
1	1. According to criterion 1.1.1. Link to the website of the university, where

	<p>the "Strategy of the NEI" Kazakh-Russian Medical University" for 2019-2025" is located. The answer is about the mission of the university, but not about the mission of the EP.</p> <p>2. According to the criterion 1.1.1. A description of the mission of educational programmes, and not the university as a whole, and the relevant published documents should be provided.</p> <p>3. Criteria 1.1.2 and 1.1.3 refer to the University Mission, while the standard criterion requests information about the Mission of the Educational Programme.</p> <p>In the answer to this criterion on page 14 there is a phrase “Thus, the choice of the programme is justified taking into account the main priorities of the health system and the needs of citizens”, but there is no data in the text above that would contribute to this conclusion.</p> <p>In the same answer on page 14 it is written: "The main aspect of the declared mission of the educational programme is...", further the text of the Mission on page 15 doesn't show this aspect.</p> <p>4. The declared Mission of the EP does not reflect the specifics of the training of pediatricians.</p> <p>5. On pages 15-17, the content of a number of disciplines and the number of credits for them are unnecessarily described. It is enough to provide a link to the site where the educational programme itself is located.</p> <p>6 On item 1.2. to supplement the answer with examples of autonomy in the development of the EP "Pediatrics»?</p> <p>7. According to clause 1.3.1. it should be reflected how, when and by whom the final learning outcomes are evaluated, and what measures have been taken to improve them?</p> <p>8. According to clause 1.3.1, how does the EP reflect the desire for continuous learning?</p> <p>9. In paragraph 1.3.4, the three levels of the Bologna process are Bachelor's, Master's, and Doctorate.</p> <p>10. The report describes the process of feedback from students and employers, but does not provide specific examples</p>
2	<p>11. On page 25, the terminology of the Credit Modular System should be deleted.</p> <p>12. The conditions for personal development that are provided by the university for further career growth should be described.</p> <p>13. Describe the possibility of studying in other organizations, going to practice outside the clinical bases of KRMU</p> <p>14. On page 37, it is stated that holidays are at least 5 weeks. In accordance with the requirements of the regulations, the duration is at least 7 weeks.</p> <p>15. The response to criterion 2.5.2 indicates the order that has lapsed. Order of the Minister of Education and Science of the Republic of Kazakhstan dated July 13, 2009 No.338 "On approval of the Standard Qualification Characteristics of the Positions of Pedagogical Workers and Equivalent" (with amendments and additions as of April 30, 2020) does not apply to higher and postgraduate education and cannot be applied for the competition of teaching staff. In accordance with the Order of the Ministry of Education and Science of the Republic of Kazakhstan No.595 of 2018, as amended and supplemented, Chapter 2, clause 15 of the OHPE establishes and ensures compliance with the requirements for candidates for employees when hiring by determining the qualifications of employees in accordance with subparagraph 2 of paragraph 2 of Article 43-1 of the Law "On Education".</p>
3	<p>16. Regarding clause 3.1.3. the answer should be supplemented as to how the competence of employees and teachers involved in assessing the</p>

	<p>knowledge and skills, relations, professional behavior and abilities of residents is ensured. What methods are used to evaluate learning outcomes in the affect domain?</p> <p>17. The presented table according to paragraph 3.2.2 on the correspondence of teaching methods to evaluation methods methodologically does not correspond to the generally accepted approaches. For example, it is not possible to assess the provision of skilled care in emergency situations through a health education assessment sheet and other examples.</p>
4	<p>18. Table 4.1. presents data on admission in general for residency programmes, it should be indicated on admission to the accredited programme.</p> <p>19. Please provide examples of how the programme has been modified or developed as a result of feedback from residents. Describe the practice of participation and contribution of residents to the resolution of issues related to the educational programme</p>
5	<p>20. The report provides figures for the university as a whole. It is necessary to characterize the potential of the teaching staff of the accredited "Pediatrics" programme</p>
6	<p>21. The data presented in the report regarding contracts, mobility, advanced training, etc. concern the university as a whole, it is necessary to supplement the information on the EP "Pediatrics"</p> <p>22. The tables on EML contain information on the university as a whole, we would like to see data on the teaching staff involved in the teaching of the "Pediatrics" programme.</p> <p>23. Regarding clause 6.7.1, please provide examples of training of residents in other institutions</p>
7	<p>24. Provide examples of the report as a whole in terms of programmatic accreditation, not institutional accreditation. Complete the examples on the participation of the teaching staff of the Pediatrics EP and the residents of the accredited programme in the evaluation of the educational programme</p> <p>25. Has the educational programme been evaluated and compared with the best foreign practices in a similar specialty, and have any changes been made to the existing educational programme?</p> <p>26. Describe the results of feedback from resident pediatricians and what recommendations for improvement have been developed?</p>
8	<p>27. The report mentions documents that have lapsed in force, in particular, the Standard Qualification Characteristics of Pedagogical Workers and Equivalents (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated 13.07.2009 No.338) – concerns pre-university education; Standard Rules for the Activities of Higher Education Organizations (Resolution of the Government of the Republic of Kazakhstan No.499 dated 20.05.2013) - lapsed in 2018.</p>
9	<p>No response to criterion 9.2.4</p>

Thus, in the process of feedback from the representative of the educational organization, experts received answers to the questions that arose and the self-assessment report was amended accordingly and additions were made to the recommendations of the reviewers.

All standards include real practice of the NEI "Kazakh-Russian Medical University" to train residents in the specialty 7R01130 – "Pediatrics", taking into account the beginning of admission of students in 2014, reasoned data, examples of implementation of the tasks of the educational programme, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is sufficiently complete and updated in terms of the number of residents, teachers, administration, information on selection and admission, learning outcomes, results of knowledge and skills

assessment, material and technical base of the university and clinical bases, contractual obligations with partners (universities, associations, bases), financial information, plans for development and improvement, etc.

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

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

3. External expert evaluation

External expert work in the framework of the evaluation of the educational programme 7R01130 – "Pediatrics" was organized in accordance with the Guidelines for the external evaluation of educational institutions and educational programmes of ECAQA (approved by the order of the Director General of the "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care" No.5 dated February 17, 2017) and in accordance with the programme approved on February 02, 2022 by the Director General of ECAQA Sarsenbayeva S.S. and agreed with the Rector of the NEI "KazRosmeduniversity" N.T. Dzhainakbayev. Dates of the visit to the organization: February 16-18, 2022

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

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

The participation of foreign expert Ruslan Abdullayevich Nasyrov, doctor of medical sciences, professor, vice-rector for scientific work, head of the department of pathological anatomy with a course of forensic medicine of the St. Petersburg State Pediatric Medical University of the Ministry of Health of the Russian Federation, Member of the New York Academy of Sciences is provided on the zoom platform (video recordings are archived in the accreditation body).

The participation of foreign expert Tatyana Vasilyevna Pozdeeva, Doctor of Medical Sciences, Professor, Head of the Department of Economics, Management and Medical Law, Dean of the Faculty of Medicine and Prevention and the Faculty of Higher Nursing Education of the Volga Research Medical University of the Ministry of Health of the Russian Federation, Nizhny Novgorod was conducted in a face-to-face format.

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

- interview with management and administrative staff – 12 people in total;
- interviews with residents – 93 people;
- website: www.krmu.edu.kz;
- interviews with 44 active residents, 13 employers and 43 teachers;
- questionnaires of teachers and residents – 113 and 200, respectively
- observation of resident education: attendance at one practical session on the theme "Nephrotic and nephritic syndrome. Diagnostic and treatment protocols ", full name of the teacher: Prof. Dikanbaeva S.A. Group: Ped 21-03
- review of resources in the context of the implementation of accreditation standards: visited the clinical base of the MC Asfendiyarov KazNMU, the Department of Nephrology and ECD as a base for clinical engagement), where training under the "Pediatrics" programme is conducted with the participation of 7 full-time teachers;
- study of educational and methodological documents in the amount of 18 units both before the visit to the organization and during the visit to the units (the list of studied documents is in Attachment 2).

The staff of the accredited organization ensures the presence of all persons indicated in the visiting programme and according to the lists of interviews and interviews (Table 1).

