

To the Accreditation Council
of the Eurasian Center for Accreditation
and Quality Assurance
in Education and Healthcare
February 5, 2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT OF THE
EDUCATIONAL PROGRAMME
IN SPECIALTY 7R01135 "ONCOLOGY ADULT"
OF LLP KAZAKHSTAN MEDICAL UNIVERSITY "HSPH"
FOR COMPLIANCE WITH ACCREDITATION STANDARDS FOR
POSTGRADUATE EDUCATION PROGRAMMES (RESIDENCY
SPECIALTIES) OF MEDICAL EDUCATIONAL ORGANIZATIONS**

external expert assessment period: January 21-23, 2025

Almaty, 2025

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare
EEC	External Expert Commission
WFME	World Federation for Medical Education
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
LLP	Limited Liability Partnership
KMU	Kazakhstan Medical University
HSPH	Higher School of Public Healthcare
NCIE	National Center for Independent Examination
RLA	Regulatory and legal acts
TS	Teaching staff
EP	Educational programme
DR	Residency Department
DSC	Science and Consulting Department
JSC	Joint Stock Company
SUE on REM	State-owned utility enterprise based on the right of economic management
SCP and PS	Scientific Center for Pediatrics and Pediatric Surgery
CP and PCS	Center for Perinatology and Pediatric Cardiac Surgery
CME	Control and Measuring Equipment
CED	Catalog of Elective Disciplines
QMS	Management and Quality System
PDR	Postgraduate doctor Research
FSC	Final State Certification
AMP	Administrative and Management Personnel
CAPS	Research Work
STP	Scientific and technical programme
PTF	Programme-targeted funding
TM	Teaching materials

1. Composition of the External Expert Commission

In accordance with ECAQA under Order No.01 dated January 9, 2025, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment of residency educational programmes, including the programme in specialty 7R01135- "Oncology adult", from January 21-23, 2025. The following members will be included:

No.	Status on the EEC	Full name	Academic degree/title, position, place of work/place of study, year, specialty
1	Chairperson	Kudabayeva Khatimya Ilyasovna	Associate Professor, Candidate of Medical Sciences, Professor of the Department of Internal Diseases No.1 of NJSC "West Kazakhstan Medical University named after M. Ospanov"
2	International Expert	Sheppley Yelena Vladimirovna	MBA, Lecturer of Department of Modern Healthcare Management Technologies of Private Educational Institution of Additional Professional Education "Academy of Medical Education named after I. F. Inozemtsev". Expert at the Federal State Budgetary Institution "National Institute of Quality" of Federal Service for Supervision of Healthcare in the project on the implementation of practical recommendations of Federal Service for Supervision of Healthcare. Deputy Director General of the Self-Regulatory Organization "Association of Private Clinics of St. Petersburg"
3	Academic Expert	Zhumalina Akmaral Kanashevna	Doctor of Medical Sciences, Professor, Head of the Department of Pediatric Diseases with Neonatology of the NJSC "West Kazakhstan Medical University named after M. Ospanov"
4	Academic Expert	Bozhbanbayeva Nishankul Seitbekovna	Doctor of Medical Sciences, Head of the Department of Neonatology of NJSC "Kazakh National Medical University named after S. Asfendiyarov"
5	Academic Expert	Bagiyarova Fatima Arystanovna	Candidate of Medical Sciences, Professor of the Department of Communication Skills of NJSC "Kazakh National Medical University named after S. Asfendiyarov"
6	Academic Expert	Akhmetova Almira Kalikapassovna	Candidate of Medical Sciences, Associate Professor, Acting Professor of the Department of Infectious Diseases, Dermatovenereology and Immunology of the NJSC "Semey Medical University"
7	Academic Expert	Karibayeva Dina Orynassarovna	Candidate of Medical Sciences, Associate Professor of the Department of General Medical Practice of NEI "Kazakh-Russian Medical University"
8	Academic Expert	Zhakenova Saira Sakhpkereyevna	Candidate of Medical Sciences, Senior Lecturer of the Otolaryngology Course of NEI "Kazakh-Russian Medical University"

9	Academic Expert	Kabildina Nailya Amirbekovna	Candidate of Medical Sciences, Professor, Oncosurgeon, Head of the Department of Oncology and Radiation Diagnostics of NJSC "Karaganda Medical University"
10	Academic Expert	Zhanaspayeva Galiya Amangaliyevna	Candidate of Medical Sciences, Head of the Rehabilitation Unit of RSE on the right of Economic Management "National Scientific Center of Traumatology and Orthopedics named after Academician N.D. Batpenov" of the Ministry of Healthcare of the Republic of Kazakhstan, doctor of physical medicine and rehabilitation of the highest category
11	Employer Expert	Kunayeva Gulbanu Dzhanabayevna	Deputy Director for Strategic Development of the Central City Clinical Hospital of Almaty
12	Student Expert	Bekenova Asemkul Berikovna	Second-year postgraduate doctor in the specialty "Radiology" of the Kazakh National University named after Al-Farabi
13	ECAQA Observer	Umarova Makpal Aldibekovna	Head of the Accreditation and Monitoring Department of NI "Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare"

The EEC report includes a description of the results and conclusions of the external assessment of the "Oncology adult" educational programme for compliance with the Accreditation Standards for postgraduate education programmes (residency specialties) of medical educational organizations and its conclusions (hereinafter referred to as the Accreditation Standards), EEC recommendations for further improvement of the approaches and conditions for implementing the aforementioned educational programme and recommendations for accreditation for the ECAQA Accreditation Council.

2. General part of the final report

2.1 Presentation of the residency educational programme in specialty 7R01135-"Oncology adult"

Organization name, legal form of ownership, BIN	LLP "Kazakhstan Medical University "HSPH" BIN 011 240 001 712
Governing body	Rector
Full name of the first director	Auyezova Ardak Mukhanbetzhanovna Rector, PhD.
Date of establishment	July 21, 1997
Location and contact information	Republic of Kazakhstan, Almaty, 19A Utepov Street.
State license for educational activities in residency (date, number)	License for educational activities No.KZ18LAA00006861 dated April 21, 2016 Annex to the educational license – Postgraduate Education (7R011 – Healthcare), issue date – December 26, 2023
Year of commencement of the accredited educational programme (EP)	Start year – 2024 Total number of graduates since the implementation of the residency programmes – none.
Duration of study	from 2 to 3 years
Number of postgraduate doctors in the current academic year	39

Quality indicators in the residency	Number of postgraduate doctors in programmes "_39_" expelled over a period of 5 years - _0___, including for poor performance - _0_ people.
Full-time teachers/part-time workers involved in the implementation of the EP, incl. % of academic degree holders rate	Total number of teachers - 112, including full-time - 42, part-time - 70 teachers-supervisors (clinical). Academic degree holder rate, % - 81% Categories: 100%
Website	https://ksph.edu.kz/

2.2 Information about previous accreditation

The residency educational programme for specialty 7R01135 – “Oncology adult” has not yet been accredited.

2.3 Brief description of the analysis results of the self-assessment report of the residency educational programme in the specialty 7R01135 "Oncology adult" and conclusions on completion

The self-assessment report for the residency educational programme in specialty 7R01135-“Oncology adult” is presented on 155 pages of the main text, 10 annexes and copies or electronic versions of 15 documents located at <https://drive.google.com/drive/folders/1P1kuKjUSMDrBjWguu8rNIIHsEZnXCbbs>

The report is characterized by completeness of responses to all 9 main accreditation standards and criteria, structured in accordance with the recommendations of the Guidelines for conducting self-assessment of educational programme provided to the educational organization by the accreditation center – ECAQA as well as the internal unity of information. The report is accompanied by a cover letter signed by Rector A.M. Auyezova, which confirms the accuracy of the quantitative information and data included in the self-assessment report.

The report contains a list of 23 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting the self-assessment of the educational programme - Abirova Akmaral Adilkhanovna - Director of the Residency Department.

The self-assessment of educational programme 7R01135 "Oncology adult" was conducted based on Order No.139 of September 23, 2024, "On the creation of a working group."

All standards provide the University's actual practice of training postgraduate doctors in the specialty 7R01135 – "Oncology adult" taking into account the start of student admission in the 2025-2026 academic year, substantiated data, examples of the implementation of educational programme objectives, national and international events and methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated in terms of the number of postgraduate doctors, faculty and administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, the University's physical facilities and clinical settings, contractual obligations with partners (universities, associations and settings), financial information and development and improvement plans.

The report was submitted to the ECAQA in its final form, with data adjusted according to the above recommendations. It is written in a competent language and the wording for each standard is clear and understandable, described in accordance with the criteria of the standards, tables contain links in the text and has continuous numbering.

3. Description of the external expert assessment

The external expert work within the framework of the assessment of the educational programme 7R01135 “Oncology adult” was organized in accordance with the Guidelines for conducting external assessment of educational organizations and educational programmes of ECAQA. Dates of the visit to

organization: January 21–23, 2025. The sequence of the visit over 3 days is presented in detail in Annex 3 to this report.

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

- conversation with management and administrative staff – 13 people;
- interviews with postgraduate doctors – 38 people, including foreign ones (*none*);
- website review <https://ksph.edu.kz/> ;
- interviews with 25 employees, 29 faculty members and 10 supervisors;
- surveys of faculty and postgraduate doctors of various specialties – 37 and 37, respectively;
- review of resources in the context of meeting accreditation standards: 1 practice/clinical training site was visited, including AOC “Almaty Oncology Dispensary”, where training is planned with the participation of 1 full-time/part-time faculty member;
- review of 29 educational and methodological documents both before the organization visit and during the division visit (the list of documents reviewed is in **Annex 2**).