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

№	Full name	Job Title
1	Yesen Bakhytzhovich Yespenbetov	Head of the Resuscitation Department of the State Clinical Hospital No.7
2	Abilkasimova Gulnara Erdenovna	DVC Clinic Director
3	Asanova Nazgul Ungarsynovna	Deputy Chief Physician for LR CCH No.2
4	Barakbayeva Saule Daueshevna	Head of the Department of the Modular Branch of the State Enterprise on the Right of Economic Management "Children's City Clinical Infectious Diseases Hospital"
5	Nurlanova Gulnara Kaztayevna	Head of the SPE on REM "Perinatology and Pediatric Cardiac Surgery Center"
6	Yerbol Zhaksylykovich Sarsenbayev	Director of Emergency Medical Services
7	Asanova Nazgul Ungarsynovna	Deputy Chief Physician for LR CCH No.2
8	Zhumataeva Zarina Akhmetovna	Director of MC "Rakhat"
9	Yun Olga Leonidovna	Professor Botabekova T.K. Ophthalmological Center
10	Asanova Nazgul Ungarsynovna	Deputy Chief Physician for LR CCH No.2
11	Irgaliev Berik Erikovich	Head of the Traumatology Department of the Central State Clinical Hospital
12	Abilbayev Nurlan Kadysovich	Director General of the Rehabilitation Center "Rekinetix"
13	Sheriyazdan Zhadyra Slamovna	Deputy Chief Physician of the State Clinical Hospital No.7
14	Dzhainakbayev Nurlan Temirbekovich	Rector, professor
15	Imanbaeva Zhaysan Abilseitovna	Vice-rector for scientific and clinical work
16	Kusainova Arman Sailavbekovna	Vice-Rector for Academic Affairs
17	Tatyana Anatolyevna Sovostyanova	Acting Vice-Rector for Educational Work
18	Orakbai Lyazzat Zhadigerovna	head of the Residency Department
19	Ligai Zoya Nikolaevna	chairperson of the postgraduate education CEP
20	Dossaeva Saltanat Tasbulatovna	chief specialist of the residency department
21	Kulebayeva Elmira Kuanyshevna	head of the Career Center
22	Iskakova Dana Askarovna	head of the Department of International Cooperation and Academic Mobility
23	Vera Ivanovna Verovkina	head of Personnel Department
24	Seidalin Arystan Oskarovich.	Head of Scientific Work Department
25	Mansharipova Alma Toleuovna	Academic Secretary, Professor
26	Aumoldaeva Zauze Maratovna	head of the Training and Clinical Center
27	Laura Baimagambetova	issue 2020
28	Tarasyukov Alexander	graduation 2021

29	Imashev Rinat Oralovich	graduation 2018
30	Chernova Olesya	graduation 2019
31	Velichkina Vilena	graduation 2019
32	Tleubayev Azamat	graduation 2021
33	Mamaeva Asem	graduation 2018
34	Baldina Anastasia Anatolyevna	graduation 2020
35	Mukhamedzhanov Udilet Akhmetuly	graduation 2021
36	Imadieva Aisholpan	graduation 2021
37	Kenzhebek Baurzhan	graduation 2021
38	Baibosyn Enlik	graduation 2021
39	Turkmenbayeva Aliya	graduation 2021
40	Zhakupov Shyngys Maratuly	graduation 2021
41	Keller Eugene	issue 2013
42	Bektayeva Inabat Seitkasymovna	graduation 2019

Thus, when implementing the activities of the programme, namely, according to the results of the interview with the first head of the organization, vice-rectors for academic and scientific clinical work, members of the Committee of educational programmes of the CEP of postgraduate education, in interviews with residents and teachers, compliance with the criteria of **standard 1** was established. Interviews with focus groups showed that all participants in the educational process know the mission of the educational programme, but employers and residents did not participate in the formation of proposals for its formulation, while the mission itself was brought to the attention of potential residents through the website, social networks, information letters to medical organizations. The strategic plan of the organization for the period from 2019 to 2025 was reviewed, including such areas as

- Improving the quality of services through the development of educational programmes of the university.
- Internationalization and development of the scientific potential of the University at the international and national levels.
- Ensuring the growth of university management efficiency through the digitalization of activities and compliance with the requirements of national and international standards.
- Improving human capital management through improved management processes. relationships, development of competencies, team spirit and proactivity.
- Formation of the university image in the education market through the use of marketing tools.

- Modernization of the material and technical base of the university by updating computer equipment and increasing the classroom fund, which confirms the implementation of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with residents, it was established that before the beginning of classes, teachers inform about the mission, work plans of the organization of education, tell where to get the necessary information about the educational programme, teachers, training bases. This indicates compliance with **Standard 2** in terms of adapting training to the needs of residents.

The organization's documents contain work programmes, EMCD, which define the goal, take into account the integration of practical and theoretical components, independent work. Compliance with the SCES and standard requirements has been established. Attending the practical lesson "Nephrotic and nephritic syndrome. Diagnostic and treatment protocols ", the experts received convincing data that the training is carried out according to the plan, before the beginning of the lesson, residents respond to tests, receive feedback from the teacher, have the opportunity to improve the bladder catheterization skill. Experts saw that the organization contributes to the development of practical competencies of residents, including on simulation equipment. At the same time, residents deepen their theoretical knowledge, develop communication skills. The organization ensures compliance with ethical aspects in the implementation of the educational

programme by teachers, since experts have studied the Teacher's Honor Code (approval date – 12.12.2017).

The analysis of educational activities showed that the scientific basis and all the achievements of science in advisory disciplines are taken into account, additions are made to the bibliography of the EMCD and syllabuses, and teachers apply them in classes.

A study of control and measuring tools (50 tests, 7 checklists) showed that the organization has implemented an appropriate evaluation policy that allows a multifaceted assessment of the educational achievements of residents. During the interview, the residents spoke about the assessment forms, for example, the 360-degree assessment, OSCE algorithms, checklists for the mini-clinical exam and that they are satisfied with everything. They also receive regular feedback from teachers. The system of appealing the results of the assessment is reflected in the document "Academic Policy" and during the period of work of the organization of education there were no precedents for the appeal. Thus, compliance with **standard 3 has been established.**

Interview with Residency Programme Managers

- Imanbayeva Zhaysan Abilseitovna, Vice-Rector for Scientific and Clinical Work; Orakbai Lyazzat Zhadigerovna, Head of the Residence Department; Ligai Zoya Nikolaevna, Chairperson of the CEP of Postgraduate Education; Dossayeva Saltanat Tasbulatovna, Chief Specialist of the Residence Department demonstrated that there is a documentation system that is transparent and accessible to all teachers and employees, and includes such documents as annual operational plans, annual reports, regulations of divisions, contracts with teachers, job descriptions of faculty members (TS), individual work plans of teachers and individual plans of residents, and educational and methodological documentation (work programme, work curricula, syllabuses, journals), evaluation tools (checklists, statements), certificates and certificates.

A review of the website showed that its pages contain documents necessary for residents, questions for admission, information about the Academic Policy, which is regularly updated. This information was obtained during an interview with Dossayeva Saltanat Tasbulatovna, Chief Specialist of the Residence Department. During the visit to the organization and during the interview with the head of the Career Center, Elmira Kuanyshevna Kulebayeva, the commission made sure that the staff of the center tracks the employment of graduates, maintains communication by conducting periodic questionnaires. At the same time, during the interview, no clear answers were received on the formation of career prospects.

An interview with the head of the department of international cooperation and academic mobility Iskakova Dana Askarovna on the issues of internationalization of education, cooperation with partner organizations, strategies for academic mobility showed that the university as a whole has agreements on international cooperation with universities of Russia, Israel, the Czech Republic, Uzbekistan, etc., but the academic mobility of teachers and residents under the "Pediatrics" residency programme remains at an insufficient level.

The conversation with Vera Ivanovna Veryovkina, Head of the Personnel Department; Lyazzat Zhadigerovna Orakbai, Head of the Residency Department, included such issues as the possibilities of improving the qualifications of teachers in both the clinical and pedagogical areas, the system of accounting and implementing the results of advanced training in the educational and clinical processes allowed experts to learn about approaches to strengthening the capacity of the teaching staff, attracting employees of clinical bases for teaching (7 people in total), about the strategy and tactics of recruiting residents, the information security of the educational programme, as well as to identify problems in the management and development of human resources, for example, the expansion of modules at the School of Teachers on teaching methods and evaluation methods.

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

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

In order to verify the data of Standard 5, external experts received an opinion on personnel policy and approaches to the development of teachers' pedagogical competence, motivation to work with residents, and mentoring. Experts found that teachers have the opportunity to be financially stimulated by publications, the university also allocates material resources for the participation of teaching staff in foreign conferences. The existing school of teachers attracts experienced, previously trained teachers to conduct training seminars inside the university. Upon completion of the modules, a certificate is issued. During the interview, it was revealed that the main areas of advanced training are communication skills, distance education technologies, testology.

During the visit to the clinical base – Asfendiyarov University Clinic of KazNMU, the Department of Nephrology, which, also in accordance with the drawn-up contract, is a clinical base for pediatricians of KRMU, experts conducted a survey of resources, their compliance with training programmes, accessibility for teachers and residents, as far as this equipment is modern and meets the needs of students and practical health care. Experts obtained evidence of compliance with **Standard 6**, as well as validation of the information in the self-assessment report.

In order to validate the implementation of the self-assessment report and to obtain evidence on the quality of the programmes, interviews were conducted with residents in the specialty. The experts asked questions about satisfaction with the training, enough time for patient supervision, work in DAMUMED with medical documentation, satisfaction with teaching methods and qualifications of teachers, social and moral support for residents in need, participation in "Journal Clubs", accessibility of international databases of professional literature, scientific works. In general, residents are satisfied with the training, assessment methods, and purposefully entered this organization, since they believe that the organization of education has good resources, image and international relations, at the same time, residents would like to be able to travel on academic mobility to other universities, including foreign ones.

Residents showed their commitment to the organization of education, were active in answering the questions of external experts, demonstrated their judgment in the organization of training, assessment of their skills, advisory support, the opportunity to participate in R&D. Members of the External Expert Commission (EEC) Experts studied the documents of residents (portfolio, results of assessment of residents - checklists, results of questionnaire of residents).

Interviews with 13 employers were held in the zoom conference mode and included such issues as: knowledge of the university mission, participation in the development of the mission of the educational programme "Pediatrics", participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of resident pediatricians, participation in the training of residents through mentoring, providing the department and resident pediatricians with the necessary resources for practical training and the formation of clinical thinking, about the problems of interaction with departments and universities in general, the employment of graduates of residency, etc.

The review of resources showed that they correspond to the goals and objectives of educational activities, for example, the Aksai Children's Hospital, which is a university clinic of KazNMU named after Asfendiyarov and under the contract and the Kazakh-Russian University, is designed for 170 beds, of which the department - pediatrics - 20 beds, 10 beds of endocrinology and 10 beds of allergology; the department of otolaryngology - 25 beds; pediatric orthopaedics - 25 beds, pediatric neurology - 25 beds, pediatric surgery and PLC – 25 beds, the department of nephrology and extracorporeal detoxification - 25 beds, the department of resuscitation and anesthesiology - 6 beds, the day hospital of 10 beds provides a wide range of nosologies to be mastered by the future pediatrician. In general, the "Pediatrics" programme is implemented at 8 clinical bases, the members of the EEC visited only 1 base due to the shortness of time.

The employees of the organization of education provide collegial and ethical relations with the medical personnel, the management of the clinical base to achieve the final results of residents. A sufficient number of thematic patients, modern equipment and demonstrates accessibility to students are provided, and employees who simultaneously perform the roles of teachers and mentors (mentors) provide high-quality training in compliance with ethics and deontology. Before starting the relevant discipline of the educational programme, the resident receives a syllabus from the teacher and knows what skills he must acquire and develop during the training.

Members of the EEC visited the Training and Clinical Center, the possibilities of which were shown by the head of the center Aumoldayeva Zaura Maratovna. To master pediatric skills there are mannequins and imitations, but there are no high-tech, for example, BabySim.

As part of the study of the material and technical environment of training, experts visited the library, which has computers for 21 places with access to electronic databases, including those on evidence-based medicine.

Realizing the mission of the university, to be a socially responsible university, the members of the commission were shown mobile medical complexes that allow them to travel to the regions, to provide advisory assistance, including to the children's population.

In general, it should be noted that during the interviews with employers, residents, graduates, all participants of the interview showed commitment to the ideas of the university, collegial cooperation.

However, a number of data were not corroborated by the oral interview, for example, the written report indicated active use of standardized patients, but was not confirmed by the interview of faculty and residents.

Despite the active use of innovative technologies, such as CBL, TBL, teachers still do not have a clear idea of the correspondence between teaching methods and evaluation methods.

Almost the entire staff is trained in distance learning technologies, teachers use the MOODLE programme as an electronic platform. At the same time, there are no video lectures on the most pressing problems of pediatrics, SCORM packages that could allow residents to study some topics on their own.

On the last day of the visit to the organization, a meeting of EEC members was held on the results of the external evaluation. The final discussion of the results of the external evaluation of the educational programme, the study of documents, the results of the interview, interviews, questionnaires was held. WEC members started designing the final EEC report. The results of the external evaluation are summarized. The experts individually completed the "Quality Profile and Criteria for External Evaluation of the Educational Programme 7R01130 – Pediatrics for Compliance with the ECAQA Accreditation Standards". No comments were made by the EEC members. Recommendations for improving the educational programme were discussed, and the chairperson of Turgunov E.M. held a final open vote on the recommendations for the ECAQA Accreditation Council on the accreditation period – 5 years.

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

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

Conclusion:

In the period from February 16 to February 18, 2022, the External Expert Commission visited the NEI "Kazakh-Russian Medical University" in order to validate the self-assessment report for compliance with the standards of specialized accreditation of organizations of additional education.

In accordance with the approved programme, within three days, the experts held meetings with key employees of the university, held an interview with employers, graduates, residents.

The main documents of the educational, scientific, medical processes were studied, structural units involved in the implementation of the residency educational programmes, as well as clinical bases were visited.

A survey of teaching staff and students was carried out.

The Commission concluded that the information in the self-assessment reports and the real situation at the university were generally comparable, and the members of the expert commission, after joint discussion, made a number of recommendations for the further development of the programmes.

Thus, EEC members note that the self-assessment report of the educational programme "Pediatrics" meets the accreditation standards and can be recommended for consideration by the Accreditation Council.

4. Results of the survey.

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

The resident survey includes 22 questions.

In total 200 people (in total 629 residents for the current year) answered.

The first question "I am" showed that out of 200 respondents, more than half of the respondents are residents of the 1st year of study (103 people/51.5%), 67 people (33.5%) in the second year of study and only 7 people noted that they are graduates of KRMU, i.e. students of the 3rd year (3.5%).

The vast majority of respondents, 175 people (87.5%), would recommend studying at KRMU to their environment, 22 people (11%) partially agreed with this statement, 1 person (0.5%) will not recommend this university completely and 2 people (1%) found it difficult to answer.

178 residents (89%) believe that programme managers and teachers are aware of students' learning problems, 18 people (9%) partially support this statement, completely disagree and questioned the answer for 2 students (1%).

When asked about the fact that programme managers and teachers involve students in the work of advisory bodies (academic council, academic council, committees of educational programmes) 179 residents (89.5%) answered in the affirmative, 5 people (2.5%) wrote that they are not involved in advisory bodies, 6 people (3%) answered "I do not know anything about it", "I doubt with the answer" and 4 people (2%) chose the answer "sometimes".

The assessment of satisfaction with the conditions for training and the equipment of training rooms and classrooms of the KRMU showed that 175 people out of 200 (87.5%) were completely satisfied with the provided conditions, 21 people (10.5%) were partially satisfied, 2 people (1%) were not completely satisfied and 1 person (0.5%) chose the answers "partially dissatisfied".

The overwhelming majority also answered positively to the question whether the conditions for rest and meals for students (recreation rooms, benches/gazebos on the territory, canteen) were created in this educational organization, 171 people (85.5%), 12 people (6%) partially agreed and 7 people (3.5%) completely disagreed with this statement.

The equipment of office equipment in classrooms and on clinical bases fully satisfies 165 respondents (82.5%), partially 29 people (14.5%), completely does not satisfy 3 people (1.5%), partially disagree with the statement of 2 people (1%) and doubted the answer of 1 resident (0.5%).

174 residents (87%) believe that teachers provide students with methodological and didactic materials, additional literature to prepare for classes, 23 students (11.5%) partially agree, 2 people (1%) completely disagree with this statement and 1 resident (0.5%) doubted the answer.

Out of the surveyed residents, 176 people (88%) noted that in the KRMU there is access to the participation of students in research work, 22 people (11%) partially agree, 1 person (0.5%) completely disagree, 1 person (0.5%) doubted the answer to this statement.

The majority of residents were satisfied with the resources of the library fund, which is 171 people (85.5%). At the same time, 22 people (11%) are partially satisfied, 6 people (3%) are not completely satisfied, and 1 resident (0.5%) does not answer this question.

176 residents (88%) were completely satisfied with access to electronic educational resources, 18 people (9%) were partially satisfied, 4 people (2%) were completely dissatisfied with access to educational resources, and 1 person (0.5%) were not partially satisfied and did not respond.

In the KRMU, 170 people (85%) were completely satisfied with the availability of medical services for a student, 22 students (11%) were partially satisfied, they were not satisfied with the availability of medical services and did not give an answer to 4 people (2%).

When conducting the survey, 183 people (91.5%) were satisfied with the activities of mentors, curators, research managers, 14 people (7%), 2 people (1%) were not completely satisfied, 1 resident (0.5%) did not have an answer.

191 students (95.5%) noted that teachers and employees of the organization of education respect students. 7 people (3.5%) disagree with this statement, 2 residents (1%) did not have an answer.

179 people (89.5%) of residents agree with the statement that social programmes to support students exist and are implemented in the organization of education. 6 people (3%) did not agree, 9

people (4.5%) did not hear about such programmes, 2 people (1%) answered "what is it" and 4 people (2%) did not answer.

When asked about the availability of a career counselling service in an educational institution, 183 residents (91.5%) responded positively, 2 people (1%) gave a negative answer, 11 people (5.5%) did not hear about this organization 14 people (2%) doubted the answer.

The question in the questionnaire that in the organization of education the system of independent training of students, residents, undergraduates, doctoral students and listeners at the majority of pupils is established, 181 people (90.5%), gave a positive answer. In part, 15 people (7.5%) agreed with this statement, 2 residents (1%) disagreed completely, and doubted the answer of 2 people (1%).

174 residents (87%) rated the organization of clinical (practical) training as "excellent", "good" was noted by 23 people (11.5%), 2 people answered "satisfactory", 1 (0.5%) unsatisfactory.

When asked if there is sufficient time for practical training (patient supervision, clinical rounds, clinical reviews, surgical assistance, work in laboratories and in pharmaceutical production), 190 residents (95%) gave an answer "agree completely", 8 people (4%) "agree partially", 2 people (1%) "DO not agree completely".

185 students (92.5%) were fully satisfied with the schedule of classes in the disciplines of the educational programme, 14 people (7%) were partially satisfied, 1 resident (0.5%) was not satisfied.