The staff of the accredited organization ensured the presence of all persons specified in the visit programme and in the lists of interview and conversations sites (Table 1).

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

No.	Position	Quantity
1	Vice-Rector for Academic and Research Activities	1
2	Vice-Rector for Clinical Activities	1
3	Commercial Director	1
4	Department of Science and Consulting, Director	1
5	Scientific Council, Secretary	1
6	Residency Department, Director	1
7	Residency Department, Deputy Director	1
8	Educational and Clinical Center, Specialist	1
9	Department of International Activities, Acting Director	1
10	Department of Methodology and Quality of Educational Programmes, Director	1
11	Department of Strategic Development, QMS, Acting Director	1
12	HR Department, HR Specialist	1
13	Department of Digitalization and Technical Support, Director	1
14	Library, Librarian	1
15	Department of Continuing Professional Education, Director	1
16	Academic Board, Secretary	1
17	Department of Economics and Finance, Chief Accountant	1
22	Head of the Department of Surgery with courses in neurosurgery, urology and cardiovascular surgery (<i>oncology training is planned for this department</i>)	1
23	Professor of the Department of Surgery with courses in neurosurgery, urology and cardiovascular surgery	1
24	Associate Professor of the Department of Surgery with courses in neurosurgery, urology and cardiovascular surgery	1
25	Lecturer of the Department of Surgery with courses in neurosurgery, urology and cardiovascular surgery	1
44	President of the Association of Clinics of Almaty	1
45	Director of the JSC “Scientific Center of Pediatrics and Pediatric Surgery”	1
46	Director of the State-owned utility Enterprise based on the Right of Economic Management "Emergency Hospital"	1

47	Director of the State-owned utility Enterprise based on the Right of Economic Management "Children's Emergency Medical Care Center"	1
48	General Director of "Keruen Medicus" Medical Center	1
49	Director of the State-owned utility Enterprise based on the Right of Economic Management "Almaty Oncology Center"	1

On the last day of the visit to organization, a meeting of the EEC members was held to discuss the external assessment. The final discussion of the results of the external assessment of the educational programme, the study of documents, the results of the conversation, interviews and questionnaires was held. The EEC members began drafting the final report of the EEC. The results of the external assessment were summarized. The experts individually filled out the "Quality Profile and Criteria for External Assessment of the Educational Programme 7R01135 "Oncology adult" for compliance with the ECAQA Accreditation Standards." The EEC members did not make any comments. The recommendations for improving the educational programme were discussed and the chairperson, Kudabayeva Khatima Ilyassovna, held a final open vote on the recommendations for the ECAQA Accreditation Council.

Comfortable conditions were created for the work of the EEC, access to all necessary information and material resources was organized. The Commission notes the high level of the University's corporate culture, the high degree of openness of the team in providing information to the EEC members.

In a survey of postgraduate doctors, 97.3% rated the work of the External Expert Commission for Accreditation as positive, while 2.7% rated it as satisfactory. The majority of respondents (86.49%) believe that educational organizations or educational programmes should be accredited.

According to 83.78% of faculty, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of the accredited educational organization's activities.

At the end of the visit programme, the chairperson of the EEC announced recommendations for the management and employees of the educational organization based on the results of the external assessment as part of the specialized accreditation.

4. Analysis of compliance with accreditation standards based on the external assessment of the residency educational programme in specialty 7R01135 "Oncology adult"

Standard 1: MISSION AND INTENDED OUTCOMES

1.1 Stating the mission

During the implementation of the programme's activities, namely, through conversations with the organization's first head, members of the advisory body, the Educational and Methodological Council, the Academic Council, interviews with postgraduate doctors and faculty, compliance with the criteria of *Standard 1* was established. All participants in the educational process are aware of the educational programme's mission and participated in formulating proposals for its formulation. The mission has been communicated to potential postgraduate doctors through the website, social media and informational letters to medical organizations. The organization's strategic plan for 2020-2025 was reviewed (approved at the meeting of the Academic Board of the Kazakhstan Medical University "HSPH", Minutes No.1 dated February 27, 2020). It includes areas such as training competitive healthcare professionals in in-demand specialties and specializations, improving the quality of educational programmes, agreed upon by senior management and University staff directly involved in their development, in key areas of activity and developing the University as an integrated medical center operating on the basis of the trinity of education, science and practice. This confirms compliance with accreditation standards and demonstrates the goals, objectives and prospects of the organization. Interviews with postgraduate doctors revealed that before classes begin, faculty inform them about the EP's mission and the KMU "HSPH"'s work plans and also provide sources for obtaining necessary information about the educational programme, faculty and training facilities.

During their visits to the educational organizations' divisions, experts noted the organization's strengths in relation to the accredited educational programme, including: the university's historical reputation, the high academic degree holders rate of its teaching staff, an open dissertation council and an extensive clinical setting. KMU "HSPH" graduates serve as clinical settings' directors.

HSPH has divisions directly related to the "Oncology adult" educational programme, which can be considered a best practice in education, namely, Almaty Oncology Dispensary clinical setting. This conclusion was reached because, during a visit to this setting, it was noted that all the practical resources for implementing the educational programme were available.

The documentation review demonstrates that the organization's mission and the mission of the "Oncology adult" educational programme, as well as the educational process, are structured in accordance with the State Compulsory Educational Standard and current regulatory legal acts (RLA) in postgraduate education and healthcare. Specifically, the mission of the educational programme for specialty 7R01135 "Oncology adult" is aimed at realizing the mission of KMU "HSPH" by preparing highly qualified, competitive (adult) oncologists capable of quickly and appropriately responding to healthcare challenges, using advanced innovative technologies, navigating complex clinical situations and focusing on improving public health through high-quality education, applied science and practice. At the same time, during meetings with management, administration, faculty and postgraduate doctors, the experts identified a number of issues, including an insufficient number of full-time staff.

The University trains postgraduate doctors at the following clinical settings and units: Almaty Oncology Dispensary which includes a surgical unit, chemotherapy unit, radiation therapy unit and outpatient clinic, where it provides a patient-centered approach through the integration of theoretical and practical components. The University prioritizes patient safety and autonomy by providing high-quality services.

Experts have determined that postgraduate doctors have appropriate working conditions to support their own health, as the educational organization has ensured all necessary working conditions for high-quality education taking into account postgraduate doctors' needs, including health-related ones. The space, temperature, lighting and equipment in postgraduate doctors' classrooms comply with sanitary regulations. Postgraduate doctors also have access to independent work, supervision by faculty (supervisors), rest during breaks and first aid. At the department's clinical settings, postgraduate doctors have access to hot meals, leisure time and access to relevant educational and scientific literature.

Basic competencies for postgraduate doctors in the accredited specialty, such as developing knowledge and skills in conducting clinical examinations, laboratory and instrumental studies, differential diagnosis and selecting effective treatment for patients, as well as specialized competencies, including mastering practical skills in oncology, enable the educational organization to apply innovative learning forms. This will enable postgraduate doctors to develop professional qualities and achieve the intended outcomes stated in the educational programme's mission, in accordance with national and international requirements and the needs of the healthcare sector.

The educational organization encourages postgraduate doctors to participate in research in their chosen specialty through grant projects and ensures their participation in academic events such as scientific and practical conferences and clinical conferences.

During their visit to KMU "HSPH," experts determined that the basic criteria for the Accreditation Standard are met: the programme has a mission and strategic goals, stakeholders (staff, faculty and postgraduate doctors' staff) are involved in mission's development, postgraduate doctors are informed of their intended outcomes from the first day of classes and are provided with resources and a practice-oriented educational programme.

1.2 Professionalism and professional autonomy

Experts determined that developing professionalism includes theoretical knowledge, strong practical skills and work with scientific literature. The educational organization promotes postgraduate doctors' professional autonomy by granting them academic freedom. The adopted document "Rules for the development of educational programmes of KMU "HSPH" (link: [Rules for the development of](#)

[educational programmes of LLP KMU "HSPH"\)](#) provides freedom in developing the educational programme, which is achieved through the university component and elective disciplines.

The experts determined that the educational organization fully exercises autonomy in selecting postgraduate doctors for the accredited specialty "Oncology adult", developing the educational programme and determining approaches to postgraduate doctor assessment. The KMU "HSPH" has autonomy in determining the content and format of the entrance examination for the specialty and selecting members of the examination and appeals committee, while adhering to the requirements for the number of examiners and compliance with the residency specialty profile. This is regulated by the internal document "Rules for admission to residency" (link: [Rules for Admission to Residency](#)), which defines the residency admission procedure.

Responsible staff members presented the experts with a document outlining the requirements for residency programme faculty (link: [Academic Policy of LLP KMU "HSPH"](#)). Postgraduate doctor employment is currently not regulated.

To verify *Standard 1* a meeting was held with the organization's heads: Vice-Rector for Academic and Research Activities, Doctor of Medical Sciences, Professor M.A. Kamaliyev and Vice-Rector for Clinical Activities, Doctor of Medical Sciences, Professor A.T. Dzhumabekov. During the conversation, the experts asked the following questions: what is the vision for the educational programme (EP) in the context of the scientific component? What is the EP's resource provision? Does the missions of the university and EP 7R01135 "Oncology adult" meet the needs of practical healthcare in the region? The answers confirmed that LLP Kazakhstan Medical University "HSPH" has created the necessary conditions for the implementation of EP 7R01103 "Oncology adult". Vice-Rector A.T. Dzhumabekov confirmed that, based on the principle of the triune unity of education, science and clinical care, oncology postgraduate doctors, taking into account a patient-centered approach, will be trained professionally under the guidance of clinical supervisors in third-level maternity hospitals in Almaty, where all the necessary conditions for the educational process are available.

Postgraduate doctors' academic freedom is reflected in their choice of elective disciplines. The educational organization ensures that proposals for updating the educational programme are made through mechanisms such as roundtable discussions with employers. This is the basis for an annual update of the catalog of elective disciplines, as outlined in the document "Academic Policy" of LLP KMU "HSPH" (approved on August 29, 2024).

In a survey of 37 postgraduate doctors (on the resource <https://webanketa.com/>), several of the 22 questions were devoted to the quality of the educational process and the educational programme. It was found that 97.3% of postgraduate doctors would recommend studying at this educational organization to their acquaintances, friends and relatives. And 94.59% of respondents believe that the educational programme heads and faculty are aware of students' learning needs. 100% of postgraduate doctors answered affirmatively to the question, "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?"

The 37 teachers surveyed (21 survey questions) also responded that 94.59% were satisfied with the work and workplace organization at this educational institution and 2.7% partially agreed with this statement. The experts determined that the organization has a healthy environment, as the head is readily accessible to both postgraduate doctors and staff and responds promptly to requests and suggestions. In the survey, 89.19% of teachers were satisfied with the organization's environment and 8.11% were partially satisfied. According to 89.19%, the educational institution provides teachers with the opportunity to develop as professionals in their field. For your information, a total of 37 respondents (out of a total of 42 staff members) responded. Of these, 10.81% had up to 5 years of teaching experience, 13.51% had up to 10 years and 75.68% had over 10 years of teaching experience.

1.3 Intended learning outcomes

The intended learning outcomes are defined and included in educational programme document 7R01135 "Oncology adult" which was developed and approved by the Educational and

Methodological Council and the Academic Board. The programme was discussed at a meeting of the Department of Surgical Diseases of the KMU "HSPH" and at meetings of collegial bodies, which include representatives of practical healthcare, the Employers' Council and the Educational and Methodological Council ([Minutes of the Educational and Methodological Council Meeting dated April 20, 2023](#)) and approved at a meeting of the Academic Board ([Minutes of the Academic Board Meeting dated April 27, 2023](#)). Stakeholders are informed about the intended learning outcomes for postgraduate doctors in the specialty 7R01135 "Oncology adult" by publishing them on the university's official website <https://ksph.edu.kz/>. Experts confirmed that postgraduate doctors' professional behavior and communication skills are developed through study and adherence to the Code of Honor of Medical and Pharmaceutical Workers, developed and approved by the Ministry of Healthcare of the Republic of Kazakhstan in accordance with paragraphs 1 and 2 of Article 274 of the Code of the Republic of Kazakhstan "On Public Health and the Healthcare System" dated July 7, 2020.

Faculty and postgraduate doctors are informed of the Code of Ethics. The Code of Ethics can be found in the Academic Policy of KMU "HSPH." The Code of Honor for students and faculty of KMU "HSPH." When determining intended learning outcomes, the Residency Department staff considered previous undergraduate and internship learning outcomes, as well as the goals and objectives of subsequent continuous professional development in the chosen specialty. The educational organization provides training in additional and non-formal education (continuing professional development), including programmes in the specialty of the accredited educational programme. For example, programmes on Palliative Oncology, lasting 120 hours, have been developed and implemented.

Faculty respondents responded that 40.54% were fully satisfied with the level of postgraduate doctors' prior training, while 51.35% were partially satisfied.

Experts established a clear continuity between the intended prior learning outcomes of postgraduate doctors (prerequisites) and residency training, as well as subsequent continuing professional development programmes. The organization has developed 2 continuing education programmes, including one for the specialty of "Neonatology". Postgraduate doctors are informed about these.

83.78% of faculty respondents believe that students at this educational institution possess a high level of knowledge and practical skills after completing the learning programme and 13.51% partially agree.

1.4 Participation in the formulating mission and intended outcomes

At KMU "HSPH," all stakeholders (university staff, residency graduates, healthcare and education authorities, healthcare organizations, employers, professional medical associations and the public) participate in the development of the mission and intended learning outcomes, taking into account their suggestions.

The mission and intended learning outcomes of the residency EP in specialty 7R01135 "Oncology adult" are formulated based on the Standard for the organization of oncology care in the Republic of Kazakhstan.

All stakeholders (university staff, residency graduates, employers and professional medical associations) participated in developing the goals and objectives of the educational programme, as confirmed by the document Regulations: Educational Programme: development and update, approved by the Rector on August 29, 2024. Since the EP is focused on employer expectations and labor market needs, the EP's elements and the catalog of elective disciplines (CED) are coordinated with employers. Employers and members of professional associations are involved in reviewing the EP and discussing its results at meetings of the quality assurance committee for EP.

Suggestions included strengthening postgraduate doctor intended learning outcomes in clinical skills, knowledge of legal aspects, ability to work with an information system and the development of communication skills. When updated regulatory-legal acts and orders in education and healthcare are issued, the developers of the educational programme take into account suggestions from the Council of Employers and postgraduate doctors and make appropriate changes. For example, based on suggestions from employers, the following elective disciplines were included in the EP: "Endoscopic

Diagnostics in Oncology." However, during discussions with postgraduate doctors and employers, experts did not receive a clear answer to the question, "Are you involved in formulating the mission and goals of the organization and the educational programme?" and "What is the personal contribution of postgraduate doctors to improving the educational programme?" Postgraduate doctors responded to these questions by providing suggestions for the elective course "Endoscopic Diagnostics in Oncology," while employers responded that the intended learning outcomes should be strengthening communication skills. Postgraduate doctors' psycho-emotional status is excellent and they are satisfied with the clinical settings and supervisors.

Conclusions of the EEC by criteria. Compliance with 14 standards (including 9 basic and 5 improvement standards): 14 - fully, 0 - partially, 0 - not compliant.

Standard 2: EDUCATIONAL PROGRAMME

2.1 Framework parameters of the postgraduate medical education programme

The educational programme for specialty 7R01135 "Oncology adult, pediatric" is compiled in accordance with the State Compulsory Educational Standards and the Standard Curriculum of the Ministry of Healthcare of the Republic of Kazakhstan. All procedures for approving educational programme documents are conducted in accordance with the regulatory documents of the Ministry of Science and Higher Education and the Ministry of Healthcare of the Republic of Kazakhstan. The residency EP complies with international requirements, Level 8 of the National Qualifications Framework in Medical Education and the Framework for Qualifications in the European Higher Education Area.

The educational programme model for specialty 7R01135 "Oncology adult" is based on the intended learning outcomes of postgraduate doctors and therefore includes the following: The learning consists of a compulsory component and an elective component. The content of the compulsory component's academic disciplines is strictly regulated by the State Compulsory Educational Standards and the Standard Curriculum of the Ministry of Healthcare of the Republic of Kazakhstan and is reflected in the standard curricula for the educational programme's disciplines.

The implementation of the residency educational programme for specialty 7R01135 "Oncology adult" is planned using the following educational and clinical activities: According to the State Compulsory Educational Standards of the Ministry of Healthcare of the Republic of Kazakhstan and the Working Curriculum, independent work is conducted in two areas: 60% of the time is for IWPDCS (with clinical supervisor), 20% - for IWPD and 20% - for work with a faculty member. The duration of the study is 2 years. The consistency and transparency of the learning is guaranteed by the fact that the educational programme is available on the website. The list of the most common diseases and conditions to be diagnosed and treated by a neonatologist, as outlined in the Standard Curriculum for the specialty "Neonatology" is fully covered by the list of nosologies and conditions that a postgraduate doctor must master according to programme 7R01135 "Oncology adult" developed based on a review of regulatory requirements and practical healthcare needs. A working curriculum and educational programme are developed, providing for modular study of disciplines while maintaining a logical sequence of disciplines and are approved by the Chairperson of the Educational and Methodological Council and at a meeting of the Academic Board. The working curriculum contains a complete list of academic disciplines, grouped into modules with disciplines, indicating the workload of each discipline in credits and academic hours.

To implement the educational programme 7R01135 "Oncology adult" the organization's documents include teaching materials, which define the objectives, integration of practical and theoretical components and independent work. Compliance with the State Compulsory Educational Standard and standard requirements, including the needs of practical healthcare, has been established.

The organization ensures compliance with ethical aspects in the implementation of the educational programme, as experts have reviewed the code of ethics outlined in the document "Academic Policy of LLP KMU "HSPH"" (August 29, 2024). During interviews, postgraduate doctors indicated that they were aware of the document's contents.

An analysis of educational activities revealed that the scientific foundation and all scientific advances in the relevant disciplines are taken into account, but the bibliography of the teaching materials and syllabuses are insufficiently updated. However, teachers use the latest scientific advances and current clinical protocols of the Ministry of Healthcare of the Republic of Kazakhstan in their classes.

The supervising system described in the document "Regulations on clinical supervising of KMU "HSPH"" (August 29, 2024) was evaluated. There are only 2 supervisors. Supervisors are assigned to a specific postgraduate doctor during the postgraduate doctor's rotation in a given unit of the clinical setting, allowing them to support the postgraduate doctor's practical training.