180 students (90%) are completely satisfied with the methods of assessing knowledge and skills, 19 people (9.5%) are partially satisfied, 1 resident (0.5%) would like to change them.

To the question, the content of the educational programme (list of disciplines) in the chosen specialty meets my expectations 185 residents (92.5%) gave the answer "yes, completely", 14 people (7%) "partially", 1 person (0.5%) "no".

181 residents (90.5%) noted that teachers use active and interactive teaching methods regularly, 14 people (7%) sometimes, 4 people (2%) rarely and 1 resident (0.5%) answered "never used".

When asked how often a teacher is late for class, 187 people (93.5%) answered that "there was no such thing", 10 people (5%) answered "sometimes", 2 people answered "systematically" and 1 resident (0.5%) "I do not know what to answer".

180 people (90%) noted that constantly after the end of classes the teacher conducts feedback (listens to opinion, carries out mini-questionnaire, carries out work on mistakes), 15 people (7.5%) answered that sometimes, 3 people (1.5%) – seldom, 2 people (1%) never.

On a question of the questionnaire "The teacher (mentor, curator) of this organization of education is for me an example as the professional doctor, the person (ethics, communications, appearance, speech)» completely agree 191 respondents (95.5%), 3 residents completely disagree, not all teachers of this organization of education noted 5 people (2.5%), 1 resident doubted with the answer.

To the question, 191 residents (95.5%) answered "completely satisfied", 7 people (3.5%) "partially", 2 people (1%) "not completely satisfied".

187 students (93.5%) noted that they like to study in this educational institution, 11 people (5.5%) partially agree, 1 resident (0.5%) completely disagrees with this statement and 1 resident (0.5%) did not have an opinion.

195 people (97.5%) noted that they are satisfied with their relations with their fellow students, colleagues, medical personnel, 5 residents (2.5%) responded partially.

183 people (91.5%) noted that they did not personally experience negative attitudes of teachers, 10 residents (5%) answered "ever, deservedly", 6 people (3%) answered "yes, unfairly", 1 resident (0.5%) did not respond.

180 students (90%) are satisfied that they are studying in this educational institution, 18 residents (9%) answered yes, partially, 1 resident (0.5%) answered no, disappointed, 1 resident (0.5%) answered I do not know how to answer.

All students, 200 people (100%) noted the accessibility of the management of the organization of education for students.

148 students (74%) are engaged in scientific work, 21 residents (10.5%) are not engaged in science, 2 residents (1%) doubted with the answer, 21 residents (10.5%) plan to start, 7 residents

(3.5%) wrote that they are in search of a research topic, 1 resident (0.5%) replied that he does not want to engage in research.

When asked the questionnaire, "Do you personally have printed works (articles, abstracts, reviews) published during your studies in this educational institution?", 108 people (54%) answered yes, one. 14 residents (7%) noted more than one job, 12 people (6%) not one, 48 people (24%) plan to publish in the near future, 9 residents (4.5%) answered "I just entered the training programme", 9 residents (4.5%) did not respond.

When asked the questionnaire, "Do you think this educational organization allows you to acquire the necessary knowledge and skills in the specialty you have chosen?", 189 people (94.5%) answered "yes, I am sure of it", 3 people (1.5%) are not sure of it, 4 people (2%) answered "I cannot answer this question yet", 3 residents (1.5%) answered "I would like to believe it" and 1 resident (0.5%) answered "I am beginning to doubt it".

186 students (93%) are completely satisfied with the organization of teaching, 12 people (6%) are partially satisfied, 2 people (1%) are dissatisfied with the organization of teaching.

179 respondents (89.5%) rated the work of the External Expert Commission on the accreditation of this organization of education positively, 15 people (7.5%) rated satisfactory, 6 people (3%) doubted with the answer.

176 people (88%) of residents agree with the statement that it is necessary to carry out accreditation of the organization of education or educational programmes. 15 people (7.5%) disagree, 2 people (1%) do not know what it is, 7 people (3.5%) doubted the answer.

On the question of the questionnaire, "Did managers and/or teachers involve you in activities to prepare for institutional or specialized (programme) accreditation?" 152 residents (76%) answered "yes, when preparing the self-assessment report", 12 residents (6%) answered "yes, for the organization of a meeting of external experts", 22 residents (11%) – "yes, at all stages of preparation", 1 resident (0.5%) – "yes, since I speak a foreign language", 2 residents (1%) answered that they refused to participate for a good reason, 7 people (3.5%) answered no and 4 residents (2%) noted in the questionnaire that they first heard about accreditation when the commission arrived.

The teacher survey included 21 questionnaire questions. A total of 113 teachers were surveyed, including 28.3% with up to 5 years of work experience, 22.12% with 5-10 years of work experience, and 49.6% with more than 10 years of work experience. 58.4% noted that they teach in the residency.

74.3% are completely satisfied with the organization of the educational process in this educational institution, 22.1% are partially satisfied, 2.65% are partially dissatisfied.

86, 7% noted that this organization of education observes ethics and subordination in the relations between colleagues, teachers, the management, 11,5%- agreed partially.

Completely satisfied with the organization of labor and workplace in this organization of education -75.2%, partially agree 23.0% partially disagree 1.8%.

70.8% of respondents noted that there is an opportunity for career growth and development of teacher competencies in the organization, 22.1% partially agree, 2.6% partially agree, 1.8% completely disagree.

75.2% of respondents fully agree that in this organization of education they have the opportunity to do scientific work and publish the results of research, 16.8% partially agree, 3.5% partially disagree.

The salary suits completely 46,9% of respondents, disagree with it - 5,3%, more "Yes", than ISN't present - 27,4%, more, than Yes - 12,4%

Satisfied with the work of the HR service (personnel)- fully -83.2%, partially - 13.3%, completely not satisfied - 0.88%.

Training on courses (programmes) of professional development during this year passed - 49,6% of respondents, more than 5 years ago - 31,0%, don't remember when it was - 7,1%.

It is believed that the discipline taught by the respondent is provided with sufficient resources (classrooms, equipment) - fully -73.5% of respondents, partially -22.1%, partially disagree -2.7%

In this organization of education have the opportunity to realize as a professional in the specialty

completely -81.4%, partially agree-13.3%, partially disagree - 0.9%. Personally participated in the development of the educational programme in the discipline that is taught: yes, active-63.7% of faculty members, no, did not participate-15.0%, were only electives-7.1%, were not involved in the work-6.2%.

60.2% of respondents note the timeliness of the fulfillment of applications for the purchase of methodological and didactic materials, office equipment, stationery to ensure the educational process in the organization, 7.9% - untimely, the long wait for the application note -6.2% and have no relation to it-15.0%

They noted that the organization of education supports the participation of teaching staff in conferences (international, republican)- payment of travel, travel expenses, registration fee -21.2% of teaching staff, payment of travel only - 2.7%, does not pay any expenses - 2.7%, did not contact the management in this regard-30.9%

We fully agree that students have free access to patients on the clinical bases of the university to improve their practical skills - 85.8% of the teaching staff, partially agree -9.73%, doubt the answer - 4.42%

The publication activity of the TS is assessed on a scale of 5 points (from 1- low to 5 -high) - 17.1% as 1, as 2 -7.1%, 3-19.5%, 4-23.9%, 5-26.6%, did not give an answer-17.7%

On the question "Are social support programmes for teachers implemented in the educational organization?" replied: yes, there are such programmes 38.9%, yes, I have already used this - 2.65%, no-3.5%, I do not know about this - 44.3%, I doubt with the answer - 10.6%.

65.5% of respondents answered that yes, heads of the organization systematically listen to their opinion regarding questions on the educational process, research, clinical work, yes, sometimes noted 18.6%, quite rarely - 0.88%

To the question: What teaching methods do you most often use in the process of teaching students (bachelors, residents, undergraduates)? The students noted that the lectures are used by -48.7%, oral analysis of the topic of the lesson - 72.6%, rewriting of thematic information from monographs - 10.6%, problem-oriented training - 40.7%, interactive training - 46.9%, performance of abstracts - 34.5%, practical classes on clinical skills in the educational and clinical center - 56.6%, analysis of situational tasks -75.2%, compilation and solution of cases - 38.9%, oral survey of students - 61.1%, solution of tests - 48.7%, work in small groups - 53.9%, written completion of tasks - 28.3%

We fully agree that this questionnaire is useful for developing recommendations for improving the key areas of the organization's activities 70.8% of the TS, partially agree -14.2%, partially disagree 0.9%, completely disagree 2.6%. On a question: Whether you personally were involved in actions on preparation for accreditation of educational programmes answered that yes, included in the internal commission on self-assessment-31,9% of faculty; yes, was engaged in technical support before a meeting of the external expert commission - 16,81%; wrote sections of the report on self-assessment - 12,4%; collected information for annexes to the report on self-assessment - 15,9%; no, wasn't involved in preparation of higher education institution to accreditation - 23,9%.

35.4% of respondents would like to personally become an expert on accreditation of the Eurasian Center for Accreditation and Quality Assurance of Education and Health Care, I am not interested in this issue - 32.7%, have already participated in the work of the accreditation commissions of this accreditation center - 4.4%.