The procedure for informing postgraduate doctors about their rights and responsibilities is reflected in the document "Academic Policy" of KMU "HSPH" (approved August 29, 2024). ***The qualification obtained by completing the educational programme in the specialty of "Oncology adult" corresponds to level 8 of the National Qualification Framework (ESG 1.2) and has the code 7R01135.***

Faculty use postgraduate doctor learning methods such as cross-disciplinary seminars, clinical case-based learning (CBL), team-based learning (TBL), problem-based learning (PBL) and the use of situational tasks in practical training. A list of learning methods is described in the discipline syllabuses. These methods enable postgraduate doctors to participate in the provision of medical care to patients. Faculty can provide postgraduate doctors with supervision of approximately 5 issue-related patients per day and 20 patients per month. For example, upon completion of their learning, postgraduate doctors of the educational programme for specialty "Oncology adult" can perform procedures such as fine-needle biopsies of breast, liver, pancreatic and lymph node tumors and trephine biopsies of breast tumors. Experts have determined that the educational organization fully implements the principles of academic honesty and anti-plagiarism. This is reflected in the document "Academic Honesty Regulation" adopted by KMU "HSPH" on August 29, 2024. Academic honesty is applicable at such stages of postgraduate doctor learning as practical training in hospitals and maternity facilities. Anti-plagiarism is applicable when postgraduate doctors are engaged in R&D. Postgraduate doctors are trained to promptly collect informed consent from patients for all diagnostic and therapeutic procedures. The experts noted that the corresponding document signed by the patient is included in the medical records.

Thus, by the end of their 2-year learning, postgraduate doctors will acquire basic professional skills and competencies, enabling them to work in institutions such as outpatient clinics, oncology units of multidisciplinary hospitals, oncology dispensaries and research oncology centers (ESG 1.2).

Experts have not identified any violations of the principle of equality in postgraduate education and continuing professional development, as the educational organization complies with the Constitution of the Republic of Kazakhstan, the Law on the Languages of the Peoples of the Republic of Kazakhstan and other regulatory legal acts in the fields of education and healthcare. For example, the educational organization employs 169 people, 96% of whom are women and 4% are men.

The educational organization has a mechanism for regularly adapting teaching and learning methods to the requirements of modern science and education, as well as the current needs of practical healthcare. This mechanism includes the work of the Department of Methodology and Quality of Educational Programmes, headed by Sarsenova Lyazzat Kadyrgaliyevna. Plans include training teachers and clinical supervisors in modern teaching methods and assessing the quality of educational programme implementation.

This demonstrates compliance with Standard 2 in terms of adapting learning to the needs of postgraduate doctors. The StrikePlagiarism.com anti-plagiarism system is available. Contract 2023 Strike plagiarism.pdf.

2.2 Scientific method

At KMU "HSPH", scientific research involves the integration of educational, practical and research processes, resulting in the publication of scientific papers and presentations at conferences of various levels. All residency students are actively involved with clinical division staff and the science

department in the collection, analysis and statistical processing of material. A Council of Young Scientists and Clinicians has been established (link: <https://ksph.edu.kz/young-scientists/>).

However, experts noted that during the residency learning for specialty "Oncology adult" the EP does not provide training postgraduate doctors in critical evaluation of literature, articles and scientific data or knowledge of the fundamentals of evidence-based medicine, as part of the implementation of the IWPDP.

A survey of postgraduate doctors revealed that the educational organization provides access to student participation in R&D, with 9.19% of respondents being completely satisfied, 10.81% partially satisfied and 0% dissatisfied. Postgraduate doctors should engage in R&D and in their responses to the survey, 67.57% indicated that they were already engaged in R&D, 13.51% were planning to start, 16.22% were searching for a R&D topic, and 2.7% were not engaged in research.

2.3 Residency programme structure, content and duration

The content, scope and sequence of courses in the "Oncology adult" programme strictly comply with the 2022 State Compulsory Educational Standard. Achieving the educational objectives of the specialty is based on postgraduate doctors' acquiring the necessary knowledge and key competencies, core disciplines of the main component and elective components.

There are documents containing requirements for the structure and content of educational programmes, including the 2022 standard programme for the specialty "Oncology adult" The department and faculty members of the core disciplines are responsible for selecting and implementing innovations in the educational process.

The content of the work programmes and the catalog of elective disciplines reflect the needs of the healthcare system, including the training of oncologists, as well as the specific R&D and scientific achievements of faculty. To successfully implement the educational programme in the specialty, the organization has resources for assessing postgraduate doctors' practical skills (simulation room, practical skills assessment at the patient's bedside).

According to the State Compulsory Educational Standards of the Ministry of Healthcare of the Republic of Kazakhstan and the Working Curriculum, 20% of the core disciplines of the compulsory and elective components are spent on working with a teacher. Independent work is conducted in two areas: IWPDCS (with clinical supervisor) - 60% and IWPDP - 20%, or 80% of IWPDCS and IWPDP. The University guarantees adjustments to the structure, content and duration of the educational programme in the event of any changes in various sciences, demographics and in response to the needs of the healthcare system.

Faculty provide postgraduate doctors with methodological and didactic materials and additional literature to prepare for classes. 72.97% of postgraduate doctors were fully satisfied, 21.62% were partially satisfied and 5.41% were not satisfied.

The University has signed an agreement with Almaty Oncology Center (AOC). In response to the survey question "Is there sufficient time for practical training (patient supervision, etc.)?", 97.3% of postgraduate doctors fully agreed, 2.7% partially agreed and 0% disagreed. Furthermore, 94.59% of postgraduate doctors stated that the teacher provides feedback after classes (listening to their opinions, conducting a mini-survey and error analysis session).

Meanwhile, in response to the question "Do postgraduate doctor representatives participate in the development of educational programmes?", the experts received the following answer: yes, they participate in the development of the catalog of elective disciplines. Postgraduate doctors surveyed were completely satisfied with the class schedule (97.3%).

2.4 Organization of learning and the relationship between postgraduate medical education and medical care

The educational process management reflected in the self-assessment report (Standard 2) and general management approaches were confirmed during a visit to the Residency Department and conversations with the head and staff. Verification of *Standard 2* also revealed that the department is responsible for conducting final assessments, preparing graduate employment contracts and so on. The Registrar's Office is responsible for recording all student academic achievements.

The experts reviewed the work of divisions, including the resuscitation and intensive care unit, chemotherapy unit, with library and clinical laboratories of Almaty Oncology Center. 5 meetings were held. A cross-sectional interview revealed that all postgraduate doctors have access to all patients, laboratory and diagnostic services units, including X-ray diagnostics, MRI and the center's library collection.

Thus, clinical settings are selected for compliance with the residency programme by the Residency Department, which draws up contracts with the clinical settings. The lawyer of KMU "HSPH" is responsible for concluding and registering contracts with the clinical settings. The Department led by the Head of Department determines the clinical settings where postgraduate doctors can have maximum access to patients in their residency educational programme profile at all levels of medical care. Clinical settings are selected for compliance with the residency programme by the Residency Department which draws up contracts with the clinical settings. The lawyer of KMU "HSPH" is responsible for concluding and registering contracts with the clinical settings. The Department led by the Head of Department has determined the clinical setting for postgraduate doctor training – A state-owned utility enterprise based on the right of economic management "Almaty Oncology Center".

The training of postgraduate doctors in the specialty of "Oncology adult" is aimed at meeting the needs of practical healthcare, as a specialist shortage analysis for 2023 identified a shortage of 30 oncologists. Therefore, this organization is a core oncology institution and provides numerous opportunities and conditions for qualified specialist training. During conversations with the organization's management, experts learned that postgraduate doctors have access to patients, laboratories, a library, a conference room and classrooms equipped with modern equipment. Faculty members confirmed that postgraduate doctor training takes place directly in the clinical units. In accordance with current agreements with clinical settings "Clinic undertakes to ensure trainees have access to patients and all structural divisions of the Clinic, including basic units, the resuscitation unit and the intensive care unit. Postgraduate doctors in this specialty can supervise patients with benign and malignant tumors. This is facilitated by the supervising provided at the organization.

The experts' visit programme did not include a practical lesson due to the lack of postgraduate doctors. In conversations with postgraduate doctors from other specialties (to assess the learning system and operating principles of the university), experts found that the university promotes the development of postgraduate doctors' practical competencies, including using simulation equipment. At the same time, postgraduate doctors deepen their theoretical knowledge and develop communication skills. Integration between education and medical care (on-the-job training) is achieved through the acquisition of practical skills. Learning is conducted in accordance with clinical protocols.

Out of the 37 postgraduate doctors surveyed, 97.3% responded that faculty use active and interactive learning methods quite often in classes, while 2.7% said they rarely or sometimes use them.

The following staff members participated in the planning, discussion, approval and review of the educational programme in the specialty "Oncology adult": the EP head, curator, clinical supervisors and employers.

Conclusions of the EEC by criteria. Comply with 22 standards (including 18 basic and 3 improvement standards): 21 - fully, 1 - partially, 0 - not comply.

Recommendations for improvement:

1) Introduce a scientific component into the educational programme for the specialty "Oncology (adult)" as an elective discipline (Standard 2.2.1).

Standard 3: POSTGRADUATE DOCTOR ASSESSMENT

3.1 Assessment methods

A review of the control and measuring equipment (a bank of 615 tests (MCQs) covering all areas of oncology, 80 tasks, oral interview questions, patient presentations for clinical analysis and 10

practical skills assessment checklists) revealed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of postgraduate doctors' academic achievements. The assessment policy, as well as the principles, goals, methods and practices for assessing students are described in the Academic Policy dated August 29, 2024, approved by the Academic Board.

During interviews, postgraduate doctors talked about the assessment methods, such as assessing practical skills upon completion of the "Oncology in Hospital" course, as well as assessing the quality of medical records, particularly newborn case histories and stated that they were satisfied with everything. They also receive regular feedback from faculty. The assessment results appeal system is reflected in documents "Academic Policy" and "Residency Regulations" (dated August 28, 2024). There have been no appeals filed for the period of educational organization's activity. The assessment covers not only knowledge and practical skills, but also professional behavior and communication skills, as evidenced by the following: a 360-degree assessment was conducted upon completion of the discipline "Oncology in Hospital".