Question: Do you think that the work of the external expert commission on accreditation can fully cover all issues related to the quality of implementation of the educational programmes of the university answered - Yes, since the visit of the commission is preceded by the stage of self-assessment of the programme and writing a report -53.1 TS; Yes, the commission investigates all the main processes of implementation of programmes - 35.4%; The programme of the visit of the commission is saturated and covers all key aspects of education - 28.3%; The programme of the commission includes interviews and interviews with stakeholders, allowing to draw conclusions about the quality of training - 34.5%; I do not think that a three-day visit of the commission will assess the quality of programmes - 5.3%; Everything depends on the professionalism and competence of accreditation experts - 22.1%; There are more effective assessment mechanisms, for example, state certification and audits -1.8%

Respondents noted what activities of external expert work on accreditation are most important and allow to obtain evidence of implementation of the Accreditation Standards: Interview with university management -7.96%; Interview with heads of educational programmes (heads of departments, deans)13.3 Interviews with students-11.5%; Interviews with programme graduates - 3.5%; Interviews with representatives of employers - 1.8%; Visiting practice bases - 3.5%; Survey of educational resources - 0.88%; Study of educational and methodological documentation - 0%; Interviews with teachers - 1.8%; Review of the self-assessment report of the programme - 0%; Attendance at practical classes - 2.7%; Study of administrative documentation - 0.88%; All of the above - 45.1%

The results of the survey in general demonstrate satisfaction with the educational process, the resources of the clinical base, the competencies of teachers, and also indicate the existence of centralized management of educational programmes.

5. Analysis for compliance with accreditation standards based on the results of an external evaluation of the educational programme "7R01130 Pediatrics"

Standard 1: MISSION AND END OUTCOMES

Evidence of compliance:

1.1 Mission statement and deliverables

The analysis of the self-assessment report and the results of the interview showed that the university communicates information about the University Mission and educational programmes through the official website www.medkrmu.kz. Residents claim that at meetings with the management of the university, as well as at the curatorial hours, they study the Mission of the programme, the goals and the tasks of training. The final learning outcomes common to all residency programmes are posted on the official website of the university <https://krmu.edu.kz/rezidentura/>. The mission of the educational programme 7R01130 – "Pediatrics" does not reflect the specifics of the training of residents, and on the website of the university is noted in the multiplicative number "Mission of the educational programmes of the residency", that is, one, the same mission for all programmes.

1.2 Professionalism and professional autonomy

Having identified eight main learning outcomes in the residency, the university defined some of them as "Effectively interact with the patient, his environment, health care professionals in order to achieve better results for the patient", "To assess risks using more effective methods to ensure a high level of safety and quality of diagnostics". The results of training presented on the website of the University and in the self-assessment report in section 1.2. do not match.

The autonomy of the university with the adoption of a number of regulatory documents in the field of academic freedom of the university is manifested in the development of the educational programme, in the possibility of making managerial decisions in terms of the formation of personnel, rules for admission to programmes, while observing external requirements. For example, persons who have scored at least 75 points out of 100 on a paid basis and 75 or higher on a state educational grant are enrolled in the Pediatrics residency.

In the NEI "Kazakh-Russian University", the rights of residents to freedom of expression are ensured: at the end of the disciplines, a questionnaire is carried out, there is a blog of the rector, the possibility of personal appeal to any university officials is not excluded. Residents also know the telephone number of the hotline, which students have the right to contact in case of problems.

1.3 Learning outcomes

The development of EP 7R01130 – "Pediatrics" is carried out in accordance with the order of the Ministry of Health of the Republic of Kazakhstan 647 "On Approval of the State Mandatory Standards of Education" (SCES). The final learning outcomes affect both the knowledge, skills, and abilities in the professional pediatric field, as well as the ability to think critically, to have the desire for continuous learning, and the development of research skills.

From practical health care, employees are engaged as clinical mentors, who, as shown by interviews with employers, clearly represent what clinical competencies should be possessed by future pediatricians.

1.4 Participation in the formulation of the mission and final results

The report states that employers are part of collegial bodies, in particular, the CEP of postgraduate education (order No. 26-02-15-n/k dated 28.08.2020), which gives the right to representatives of practical health care to actively discuss the Mission of the programme, the final results of training and other issues related to the implementation of the residency programme. However, the interview with the employers did not confirm this claim.

The report contains information that the Mission and the final results are actively discussed in working groups, which include, in addition to employers, residents. The interview with the graduates of the programme, current students, did not find confirmation in oral form of the declared data.

Conclusions of the EEC on the criteria. Compliant with 17 standards: full – 17.

Standard 1: Implemented

Recommendations for improvement identified during the external visit:

1) In the formulation of the mission of the EP, to provide for the specifics of the preparation of residents and taking into account proposals from stakeholders (paragraphs 1.1.1., 1.4.1.).

Standard 2: EDUCATIONAL PROGRAMME

Evidence of compliance:

2.1 Postgraduate programme framework

Accredited programme 7R01130 – "Pediatrics" is developed in accordance with the requirements of the State Committee on Standardization and Metrology, in compliance with the continuity of pre- and post-requisites. The university posits that the model used to implement the programme has a modular-competence approach. EP "Pediatrics" is practice-oriented, as evidenced by the distribution of classroom and independent work of residents, the results of visits to clinical bases, the results of interviews with clinical mentors, teachers and residents themselves. The reports show that the university maintains a balance between mastering practical skills under the guidance of qualified teachers and the use of innovative teaching technologies. Residents spend most of their academic work at the patient's bedside, supervising patients, performing night shifts and working in the conditions of the MC. At the end of the residency programme, the qualification "pediatrician" is awarded, which corresponds to the 7th level of the National Qualifications Framework and the Structure of Qualifications in the European Higher Education Area. (ESG 1.2).

Written works are checked using the Anti-plagiarism programme. The university has developed an internal document - the Code of Academic Integrity (approval date 27.04.2019 No.9), and the principles of academic integrity are also reflected in the Academic Policy of the university.

Practical activities of residents in the clinic are conducted under the guidance of experienced clinical mentors, an appropriate provision has been developed. Future pediatricians register their educational achievements, as well as the skills that can affect their personal development, in the Portfolio, which is an alternative criterion for assessing the achievement of the final learning outcomes. Feedback from residents and clinical mentors, as shown by the interview with both parties, is maintained daily, at the patient's bedside, or based on the results of medical documentation in the CMIS, a regular questionnaire is also carried out.

Admission to the residency programme, its implementation, evaluation methods and other aspects are carried out regardless of religion, nationality and gender differences.

2.2 Scientific method

The university states in writing that in the study of each clinical discipline, issues of evidence-based medicine and research management are considered. If there are no questions on approaches to treatment from the point of view of evidence-based medicine, since the university library has access to databases, for example, the Cochrane Library, or the use of national clinical protocols in the daily practice of residents, as confirmed when visiting the clinical base, then the teaching of the methodology of scientific research remained an open question: there are no certificates for the teaching staff themselves, there are no disciplines that meet the needs of residents to form the skill of scientific research. The portfolio of resident pediatricians, where there are protocols for critical analysis of articles, has been studied. The report indicates that residents perform abstract work; the use of this method of independent work at the residency level is a simple, simple, primitive level of independent work that is more characteristic of the undergraduate level.

2.3 Content of the residency programme

In its content, Pediatrics has components of profile disciplines that are mandatory for study, disciplines of choice, which are included in the Catalog of elective disciplines. The University follows a modular-competence approach to the construction of the programme. The management of the programme is based on the postulates of the SCES, as well as the rules of credit technology of training. Patient safety is one of the conceptual approaches in the clinical practice of future residents: basic practical skills from simple to complex sequentially from undergraduate to residency are practiced on mannequins and imitations, including in the conditions of the training and clinical center. The content of the educational programme "Pediatrics", starting from the year of its implementation - from 2014, periodically changes in accordance with the content of the SCES (2015, 2017 and 2020), with evidence-based medicine and implemented clinical protocols.

2.4 Programme structure, content and duration

Educational programme 7R01130 – "Pediatrics" is mastered by residents for two years. The structure of the programme provides for class hours – 10%, independent work of residents, including under the guidance of clinical mentors. During two years of training, residents of the pediatrician must master 140 credits, 4 of which are in elective disciplines, 4 credits for intermediate and final certification have been allocated.

Profiling disciplines are represented by the disciplines: "Children's diseases (inpatient)" 99 credits, "Outpatient and polyclinic pediatrics" 10 credits, "Emergency medical care" 5 credits, "Children's infections" 5 credits, "Children's surgery" 5 credits, "Pediatric TB" 5 credits, "Pediatric dermatovenerology" 3 credits.

The catalog of elective disciplines includes such disciplines as "Modern approaches to the diagnosis and treatment of diseases of the gastrointestinal tract in children", "Modern methods of diagnosis and treatment of blood diseases in children", "Rational diagnostic algorithms and modern treatment strategies in pediatric nephrology", "Dysbacteriosis in children", "Cardiorespiratory pathology in newborns", "Evidence-based medicine".