The criteria for permission to the final certification include successful completion of the student's midterm assessment, which is carried out in accordance with the academic calendar, the working curriculum and the educational programme. Permission to the midterm assessment of students is based on their permission rating. The permission rating for the discipline must be at least 50%. The purpose of the final examination is to monitor students' academic achievements. The main purpose of the final examination is to assess students' mastery level of the academic disciplines programme. This is documented in the "Academic Policy" and "Residency Regulations."

Permission to independent examination of postgraduate doctors is the completion of the entire curriculum. Students who have no debts for the studied disciplines and for tuition fees are admitted to the final certification. The final certification of residency graduates consists of 2 stages: Stage 1 - independent comprehensive testing organized by the National Center for Independent Examination; Stage 2 - mini-clinical exam (Mini-CEX) at the clinical settings of the KMU "HSPH". Based on the results of the two stages, a final (arithmetic mean) grade is given according to the point-rating system for assessing the academic achievements of students. In the practice of the educational organization, postgraduate doctors (including other specialties) will take an independent examination for the first time.

Reliability validation and assessment of postgraduate doctors' assessment methods (tests, tasks, cases) is carried out as follows: it is carried out in the form of a study and analysis of the control and measurement fund (exam questions, situational tasks).

The educational organization has a practice of engaging external examiners to evaluate postgraduate doctors as documented in the "Residency Regulations." This ensures the independence and objectivity of assessment results.

For example, to verify *Standard 3* data, experts asked questions to L.K. Sarsenova, Head of the Postgraduate Education Department and Director of the Department of Methodology and Quality of Educational Programmes, and reviewed postgraduate doctors' assessment documents and methods. The following questions were asked: What assessment methods are used to monitor postgraduate doctors' knowledge and how are they assessed objectively?

The HSPH has developed the following assessment sheets: a mini-clinical exam, a Chart Evaluation Tool, a Patient Presentation Rating, a Direct Observation of Procedural Skills and a Practical Skill Performance Assessment Sheet (DOPS).

The Head of the Department of Methodology and Quality of Educational Programmes responded that additions and updates to the control and measuring equipment are planned for the end of the academic year, given that residency training at this organization only began this academic year.

Postgraduate doctor assessment results are documented as follows: assessments are entered into "PLATONUS" programme, which creates an open system for postgraduate doctor knowledge assessment. The assessment procedure is comprehensive, accessible and facilitates the calculation of postgraduate doctor ratings.

There is a document for appealing assessment results—the "Appeal Regulations" which was approved in 2024. To date, no appeals have been filed by postgraduate doctors.

During a visit to the KMU "HSPH" and a conversation with department member T.K. Karibay, the commission confirmed that there is a documentation system that is transparent and accessible to all faculty and staff. This system includes documents such as annual operational plans, annual reports, division regulations, faculty and postgraduate doctor agreements, comprehensive educational and methodological documentation (EPs, working curriculum, syllabuses and journals), assessment tools (checklists, reports), certificates, verifications and credentials. A review of the website revealed that its pages contain the necessary teaching materials for postgraduate doctors and that information is regularly updated.

During the visit to the organization, management was asked: "Are external examiners involved to improve the fairness, quality and transparency of the assessment process?" The answer was affirmative.

3.2 Relationship between assessment and learning

During a visit to KMU "HSPH", the expert committee members confirmed that postgraduate doctor assessment methods are consistent with teaching and learning methods and encompass the assessment of all student competencies during both practical classes and exams.

Differentiated assessment methods are used to assess various learning outcomes. Theoretical knowledge is primarily assessed through testing, while practical skills are assessed using assessment forms for each section of practical work.

During interviews with 29 teachers regarding assessment methods, the experts obtained convincing evidence that tests, situational tasks and practical skills assessment using checklists are used to assess knowledge. Postgraduate doctors from other specialties (so that the experts could evaluate the general principles and approaches to organizing learning using examples from other specialties) shared their opinions on the timeliness of testing, pre-exam counseling, the clarity of the entire assessment procedure and its fairness. For example, dermatovenereology postgraduate doctors reported that the learning outcomes stated in the educational programme are achieved thanks to a significant number of issue-related patients in the dermatovenereology unit of the regional dermatovenereology dispensary, as well as ongoing advisory support from a clinical supervisor or teacher. Postgraduate doctors are provided with the necessary access to patient management, access to all types of medical documentation, participation in consultations and clinical discussions with colleagues from related specialties and work within a multidisciplinary team.

During a clinical setting visit, experts assessed the resources for organizing knowledge and practical skills assessment, including a sufficient number of patients, postgraduate doctors' access to all procedures and equipment and highly qualified teachers and clinical supervisors.

The experts determined that the selection of postgraduate doctor assessment methods is based on daily patient supervision, as the practical component of learning is the main component. For example, formative assessment methods such as the "clinical case" promote interprofessional learning. A method such as "practical skill performance" demonstrates integrated learning and a focus on clinical skills. Established assessment methods ensure that postgraduate doctors have mastered all sections of the educational programme and acquired the necessary practical skills.

Postgraduate doctor feedback on their assessments is collected in the form of a questionnaire and published on the organization's website. In interviews, postgraduate doctors confirmed that they receive feedback after completing their learning.

7 employer representatives interviewed also noted that postgraduate doctor training corresponds to the current developments in medical practice and science, given the highly competitive labor market and the demand for highly qualified professionals. Employers stated that they themselves participate in postgraduate doctor assessments by including them on the examination committee.

New control and measuring equipment are developed by faculty through a study of international best practices in residency knowledge assessment and are then implemented within the department. At the same time, no test validation examples were provided to the experts.

Conclusions of the EEC by criteria Comply with 9 standards (including 6 basic and 3 improvement standards): 9 - fully, 0 - partially, 0 - not compliant.

Standard 4: POSTGRADUATE DOCTORS

4.1 Admission and selection policy

The admission policy is detailed on the HSPH website. The postgraduate doctor counseling service is represented by the admissions committee (head of the residency department, chief specialist and specialist), the office registrar staff, library staff, curators and clinical supervisors. The head of the department explained the postgraduate doctor admissions policy. Postgraduate doctor admission approaches are based on national requirements and internal regulations. Specifically, admission to residency is conducted in accordance with the Order of the Ministry of Education and Science of the Republic of Kazakhstan "On approval of the standard rules for study to educational organizations implementing higher and postgraduate educational programmes" dated October 31, 2018, No.600, and the State Compulsory Educational Standard of the Republic of Kazakhstan – 2022.

This document outlines approaches to the admission of postgraduate doctors with disabilities and the "Academic Policy."

Residency admission is competitive and based on entrance examinations. Applicants to residency take an entrance examination in their specialty. When accepting residency, the applicant's personal achievements, research results and other factors are also taken into account. The entrance examination in the relevant specialty plays a key role in assessing their previous level of education.

The educational institution has created a barrier-free learning environment, including ramps, call buttons, elevators and accessible toilets.

The residency student transfer procedure is carried out in accordance with Order No.595 of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 "On approval of the standard rules for the activities of higher and/or postgraduate education institutions" <https://adilet.zan.kz/rus/docs/V1800017657>, as well as the Academic Policy of the KMU "HSPH" (link: [Academic Policy of LLP KMU "HSPH"](#)).

An appeals committee is established alongside the admissions and examination committees. Student representatives are not included in the process of developing the admissions and selection policy for postgraduate doctors. Changes regarding residency admission are reflected in the admission rules and approved at a meeting of the Academic Board of the KMU «HSPH».

Thus, the experts validated the data on *Standard 4*. Overall, all criteria are met, and there are no deficiencies. The experts reviewed the postgraduate doctor admissions documentation, including the "Academic Policy." The experts interviewed clinical supervisors regarding academic advising practices, personal support for postgraduate doctors and the development of non-professional skills. The organization has a postgraduate doctor development programme that includes postgraduate doctors in advisory bodies such as the Educational and Methodological Council and the Council of Young Scientists.

4.2 Number of postgraduate doctors

The number of postgraduate doctors accepted is regulated by the State Order of the Ministry of Healthcare of the Republic of Kazakhstan for the training of medical personnel and takes into account the clinical and practical training capabilities, the maximum permissible workload for the teaching staff, the availability of educational, methodological and scientific literature, as well as the University's material and technical resources. Since "Oncology adult" programme is new, postgraduate doctors have not yet been admitted.

4.3 Postgraduate doctor support and counseling

During conversations with postgraduate doctors, the EEC experts established that KMU "HSPH" has created and ensures safe learning conditions for postgraduate doctors. To protect postgraduate doctors' interests and assist them in their academic, research and extracurricular activities, various services are available to provide advisory, psychological, social and medical support for students. The

EEC experts confirmed that experienced teachers and professors are engaged to provide consultations. Furthermore, before the start of each module, the group teacher informs postgraduate doctors of their work schedule and the times when postgraduate doctors can seek consultations on a given discipline.

Sufficient resources (internet, 100% Wi-Fi coverage, a library, computer labs and renovated and landscaped grounds of the center's buildings) are available for personal growth and development, as well as for sports and creative activities. Classrooms are equipped with projectors, a screen, a video wall and all necessary office equipment.

The implementation of the residency educational programmes in the specialty "Oncology adult" will be ensured by free access for each postgraduate doctor to information resources and library collections, as well as the availability of teaching aids and recommendations for all modules, disciplines and all types of academic work.

To develop postgraduate doctors' intellectual level and expand their knowledge in various scientific fields, postgraduate doctors actively participate in scientific and practical conferences. Postgraduate doctors are involved in the work of the Young Scientists Council, where emerging issues are also addressed.

There is no department for career planning for residency graduates.

4.4 Postgraduate doctor representation

During conversations with representatives, it was revealed that the quality of the educational programme's implementation is ensured by postgraduate doctors' participation in discussions of the educational program's mission, which are accessible through posting on KMU "HSPH" website. Along with heads and faculty, postgraduate doctors are included in the consideration of issues related to the educational process and the approval of residency training materials, the development of individual work curriculum and elective disciplines. This fact was also confirmed by postgraduate doctors during their interviews.

During a visit by the EEC experts, it was confirmed that feedback is collected from postgraduate doctors during the mastery stage of the discipline being taught (upon completion of the course), as well as on issues related to study/working conditions and problematic situations.

4.5 Working conditions

Combining study with work (up to 0.5 of a full-time position) in fields related to the student's future specialty, during their free time, is permitted with the consent of the supervisor, head of unit and supervisor.

With a specialist certificate, 2-year postgraduate doctors are permitted to conduct independent clinical practice in public and private medical institutions at extracurricular time.

During a visit to the clinical setting, the EEC experts determined that postgraduate doctors have unlimited access to patients, all types of medical equipment and all units of the clinical settings. The center has rooms for theoretical classes with postgraduate doctors, a separate room for changing clothes, eating and other activities.

During their learning, postgraduate doctors in "Oncology adult" specialty actively participate in consultations, MDGs, medical conferences, pathology conferences, clinical reviews, master classes and scientific and practical conferences.

The postgraduate doctors' academic workload is planned in accordance with the Law of the Republic of Kazakhstan "On Education." Class hours from 8:00 a.m. to 5:00 p.m. are regulated by educational programmes developed based on the State Compulsory Educational Standard 2022, sanitary and epidemiological rules and regulations, curricula and recommendations from healthcare and education authorities.

Residency work is the postgraduate doctor's primary and dominant responsibility.

The EP maintains a balance of all activities: inpatient patient care, admission ward and outpatient work. A schedule is established for the postgraduate doctor's stay in a specific clinical unit. Postgraduate doctors with experience may have an individualized learning path (during rotation across units). The choice of elective discipline also influences the learning path.

Conclusions of the EEC by criteria. Comply with 20 standards (including 14 basic and 6 improvement standards), 19 - fully, 1 - partially, 0 - are not met.

Recommendations for improvement:

- 1) Identify a division or person within the university's organizational structure responsible for implementing career planning, employment and monitoring activities for residency programme graduates (Standard 4.3.3).

Standard 5: TEACHERS

5.1 Recruitment and selection policy

3 faculty members, 2 of whom hold a Doctor of Medical Sciences (MD) degree, will participate in the implementation of the educational programme in specialty 7R01135- "Oncology adult". The total staff consists of 3 faculty members, 1 of whom is full-time and 2 are part-time. The requirements for faculty in the residency programme include basic education relevant to the planned teaching activities, research and teaching experience, an academic degree and an academic title.

The academic degree holder rate is 66%, with 3 individuals holding the highest category. The University has appointed Toleutaiuly Karibay, Doctor of Medical Sciences, professor and oncologist of the highest category, and Khozhayev Arman Aivarovich, Doctor of Medical Sciences, professor and oncologist of the highest category, as faculty members in the specialty "Oncology adult." Saktaganov Muratzhan Issayevich, a lecturer in the Department of Surgery with a course in neurosurgery, urology and cardiovascular surgery, has been appointed as the clinical supervisor. Since the faculty-to-postgraduate doctor ratio should be 1:3, the University plans to accept between 3 and 6 postgraduate doctors.

The experts reviewed the Regulation on the competitive procedure for filling positions for teaching staff and research staff at KMU "HSPH", job descriptions for teaching staff and research staff positions and other duly adopted regulations of KMU "HSPH".

For faculty in clinical departments, applicants must possess certificates and qualifying medical categories, as well as a number of other provisions in accordance with the Labor Code of the Republic of Kazakhstan and job descriptions for teaching staff.

In accordance with the Order of the Minister of Healthcare of the Republic of Kazakhstan dated December 21, 2020 No.KR DSM-304/2020 "On approval of the regulations on a clinical setting, clinic of an educational organization in the field of healthcare, university hospital, residency base, integrated academic medical center and the requirements imposed on them" supervisors involved in training students at clinical settings must meet the following criteria <https://adilet.zan.kz/rus/docs/V2000021848>

The motivation system for teachers and clinical supervisors includes the following main types of incentive payments: - personal allowances - incentive payments made to an employee in addition to the established salary in order to reward achieved success in work and stimulate their further improvement, having a regular nature; - bonuses - are one of the types of incentive payments and represent monetary payments for achieving certain results in work and in stimulating their further improvement.

The principles of ethics and academic honesty for faculty are reflected in the document "Academic Policy." During conversations with faculty, they confirmed their awareness of this issue.

To verify Standard 5 data, external experts obtained faculty opinions on the HR policy, which includes the recruitment and hiring policies for faculty and clinical supervisors, as well as the incentives and motivation of practical healthcare professionals. A conversation with the head of the HR department at the HSPH covered topics such as how specialists are recruited and motivated for educational activities. The experts learned about approaches to recruiting clinical staff for teaching (there are 11 such faculty members in total), the strategy and tactics for faculty recruitment and the informational support provided for the educational programme. They also identified challenges in human resource management and development, as most part-time faculty members lack knowledge of teaching methods. It was also noted that the department currently has 2 full-time faculty members to

implement “Oncology adult” specialty programme. This is a new programme and there were no postgraduate doctors enrolled. Consequently, the University was unable to hire more faculty due to funding constraints. The two faculty members were responsible for organizational and methodological work to ensure all documentation was in order. They also identified a clinical setting for future oncologists – Almaty Oncology Center. At the same time, the department provided the experts with a list of available faculty members in case the number of postgraduate doctors exceeded the planned target.

A survey of faculty members revealed that the majority (94.59%) were completely satisfied with the work and workplace organization at this educational institution, while 2.7% were partially satisfied. At this educational institution, faculty members have the opportunity to engage in research and publish their R&D results – 91.89% completely agree, 8.11% - partially. Salaries are satisfactory – 67.57% completely agree, 18.92% partially agree.

5.2 Faculty commitments and development

To verify Standard 5 data, during a meeting with the head of the HR department and interviews with faculty, the experts obtained their opinions on approaches to developing faculty pedagogical competence, motivation to work with postgraduate doctors and supervising, which includes organizing advanced pedagogical training courses (a certificate of completion of a 60-hour course), as well as financial incentives in the form of bonuses. However, given the level of the educational programme - residency, the experts identified limited opportunities for clinical supervisors to develop their pedagogical competence.

The experts determined that faculty and postgraduate doctors have sufficient time for teaching, supervising and learning. Faculty work schedules are established in accordance with HR policy. Working hours are from 8:00 a.m. to 4:00 p.m. Faculty conduct weekly seminars lasting 6 hours. Time for clinical reviews and clinical rounds is allocated daily. Faculty conduct weekly seminars lasting 2 hours. Time for clinical reviews and clinical rounds is allocated daily.

One of the priority areas for teaching staff development is improving the level of pedagogical excellence. Teaching staff have the opportunity to participate in various scientific and practical trainings and internships. For example, certificates of professional internship in China for the head of the department were shown. The salary fund for “Residency” programme for 2024 amounted to 80,321.8 thousand tenge, with taxes and deductions amounting to 8,974.9 thousand tenge. *There is no data on funding for clinical supervisors.*

Experts found that faculty initiate R&D topics for postgraduate doctors, stimulating the need for additional learning and independent work with literature and medical documentation.

The educational institution offers opportunities for career growth and development of teachers' competencies: 91.89% of surveyed teachers responded and 13.51% partially agreed. 35.14% attended advanced professional training programmes during the current year, 62.16% between 1 and 5 years ago, 2.7% more than 5 years ago and 0% answered "I don't remember when".

The organization implements social support programmes for teachers: 56.76% answered "yes, such programmes exist," 0% - "I have already taken advantage of them", 10.81% of respondents answered "no such programmes", and 32.43% of respondents were unaware of them.

Conclusions of the EEC by criteria. Comply with 8 standards (including 7 basic and 1 improvement standard), 6 - fully, 2 - partially, 0 - are not met.

Recommendations for improvement:

- 1) Before initiating new postgraduate doctor admission, ensure a sufficient number of full-time faculty members and that the faculty-to-postgraduate doctor ratio is met (Standard 5.2.1).
- 2) Provide ongoing learning in pedagogical competencies for clinical supervisors (Standard 5.2.2).

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities and equipment

Oncology postgraduate doctor training is planned at the Almaty Oncology Center, while

postgraduate doctors can study related disciplines at the Almaty Central City Clinical Hospital and LLP "MEDITERRA", as faculty from the department overseeing the programme are located at these clinics. The department has 20 beds, 3 classrooms with a total area of 74 square meters, a lecture hall (36 square meters) and 1 office for the department head (20 square meters).

The experts visited the library, which provides postgraduate doctors and staff with access to electronic resources and a high-quality digital library. The university has signed a contract with Wiley Online, one of the largest international academic publishers, publishing full-text scientific resources in all areas of modern science and knowledge. In addition, an agreement was signed with the electronic libraries "Student Consultant" (www.studentlibrary.ru) and "Doctor Consultant" (www.rosmedlib.ru), enabling postgraduate doctors to effectively study materials. A total of 20 printed and 50 electronic publications on the accredited specialty are available. The primary monograph in the specialty of "Oncology adult" is "Malignant tumors" by A.E. Yessenkulov. Available in the library.