2.5 Organization of training

The organization of the educational process under the "Pediatrics" programme is carried out in accordance with the requirements of the SCES and the rules of credit technology of training. The training is organized according to the academic calendar. The programme maintains a reasonable balance between theoretical and clinical training with a focus on practical orientation. General management is entrusted to the vice-rector for scientific and clinical work, academic issues – to the vice-rector for educational and methodological work. The residency department and the clinic department are also involved in the organization of the educational process: its function is to draw up contracts with clinical bases. Total of 8 multidisciplinary bases under the programme. HR is responsible for recruiting qualified personnel

2.6 Relationship between postgraduate medical education and health care

Having developed the Regulation on the clinical mentor, approved by the Protocol of the Scientific and Clinical Council No.18 of June 17, 2019, the university administration demonstrates the importance of the role of the clinical mentor in the formation of future pediatricians as practical clinicians.

A wide range of beds in the largest multidisciplinary children's hospitals give residents the opportunity to master knowledge, skills and abilities, while maintaining continuity between the primary and inpatient levels of care.

Conclusions of the EEC on the criteria. Compliant with 30 standards: full – 30.

Standard 2: Implemented

Recommendations for improvement identified during the external visit:

- 1) To provide an alternative choice with an expansion of the list of elective disciplines based on the opinions of residents and employers (clause 2.1.7.)
- 2) Introduce into the educational programme "Pediatrics" the elements on the scientific foundations and methodology of medical research and clinical epidemiology (2.2.1)

Standard 3: ASSESSMENT OF STUDENTS

Evidence of compliance:

3.1 Methods of evaluation

General policy, principles, methods of assessment of residents according to EP 7R01130 – "Pediatrics" are reflected in internal documents: Academic Policy of the University, Regulations on the current monitoring of academic performance, interim and final certification of students in the NEI "KazRosmeduniversity". Checklists have been developed at the university to ensure objectivity and transparency of assessment. As methods of evaluation, taking into account the practical orientation of the programme, such methods as Mini-cEX , CbD, OSCE are used. Members of the EEC visited the test center, reviewed the testing procedure, followed the work of the proctors. As it was noted by the head of the testing center, the control and measuring means undergo a review procedure before they are used in the examination. However, after testing, no validity and validity analysis is performed. It should be noted that the university is on the way to improving the testing process. In particular, in the fall of 2021, a Test Committee was established. A module on testology has been introduced in the teacher's school. The form of the midterm and final control is approved by the Academic Council. The university developed and approved, brought the criteria for the specific weight of the current, milestone, intermediate control in the final assessment. An interview with residents during a practical lesson, as well as in focus groups, showed that residents are aware of the assessment policy and clearly understand the scale of assessments, the rules for admission to exams, etc. Residents who have fully completed the educational process in accordance with the requirements of the individual curriculum are allowed to participate in the final certification. The examination itself is two-stage: the theory is evaluated in the form of tests and clinical skills, including communicative at the patient's bedside. The University uses additional methods for assessing residents in the specialty 7R01130 – "Pediatrics", such as a portfolio, assessment of scientific activities.

Practical health representatives participate in the assessment of practical skills. Despite the established appeal procedure, which was notified to students, paediatric residents did not have to appeal the assessments.

3.2 Relationship between evaluation and training

The methods used to assess the competencies of students are described in syllabuses. It should be noted that the report presents a table on the compliance of evaluation methods with teaching methods, which contains methodological errors. Also, during the interview with teachers, it was clarified that there is no clear understanding between the training domains and assessment methods in them.

The university has developed standardized checklists, which is a good practice in terms of ensuring the transparency of evaluation. But a more detailed study by the experts of the EEC revealed their "template", that is, the absence of a differentiated approach depending on the specifics of the educational programme.

The conclusions of the EEC meet the criteria of 11 standards: 11 in full.

Recommendations for improvement identified during the external visit:

1) Introduce a psychometric analysis of test tasks based on the relevant software (for example, the IteMan programme) (clause 3.1.6.).

Standard 4: STUDENTS

Evidence of compliance:

4.1 Admission and Selection Policy

According to the data of the report and the results of the interview with teachers, administrative and managerial staff, before recruiting for the programme, the need for practical health care in specialists of one or another profile is studied, the resources of the university are thoroughly analyzed: the availability of clinical bases, a sufficient number of qualified personnel, the provision of educational and methodological literature, etc.

On the basis of the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No.600 "On approval of the Standard Rules for admission to study in educational institutions that implement educational programmes of higher and postgraduate education", the University has developed internal Rules for admission to residency programmes.

Organizational issues of admission are handled by the admission commission of the university. It should be noted the positive practice on the part of the University - posting questions for an interview on the website of the university. In general, the information on admission provided on the website is quite detailed, indicating the dates and the list of necessary documents. Enrollment of persons in the residency is carried out on the basis of the results of the entrance exam in the profile and scored at least 50 points out of a possible 100 points per paid department. Persons who have scored the highest points on the entrance examination are admitted to study on a competitive basis on a state educational order: for a residency – at least 75 points. Selection to the residency is carried out by a commission on the basis of an oral survey on the ticket system, which is a risk factor in terms of objectivity and anti-corruption culture, since it does not exclude face-to-face contact between the examiner and the applicant.

Academic policy, being the fundamental document for the organization of the educational process, determines the criteria and opportunities for transferring residency from other universities, both national and regional and foreign.

4.2 Number of residents

According to the report, the number of residents admitted to the "Pediatrics" programme is growing from year to year. On the one hand, this is due to the increase in state grants, as well as grants from local executive bodies due to the high need for personnel in the regions. At the same time, the dynamics of admissions to the paid department under the "Pediatrics" programme increased from 7 to 54 in 2020-2021, which indicates a conscious choice of the profession of a pediatrician, while the cost of training also increased from 800 thousand to 1 million tenge.

4.3 Resident support and advice

The functions of an academic adviser are performed by supervisors who are assigned to residents in addition to clinical mentors. Other types of counseling, if necessary, are carried out by professional services: a psychologist, a lawyer.

A distinctive feature of the Kazakh-Russian University is high social responsibility. Thus, in accordance with the approved Regulation "On social support for students", approved in 2019, financial support is provided to orphaned students and students without parental care, whose parents have established disabilities of the first and second groups, from large and low-income families.

All information about the university and about service services is presented on the website of KazRosmeduniversity. Residents are also notified of information about service services by corporate mail and in chats.

One of the structural subdivisions of the university, designed to advise residents on employment issues is the Career Center, which is engaged in the employment of graduates, monitoring their careers. As the interview with the head of the Center showed, the university does not provide for any other work on career formation, for example, training in leadership, entrepreneurship, study of the English language for those wishing to enter doctoral studies.

4.4 Representation of residents

The meeting with resident activists showed that students are quite active in the student life of the university, so many of them are members of the University's Student Self-Government.

In accordance with the order of the rector, the composition of the CEP was approved (No. 26-02-15-n/k dated 28.08.2020), which, along with teachers and employers, includes residents. The report states that residents take an active part in the formation of the Mission of the programme, in the rules of admission, in determining the final results of training. At the same time, the results of the interview during the interview and the visit to the clinical base did not find confirmation of their active involvement.

4.5 Working conditions

Visits to clinical bases showed that residents have conditions for theoretical classes: in the department of the Children's Hospital "Aksai" there is a study room equipped with a projector. All residents, using the login and password of the clinical mentor, acquire skills to work on the electronic portal "Damumed". Resident rooms have full access to computer equipment. During night shifts, residents are provided with places of rest. Clinical bases provide, according to residents, minimum means of protection: masks, antiseptics.

The interview with employers, representatives of practical health care verified the data of the report that residents were provided with full access to equipment and work in **various divisions**: X-ray offices, laboratories, reception, etc.

The right to combine training with work (no more than 0.5 hours) in areas of activity close to his future specialty in his free time from study with the consent of the supervisor, the head of the department and the head of the residency department.

Conclusions of the EEC on the criteria. Compliant with 30 standards: fully - 29, partially – 1.

Standard 4: Implemented

Recommendations for improvement identified during the external visit:

- 1) Modify the admission policy to take into account the specific abilities of applicants to improve the effectiveness of training and transparency of the process (clause 4.1.6)
- 2) Include representatives of resident associations in the process of development of the policy of admission and selection of residents (clause 4.1.8.)
- 3) The career center should include in the work plan measures for career development – training, counseling on leadership, research skills, etc. (clause 4.3.6).
- 4) Document the organization and work of the Resident Council, the resident asset (clause 4.4.1)

Standard 5: FACULTY

Evidence of compliance:

5.1 Recruitment and Selection Policy

The development and activities of employees, their promotion in the KRMU is carried out in accordance with the HR policy of the university. The selection and recruitment of employees is carried out on a competitive basis and in accordance with the Regulation on the competitive substitution of positions of faculty and researchers, approved by the order of the rector No. 26-02-44-n/k dated November 27, 2020.

Specialists with a basic education, a medical qualification category and sufficient work experience are involved as clinical mentors. These are both hospital doctors and deputy chief doctors, heads of departments and leading specialists.

Recruitment criteria are open, transparent, fair, consistent with legal requirements and established tenure. The HR Service closely monitors compliance with the qualification requirements.

5.2 Teachers' obligations and development

Functional duties in accordance with the position, rights, duties, responsibilities of the faculty are reflected in the Regulations on structural units, as well as in the Job Descriptions. At the same time members of EEC didn't find differences between requirements to different categories of teaching staff: the head of chair, the associate professor, the assistant, except for length of service and existence of a degree.

The teaching staff of the departments involved in the implementation of the programme 7R01130 – "Pediatrics" make an individual work plan, which is discussed and approved at the departmental meetings of the departments and drawn up in accordance with the annual department plan, strategic development plan.

The management of the university pays attention to the development and professional growth of teaching staff. In addition to the possibility of implementing scientific activities, which are encouraged financially, there are conditions for improving pedagogical skills: the Teacher's School, the Institute of Postgraduate Education, winter and summer schools are successfully operating, which contribute to the formation and development of the competence and potential of teaching staff.

The data of the report, interviews with teachers, heads of the personnel service confirm the existence of moral and material incentives for employees. During the interview, it was revealed that the modules for advanced training are represented by communication skills, distance technologies and, more recently, in testology. When organizing advanced training, there is no difference in the level of knowledge of a skill.

Periodic assessment of teachers' activities is carried out by studying feedback from students, hearing reports on the implementation of work plans, through the system of intradepartmental control, annual certification of teaching staff.

Conclusions of the EEC on the criteria. Compliant with 7 standards: full – 7.

Standard 5: Implemented

Recommendations for improvement identified during the external visit:

- 1) In job descriptions, it is necessary to present more clearly the differentiation of positions according to the criteria for performing scientific work (for example, publication activity, the Hirsch index, etc.) (clause 5.1.1.)
- 2) Expand the list of modules for improving pedagogical skills, taking into account the level of competence of teachers (clause 5.2.2.).

Standard 6: EDUCATIONAL RESOURCES

Evidence of compliance:

6.1 Logistics and equipment

The management of the NEI "KazRosmeduniversity" allocates the necessary funds for the continuous development of the material and technical base: educational, scientific literature, furniture and educational equipment are purchased for the successful implementation of the residency in the specialty "Pediatrics".

In addition to educational facilities in the departments, paediatric residents use a library, computer classes, a training and clinical centre and mobile medical complexes to examine and provide free medical care to socially vulnerable groups, including children.

The test center is equipped with 12 CCTV cameras.

If deficiencies in the provision of material resources are identified, the department submits applications to the Department of Financial Work for the purchase of the necessary equipment.

6.2 Clinical Bases

Access to a sufficient number of patients is provided by the presence of multidisciplinary leading in the pediatric service at the level of Almaty institutions: SPE on REM Polyclinic No. 29, University Clinic, SPE on REM CCH No.2, SPE on REM ARCCH, SPE on REM "Center for Perinatology and SCC", SPE on REM CDNMP, SCVD, Children's City Clinical Infectious Disease Hospital.

According to the report, interviews with residents, employers on clinical bases created conditions for mastering practical skills, residents are not limited in access to equipment, there are places of rest, meals in the case of night duty and taking into account stay in departments from 8 to 17 o'clock.

6.3 Information technology

The university has its own website, which contains almost all information regarding the organization of the educational process from the moment of admission to the moment of final certification and further employment. To apply digital technologies in the teaching process of teaching staff of the departments of pediatrics, he was trained at the School of Teachers on Distance Education Technologies. MOODLE is used as a platform. The university has a well-established electronic document management system. The corporate WI-FI network provides 100% coverage of educational and administrative buildings.

The educational process uses the Platonus information system, integrated with the Republican databases in the field of education.

Library support is provided through the National Database Subscription from Elsevier Scopus and Science Direct, Web of Science from Clarivate Analytics, which combines abstract databases of publications in scientific journals and patents. The Hall of Scientific Literature is specially organized. Residents were granted access to the Russian EBS "IPRBOOKS", to the electronic medical literature database "BookUp". Kazakhstan National Electronic Library - KazNEB is used from the Kazakhstan database.

The library uses the electronic library programme ALLmaibook.

6.4 Clinical Teams

Interviews with residents in focus groups showed that residents carry out health education work, conduct training of nursing staff, which contributes to the development of teaching and leadership skills of future pediatricians. The data from the self-assessment report indicate that residents often

work in multidisciplinary teams when the situation requires it: with laboratory technicians, radiologists, functionalists, physicians, resuscitators, etc. Working in close contact with practical health care during patient supervision, a clinical team approach is formed: a mentor and a resident.

6.5 Medical Research and Advances

Scientific research of the university staff is focused on the problems of "Improving the provision of medical care to residents of rural regions at the level of primary health care with the help of mobile complexes". Resident pediatricians together with mentors-teachers also took part in the work of the MC.

Training and retraining programmes have been developed and introduced for the medical and social services of PHC organizations (medical personnel). A unified educational, scientific and production complex was formed with the formation of the resident's basic research competencies. Involvement of residents in research is carried out through the activities of scientific circles, annually a competition of student scientific works is held, dedicated to the "Day of Science".

6.6 Education expertise

The examination in the field of education in the NEI "KRMU" is carried out along a vertical trajectory: at the level of the department, CEP, the Academic Committee, heads of the department of residency. The following methodological materials are subject to evaluation: Work curriculum for compliance with the State Educational Standard, Educational Programme, Syllabus, Catalog of elective disciplines, control and measuring instruments. Based on the results of the examination, the weaknesses are analyzed in order to further improve the implementation of the programme. It is worth noting as a good practice benchmarking in the field of higher postgraduate, postgraduate medical education, detailed in the Strategic Development Plan of the university.

The NEI "KazRosmeduniversity" contributes to the development of the interests of employees in conducting research in education through the training of teaching staff, the participation of teaching staff in various conferences and seminars on medical education.

6.7 Training in other institutions

Teachers of the Department of Childhood Illnesses have the opportunity to exchange experience with domestic colleagues from other universities of the Republic (Ph.D. Suleimenova I.E. NAO Mua, associate professor Abdrakhmanova G.E. of NJSC "Asfendiyarov KazNMU", Doctor of Medical Sciences Nugmanov a.m. NJSC "Asfendiyarov KazNMU")

The academic mobility of students is still unsatisfactory. Despite the implementation of the programme since 2014, the data of the report show that in 2022-2023 academic mobility of residents in the specialty "Pediatrics" is planned for the 2nd year of study.

Conclusions of the EEC on the criteria. Compliant with 21 standards: fully -20, partially - 1.

Standard 6: Implemented

Recommendations for improvement identified during the external visit:

- 1) Expand access to Up to Date and Cochrane Library evidence bases (6.1.1.)
- 2) Motivate faculty and residents to perform research work (R&D) (6.5.1, 6.5.4, 6.6.3, 6.7.1)
- 3) Improve financing mechanisms for the development of academic mobility of residents and teaching staff (6.7.1, 6.7.3., 6.7.4., 8.3.3.).

Standard 7: PROGRAMME EVALUATION

Evidence of compliance:

7.1 Monitoring and evaluation mechanisms

Monitoring and evaluation of EP is carried out at the level of departments, the department of residency, the specialized CEP of postgraduate education, the Academic Council, the Career Center, which maintains communication with employers. Main types of monitoring:

- the availability of educational process resources (clinical bases, educational literature, classroom fund, equipment, teaching staff: teachers, clinical mentors, supervisors);
- compliance of curricula with the requirements of state standards of education;
- feedback from stakeholders on the quality of the EP content;
- student performance.

The results of monitoring are heard at meetings of collegial bodies: the CEP, the Academic Council, the Academic Committee.

Decisions of collegial bodies are published on the university's website. The results of the discussion of the EP for the CEP are communicated to the faculty of the University.

7.2 Feedback from teachers and residents

The report indicates and confirms during the interview with employers that practitioners of health care are involved in discussing the expected learning outcomes; in assessing the learning achievements of students, educational trajectories.

A survey is conducted among faculty and residents on satisfaction with working and training conditions.

For feedback with teachers and residents, the Rector's blog, a reception on personal issues, as well as regular meetings with the management of the university are used.

7.3 Results of Residents and Graduates

The Career Center regularly conducts a feedback study on the topic: "Satisfaction of employers with graduates of the NEI "KazRosmeduniversity". According to the results of the reverse analysis of nonconformities, the causes of the nonconformities are determined, the need for corrective measures is assessed,

7.4 Stakeholder Engagement

According to the report, the stakeholders are the Ministry of Health, employers, professional associations, and non-governmental organizations. At each certain level, their work is carried out: coordination of competencies within the framework of the SCES, discussion of the results of the independent examination, examination of the test material and ways to improve it, a list of disciplines in the Catalogue of Elective Disciplines.

7.5 Procedure for Approval of Educational Programmes

The NEI "KazRosmeduniversity" prefers to conclude contracts with certified clinics for the successful implementation of residency programmes. The educational programme of the "Pediatrics" Residence underwent an examination and approval procedure both at the university level within the framework of the work of the CEP and the Academic Committee, and at the level of an external independent assessment with inclusion in the Register of educational programmes of the Ministry of Education and Science.

Conclusions of the EEC on the criteria. Compliant with 15 standards: fully – 15.

Standard 7: Implemented

Recommendations for improvement identified during the external visit:

Standard 8: GOVERNANCE AND ADMINISTRATION

Evidence of compliance:

8.1 Control

The NEI "KazRosmedunivreshet" implements its management decisions in accordance with the normative and legal acts of the Republic of Kazakhstan, as well as the internal rules for the organization of the educational process in the residency. Requirements for admission, planning the number of students, the ratio of teaching staff to the number of residents, the evaluation scale, etc. are observed.