Experts determined that access to international databases is available: Wiley Online Library <https://onlinelibrary.wiley.com/>, Cochrane library <https://www.cochranelibrary.com/>, "Web of Science" platform <http://apps.webofknowledge.com/>, «Scopus» www.scopus.com, «Science direct» www.sciencedirect.com, Springer Link (Springer) <https://link.springer.com/>. Postgraduate doctors are informed of this.

Before beginning the relevant course of the educational programme, postgraduate doctors receive a syllabus from the teacher and are informed of the skills they are expected to acquire and develop during their learning. The physical facilities including the library collection are updated every 5 years.

6.2 Clinical settings

A review of the Almaty Oncology Center's resources demonstrated that they are aligned with the goals and objectives of educational activities, and that the staff ensures collegial and ethical relationships with medical staff and clinical setting management to achieve the intended outcomes of oncology postgraduate doctors. A sufficient number of issue-related oncology patients and modern equipment are available, demonstrating accessibility to trainees. Staff members, who serve as both teachers and clinical supervisors, ensure high-quality learning while adhering to ethical and deontological standards. Before beginning the relevant course of the educational programme, postgraduate doctors receive a syllabus from their teacher and are informed of the skills they are expected to acquire and develop during their learning.

The Almaty Oncology Center demonstrated that its resources and patients are aligned with the oncology-chemotherapy postgraduate doctor learning programme and are accessible to both teachers and postgraduate doctors. The equipment is modern.

Experts interviewed postgraduate doctors of other specialties studying at KMU "HSPH" to assess their overall mood, satisfaction with the educational organization and their expectations. The experts asked questions about satisfaction with the learning, sufficient time for patient care, working with medical documentation at Damumed, satisfaction with teaching methods and faculty qualifications, social and moral support for postgraduate doctors who need it, participation in "Journal Clubs" and access to international professional literature databases. Overall, postgraduate doctors were satisfied with the learning and assessment methods, and they specifically entered KMU "HSPH" because they believe the University has good resources, a strong image and international connections. At the same time, postgraduate doctors would like more independence in patient care and hosting international events.

Postgraduate doctors demonstrated their commitment to the University, actively responded to questions from external experts and provided their opinions on the organization of learning, assessment of their skills, advisory support, opportunities to participate in R&D and funding. They also actively responded to questions from international expert Yelena Vladimirovna Sheppli. The experts reviewed the postgraduate doctors' documents (portfolios, postgraduate doctor's assessment checklists and postgraduate doctor's survey results). The experts concluded that the University is ready

to welcome oncology postgraduate doctors and that all key learning mechanisms have been developed at the University.

6.3 Information technology

The experts assessed postgraduate doctors' and faculty's access to essential web resources, including learning and student support resources: "Platonus" AIS learning management system and "Moodle" educational portal. "Platonus" automated information system (AIS) contains syllabuses of disciplines for all educational programmes and teachers assign grades for formative and summative assessments. Postgraduate doctors in "Oncology adult" specialty receive information through media outlets (Facebook, Telegram, etc.), the university and clinical setting websites, an electronic news ticker, television monitors in the foyers of academic buildings and official information boards for the rector's office and deans' offices.

When preparing educational and methodological literature, teachers and postgraduate doctors use library educational resources (electronic textbooks, electronic manuals, scanned textbooks), the internet and the results of their own scientific and research activities.

There is an agreement with "DamuMed" information system. All staff members have access to this system.

Postgraduate doctors have access to patient personal data in the clinical settings' MIS using their clinical supervisor's login and password. Ethical issues and access conditions are reflected in the agreements with the clinical settings. The clinical supervisor is personally responsible for the confidentiality of patients' personal data, informing postgraduate doctors of this responsibility and conducting daily monitoring (link: [Clinical Supervisor Regulation](#)).

6.4 Clinical teams

On a daily basis, oncology postgraduate doctors participate in joint rounds with their supervisors, consultations, MDGs and consultations of other specialized units. Postgraduate doctors also conduct seminars on current clinical issues, attended by students of all levels, as well as healthcare employees and teaching staff.

Students and postgraduate doctors develop their skills in working collaboratively with colleagues and other healthcare professionals during examinations, patient treatment, and, especially, when providing patient care.

In the questionnaire, postgraduate doctors noted that they have free access to patients at clinical settings and all the conditions for improving their practical skills – 97.3% of faculty completely agreed with this, while 2.7% partially agreed.

6.5 Medical research and achievements

KMU "HSPH" provides conditions and encourages students to participate in R&D. Postgraduate doctors' R&D will allow them to consolidate their acquired theoretical knowledge and practical skills and use their creative potential to further address pressing healthcare challenges. All KMU "HSPH" faculty members with academic degrees and experience in conducting research supervise research activities. Given the lack of oncology postgraduate doctors, there is no data on their involvement in research projects at the time of the review. However, the department's faculty demonstrated planning for research work with postgraduate doctors and a list of topics for local research.

The discipline syllabuses for the 7R01135- "Oncology adult" programme outline the independent work of postgraduate doctors as a research-based learning method (RBL). This includes preparing abstracts and presentations based on the analysis of international research databases; using library resources and an online classroom for independent study of monographs, other literary sources and scientific publications on current issues in vascular diseases.

If postgraduate doctors conduct scientific and practical research, they are provided with access to instrumental and laboratory equipment.

Interviews with 10 faculty members from various departments of the KMU "HSPH" revealed that there are no issues with educational management, depending on the specific resources (postgraduate doctor permission to equipment, a sufficient number of issue-related patients, time for maintaining medical records and independent work).

6.6 Expertise in education

The quality expertise of the University's residency educational programme is a systematic process and is carried out by the following bodies: the Educational and Methodological Council (EP approval), the Residency Department (EP implementation) and the Quality Management System Department. The working group includes faculty, representatives of professional associations, employers and students. The Accreditation and Rating Department monitored various aspects of educational activities to obtain independent information aimed at improving the quality of the educational process. Each study generated recommendations for changes aimed at improving the educational process in the University's departments and modules.

The expertise is conducted through an analysis of specialist needs and postgraduate doctor learning methods, and the results allow conclusions to be drawn about the quality of innovative changes in postgraduate education.

6.7 Training at other institutions

Academic freedom is possible because the educational programme in oncology is developed based on the National Qualifications Framework, which aligns with the Qualifications Framework for the European Higher Education Area.

To implement international exchange programmes, the University has concluded memorandums and cooperation agreements with universities in Russia, Turkey, Uzbekistan, Kyrgyzstan, Belarus and other countries. Agreements have been signed with a strategic partner, Shenzhen University, China. At the moment a memorandum of mutually beneficial cooperation has been signed with this university.

Academic mobility at the national level is also implemented based on a concluded memorandum with S.D. Asfendiyarov Kazakh National Medical University. Faculty members from this educational institution actively participate in national and international events.

Experts have determined that the University is currently unable to demonstrate national and international cooperation in implementing its residency programme in specialty "Oncology adult". There are currently no plans to invite foreign faculty (Visiting Professors). This is a shortcoming, despite the programme being new and it is planned to enroll postgraduate doctors in the 2025-2026 academic year.

Conclusions of the EEC by criteria. Comply with 18 standards (including 11 basic and 7 improvement standards), 17 - fully, 1 - partially, 0 - not comply.

Recommendations for improvement:

- 1) When planning and implementing international cooperation and academic exchange, consider implementing a programme to invite foreign faculty to conduct educational activities with oncology postgraduate doctors (Standard 6.7.3).

Standard 7: EDUCATIONAL PROGRAMME ASSESSMENT

7.1 Monitoring and assessment mechanisms

Monitoring of the educational programme is carried out at all levels, using a multi-tiered approach involving the major/graduating and related departments, the Educational and Methodological Council, the Academic Board, the Student Government and the Center for student admission and career guidance (general monitoring of the quality of educational programmes through a survey of stakeholders (employers, professional associations and students). The EP for the specialty "Oncology adult" developed by the team of authors was reviewed and approved at a department meeting. Subsequently, the residency programme was approved at a meeting of the Educational and Methodological Council (Minutes No.2, April 20, 2023).

In accordance with the Law of the Republic of Kazakhstan dated July 27, 2007 under No.319-III "On Education" and "Rules for competitive filling of vacant positions of teaching staff and scientific of HSPH " the University has a quality control system for educational and methodological documentation, including the content of educational programmes.

In order to monitor the implementation of the residency educational programme and, as issues are identified, including those related to resource provision, the University approves and updates the following documents (link: [Regulations on Monitoring and Assessment of the EP](#)).

7.2 Teacher and postgraduate doctor feedback

Teachers and postgraduate doctors have the opportunity to participate in the assessment and subsequent improvement of the educational programme on a regular basis through various [feedback](#) channel. Feedback from postgraduate doctors of “Oncology adult” programme is planned to be conducted at the department once a year. The department head and the faculty member responsible for the residency will be responsible for collecting and processing the results of the discussion.

The Quality Management System (QMS) Department plans to monitor the satisfaction of internal and external university consumers. Feedback results will be analyzed and discussed at meetings of the department and educational and methodological council, and published on the university website. The main principles of surveying consumers of educational services are:

1. Alignment of questionnaire content with strategic goals and objectives.
2. Anonymity of participation.
3. Systematic and consistent survey procedures.
4. Use of standardized survey procedures and criteria.
5. Continuity.
6. Informativeness.