The management of the university is open to changes, ready to discuss initiatives in the field of academic management, which was confirmed by a meeting with the management at the level of the rector and vice-rectors.

The website of the university provides information on the educational programmes of the residency: information for admissions, schedule of classes, academic calendar, etc. <https://krmu.edu.kz/akademicheskij-kalendar-2/>

8.2 Academic Leadership

Management of postgraduate level of residency educational programmes is carried out in accordance with the organizational structure of the NEI "KazRosmeduniversity". There are Regulations on structural divisions and job descriptions, which specify responsibilities, functional responsibilities. The leaders of the management of the educational process are not only in their positions, but also members of advisory bodies - the Committee of educational programmes, the Academic Council. The Academic Council organizes and considers the introduction of various forms of methodological work aimed at improving the educational process.

8.3 Training budget and resource allocation

The budget of KazRosmeduniversity is formed from two sources: the republican budget (state order for training of personnel of higher and postgraduate education, advanced training of medical workers, development of scientific research, transfers) and provision of paid educational services.

Manages the distribution of the budget directly by the first head, the direct executors of financial issues are the director of the department of financial work and the chief accountant.

As evidenced by the oral responses of the participants of the focus group of teachers for the material support of the educational process, the departments submit applications, the distribution of resources depends on the previous level of provision.

The management has identified human resources as its main resource, while the administration of the university, as both managers and teaching staff indicate, allocates enough funding for the development of human resources.

8.4 Administration and Management

The administrative and teaching staff is formed from the standards of the ratio of the contingent to these categories. There is a quality management system department in the NEI, a quality assurance policy, the Strategic Development Plan of the NEI KazRosmeduniversity and the University Mission have been developed and communicated to the interested parties.

Residency programmes are administered by a team headed by leaders: vice-rector for academic work and vice-rector for scientific and clinical work. Ensuring the quality of the educational process in the residency is determined by the fulfillment of the mandatory requirements of the SCES 2017.2020; the creation of a system for monitoring the effectiveness of the teaching staff and the implementation of the IEP of the resident.

8.5 Requirements and regulations

The NEI "Kazakh-Russian Medical University" strictly complies with the requirements of legislative and programme documents of the Ministry of Education and Science and the Ministry of Health of the Republic of Kazakhstan, including on the organization of the educational process in the residency .

Conclusions of the EEC on the criteria. Compliant with 15 standards: fully – 15.

Standard 8: Implemented

Recommendations for improvement identified during the external visit:

Standard 9: CONTINUOUS RENEWAL

Evidence of compliance:

During the work of the EEC, during interviews with members of the CEP, with teachers of departments implementing the residency programme 7R01130 – "Pediatrics", the data of the report was verified that the programmes are regularly evaluated: context, resources, performance indicators, consumer satisfaction, etc., updated with the participation of a wide range of stakeholders.

To study the opinion of external and internal stakeholders, a regular questionnaire is conducted, and a resident council is in place.

The results of the independent examination of graduates, as well as interim assessments of residents, are a tool for analyzing the success of the programme and contribute to managerial decisions.

The practice of benchmarking introduced at the university allows us to identify areas for further improvement and promotion of programmes.

Conclusions of the EEC on the criteria. Compliant with 4 standards: fully - 4.

Standard 9: Implemented

Recommendations for improvement identified during the external visit:

6. Recommendations for improving the educational programme 7R01130 – "Pediatrics" NEI "Kazakh-Russian Medical University"

1. In the formulation of the mission of the EP, to provide for the specifics of the preparation of residents and taking into account proposals from stakeholders (paragraphs 1.1.1., 1.4.1.).
2. To provide an alternative choice with an expansion of the list of elective disciplines based on the opinions of residents and employers (clause 2.1.7.)
3. Introduce into the educational programme "Pediatrics" the elements on the scientific foundations and methodology of medical research and clinical epidemiology (2.2.1)
4. Introduce a psychometric analysis of test tasks based on the relevant software (for example, the Iteiman programme) (clause 3.1.6.).
5. Include a module on teaching methods and assessment methods in the advanced training of teaching staff (3.2.2)
6. Revise the assessment methods and use the assessment sheets corresponding to the specialty profile (3.2.2.)
7. Conduct additional training on training domains and assessment methods, their compliance with teaching methods (3.2.2.).
8. Modify the residency admission policy taking into account the specific abilities of applicants to improve the effectiveness of training and transparency of the process (4.1.6) Include representatives of resident associations in the process of development of the policy of admission and selection of residents (clause 4.1.8.)
9. The career center should include in the work plan measures for career development – training, counseling on leadership, research skills, etc. (clause 4.3.6). (4.3.6).
10. Document the organization and work of the Resident Council, the resident asset (clause 4.4.1)
11. In job descriptions, it is necessary to present more clearly the differentiation of positions according to the criteria for performing scientific work (for example, publication activity, the Hirsch index, etc.) (clause 5.1.1.) (5.1.1.)
12. Expand the list of modules for improving pedagogical skills, taking into account the level of competence of teachers (clause 5.2.2.).
13. Expand access to Up to Date and Cochrane Library evidence bases (6.1.1.)
14. Motivate faculty and residents to perform research work (R&D) (6.5.1, 6.5.4, 6.6.3, 6.7.1)
15. Improve financing mechanisms for the development of academic mobility of residents and teaching staff (6.7.1, 6.7.3., 6.7.4., 8.3.3.).

7. Recommendation to the ECAQA Accreditation Council

Members of the EEC established the compliance of the educational programme 7R01130 – "Pediatrics" with the Accreditation Standards and came to a unanimous opinion to recommend to the ECAQA Accreditation Council to accredit this programme for a period of 5 years.

Chairperson	Turgunov Yermek Meiramovich
Foreign Expert	Ruslan Abdullaevich NasYROV
Foreign Expert	Tatyana Vasilyevna Pozdeeva
Kazakh Academic Expert	Zhumalina Akmaral Kanashevna
Kazakh Academic Expert	Ermukhanova Lyudmila Sergeevna
Kazakh Academic Expert	Akhmetova Almira Kalikapasovna
Kazakh Academic Expert	Kudabaeva Khatima Ilyasovna
Kazakh Academic Expert	Sadieva Zhanar Zamankhanovna
Kazakh Academic Expert	Zhunusova Aigul Bitimbayevna
Kazakh Academic Expert	Tuleutaeva Raykhan Esenzhanovna
Kazakh Academic Expert	Tezekbaev Kanat Mardenovich
Kazakh Academic Expert	Rakhmanov Eltai Utemuratovich
Employers' representative	Zhazira Dzhumabekovna Moldabaeva
Resident Representative	Ermekbai Abay Amanzholuly

Observer for ECAQA M.A. Umarova

















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

Standard	Evaluation Criteria	Number of standards	Estimation		
			Fully compliant	Partially compliant	Not compliant
1	MISSION AND END OUTCOMES	17	17		
2	EDUCATIONAL PROGRAMME	30	30		
3	ASSESSMENT OF STUDENTS	11	11		
4	STUDENTS	30	29	1	
5	FACULTY	7	7		
6	EDUCATIONAL RESOURCES	21	20	1	
7	PROGRAMME EVALUATION	15	15		
8	GOVERNANCE AND ADMINISTRATION	15	15		
9	CONTINUOUS RENEWAL	4	4		
	Subtotal:	150	148	2	
			150		

The list of documents studied by the members of the EEC as part of the accreditation of the educational programme 7R01130 – "Pediatrics"

№	Name of the document	Identification number	Date of approval
1	2	3	4
1	Personnel policy	R-01-23-01	25.12.2020
2	Regulations on social support for students	P-03-21-06	21.06.2019
3	Regulations on the Commission for ensuring the academic quality of the educational programme	PL-03-36-08	26.08.2021
4	Regulation on the Test Committee	RB-03-18-04	28.10.2021
5	Rules for admission to the residency	PR-03-11-05	24.07.2020
6	Regulations on on-site training in internship and residency	PL-03-11-07	29.08.2019
7	Teacher Honor Code		12.12.2017
8	Regulations on the Organization of Training with the Use of Distance Education Technologies	PL-03-37-05	29.08.2019
9	Regulation on the Board of Curators	PL-03-21-08	18.11.2019
10	Regulation on the assessment of students' knowledge	PL-03-35-10	29.08.2019
11	Regulations on the current monitoring of academic performance, interim and final certification of students	PL-03-35-11	29.08.2019
12	Rules for Granting Academic Leave to Students	PR-03-35-12	29.08.2019
13	Code of Academic Integrity	K-03-36-05	27.04.2019
14	Rules of Internal Regulations for Students	PR-03-36-08	29.08.2019
15	Regulations on the Committee for Educational Programmes	PL-03-17-06	29.08.2019
16	Rules for using the "Anti-plagiarism. University" system	PR-03-17-10	29.08.2019
17	Regulation on the processing, protection and storage of personal data of employees and students	PL-03-23-06	17.06.2019
18	Clinical Instructor Statement	PL-03-11-08	17.06.2019
19	Academic Policy	R-01-17-14	27.08.2021