An annual employer survey is planned for feedback purposes. This will assess employer satisfaction level with the University's graduates, determine whether the educational programme meets real labor market requirements, identify opportunities for improvement and determine whether graduates' competencies align with their current job positions.

7.3 Postgraduate doctor and graduate results

The results of the final assessment of postgraduate doctors, conducted during the testing phase by the National Center for Independent Examination, as well as the results of certification exams conducted by the Committee for Control of Medical and Pharmaceutical Activities of the Ministry of Healthcare and Social Development of the Republic of Kazakhstan, play an important role in assessing the educational programme.

For the specialty "Oncology adult," the final state assessment is planned to be conducted in two stages: determining the level of theoretical knowledge in the disciplines through testing; and assessing practical skills with a standardized patient.

Since there is no enrollment for the specialty "Oncology adult" it is not yet possible to evaluate the postgraduate doctors' results.

The QMS Department plans to monitor the satisfaction of the University's internal and external customers.

7.4 Stakeholder engagement

The educational organization has approaches to engaging faculty and postgraduate doctors in educational programme assessment and monitoring its implementation. Postgraduate doctors are included in the advisory body and participate in the discussion of all educational process issues. The results of the educational programme assessment are announced at a meeting of the Academic Board. The participation of a wide range of stakeholders in the assessment and improvement of educational programmes at HSPH is ensured by authorized bodies in the fields of education and healthcare (the Ministry of Healthcare of the Republic of Kazakhstan), representatives of the public, professional organizations, and individuals and structures responsible for postgraduate education.

Interviews with 7 employers were conducted online and included questions such as: knowledge of the university's mission, participation in the development of the mission and proposals for the strategic plan, participation in advisory bodies, satisfaction with postgraduate doctors' basic knowledge and skills, participation in postgraduate doctor learning through supervising and provision of the department and postgraduate doctors with the necessary resources for practical learning and the development of clinical thinking.

7.5 Procedure for approving educational programmes

The educational programme in the specialty "Oncology adult" has been developed in accordance with the State Compulsory Educational Standard and the Standard Curriculum for this specialty.

The University has developed [educational programme approval](#) mechanisms that provide for programme assessment at the planning, implementation, results analysis and change implementation stages. This enables monitoring of the EP's implementation and postgraduate doctor progress, and ensures the identification and timely resolution of emerging issues.

The EP is assessed for compliance with the State Compulsory Educational Standard. The CED is approved in accordance with the stakeholder proposals and taking into account pre- and post-requisites. It assesses the choice of assessment methods for postgraduate doctor's learning outcomes. The EP is systematically studied and comprehensively assessed for improvement and quality assurance (determining the programme's value, goal achievement, task fulfillment, degree of compliance with societal needs, employer requirements and the effectiveness of learning methods). The EP's quality, educational and methodological support and support for the educational process are also assessed. For this purpose, an external assessment of the EP is conducted by a competent representative of practical healthcare.

Conclusions of the EEC by criteria. Comply with 10 standards (including 7 basic and 3 improvement standards), 10 - fully, 0 - partially, 0 - not compliant.

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

The implementation of the EP in the specialty "Oncology adult" is guaranteed by its strict compliance with regulatory requirements regarding postgraduate doctor admission (selection criteria and number), the learning process, knowledge and skills assessment, established learning outcomes and programme management, as regulated in the Republic of Kazakhstan by the regulatory legal acts of the Ministry of Healthcare of the Republic of Kazakhstan and the Ministry of Education and Science of the Republic of Kazakhstan.

Students who have completed the programme in the specialty "Oncology adult" and successfully passed the state certification will be awarded a state-issued document certifying their qualification as an oncologist. Based on Order No.39 of the Ministry of Education and Science of the Republic of Kazakhstan dated January 28, 2015, "On approval of the types and forms of state-recognized education documents and the rules for their issuance" and in accordance with subparagraph 6-3) of Article 5 of the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007, a certificate of completion of residency will be issued. Upon passing the Final Certification (FC), a specialist certificate without a specialty category will be issued by NCIE.

KMU "HSPH" has developed, implemented and certified a quality management system. The quality policy has been communicated to all employees and all team members, including management, have committed to participating in the development, maintenance and assurance of quality (link: [Quality Policy](#)).

Transparency of the governance and decision-making system is ensured by posting information on the KMU "HSPH" website.

8.2 Academic leadership

In accordance with the organizational structure of KMU "HSPH," the residency educational process is overseen by the Vice-Rector for Clinical Activities, which the Residency Department is subordinate to (hereinafter referred to as the RD) (link: [RD Business Process](#)).

The heads of administrative divisions report at staff meetings and to the Academic Board. The vice-rectors' reports are heard at meetings of the Academic Board. The Rector of LLP KMU "HSPH" reports at an extended meeting of the University's Academic Board.

The RD is responsible for making the following decisions: developing and approving programme mission, rules for organizing the educational process in the residency, recommendations for postgraduate doctor enrollment and training postgraduate doctors. The RD oversees postgraduate doctors, maintains relationships with the practical healthcare sector and residency graduates and interacts with other University structural divisions involved in the implementation and support of residency programmes. An educational and methodological Council (EMC) is in place to effectively manage the educational process.

In response to the survey question, "Do your organization's management listen to your opinions regarding educational processes, R&D and clinical work?", 78.3% of faculty members responded "systematically" while 13.5% responded "sometimes." In response to the survey question, "Do you believe this survey is useful for developing recommendations for improving your organization's key activities?", 83.8% of faculty members responded "yes" while 16.2% responded "sometimes."

8.3 Budget for learning and resource allocation

The division responsible for planning and allocating funds for residency programmes are the Department of Economics and Finance; the Department of Digitalization and Technical Support; the Administrative Department. The Rector, the university's top head, is responsible for determining the budget for the KMU "HSPH" and the university's governance structure. The position of Commercial Director is established to manage financial matters at the KMU "HSPH"; his/her powers and responsibilities are defined in the job description.

The scope of duties, responsibilities and authorities are reflected in the job descriptions of the Department of Economics and Finance, approved on October 7, 2022.

A financial plan is prepared annually, including a target budget for learning, which amounts to 1,676,600 tenge for 2024. The plan envisages a 114% increase in budget revenue in 2024 compared to the expected budget for 2022 and 2023. Sustainable annual revenue growth is also predicted for the long-term period until 2025. The budget of LLP KMU "HSPH" for the current year is planned through the development and approval of income and expense estimates.

The financial plan is aligned with the strategic plan for 2020-2025. The share of funding for residency programmes, given the expansion of residency specialties, cannot currently be determined dynamically, as the EP has only been operating for 4 months. The largest share of expenses is spent on salaries for employees of "Residency" programme – 80,321,800 tenge. During a meeting with financial sector employees, experts learned that KMU "HSPH" plans its budget based on requests received from departments, determines the need for educational support and makes decisions on the procurement system.

"Residency" programme's salary fund is 80,321,800 tenge and the stipend fund is 1,477,500 tenge (a stipend for 3 postgraduate doctors for 4 months of 2024). During a meeting with postgraduate doctors, it was announced that, to motivate and support postgraduate doctors, the university is reimbursing the cost of mobile phone service for 88 postgraduate doctors, totaling 1,056,000 tenge for 4 months of 2024.

A financial report is submitted annually, approved at a meeting of the Academic Board of KMU "HSPH" and compiled in accordance with International Financial Reporting Standards (IFRS), the Law of the Republic of Kazakhstan No.234-111 "On Accounting and Financial Reporting" dated February 28, 2007, accounting policies, the Order of the Ministry of Finance of the Republic of Kazakhstan No.185 "On Approval of the Standard Chart of Accounts" dated May 23, 2007, and other accounting regulations. This report demonstrates, among other things, the distribution of educational resources in accordance with needs and the coverage of all types of KMU "HSPH" expenses for the implementation and development of the residency programme.

8.4 Administration and management

Administration and management of the educational process are carried out according to the organizational structure, which is agreed upon by the general meeting of participants and approved by the Rector. The corresponding administrative (46 people) and teaching (111 people) staff is available, including management. The Rector is responsible for the educational process at KMU "HSPH." The

Residency Department oversees the planning and organization of the educational process for residency students, in accordance with the norms and requirements of the current legislation of the Republic of Kazakhstan; ensures a systematic approach to the development, approval, monitoring and assessment of residency educational programmes; updates internal regulatory documents on educational activities; and ensures the timely approval of educational and methodological documentation.

To effectively manage the educational process, the Residency Department staff completed advanced training in 2024 on the topics: "Teaching Excellence as a Component of Pedagogical Culture," "Development of Teacher Communication Skills and Abilities" and "Basic Cardiopulmonary Resuscitation in Adults and Children.

Experts determined that the quality management system was implemented in 2022 and includes regular internal and external audits, including those supporting the residency programme processes. According to the approved schedule, the QMS conducts internal audits in all structural divisions of KMU "HSPH". The quality management system undergoes an annual external inspection audit. In accordance with regulatory documents, the activities of KMU "HSPH" are reviewed and a report is prepared. Based on the approved documents, the Quality Manual, the Strategic Development Plan, the annual report and the external QMS audit report, senior management conducts an annual review of KMU "HSPH" activities.

The Department of Strategic Development and Quality Management System is responsible for the implementation and monitoring of the quality management system (QMS).

Faculty members are familiar with the QMS, as confirmed by interviews. The following are the main documents of the QMS: Quality Manual QMS-RPK-7.5.1/01-2022, approved by the Quality Council on October 31, 2022, Protocol No.5, defines the Quality Policy and Objectives of LLP KMU "HSPH" and describes the quality management system developed to implement this policy ([link: Quality Policy](#)).

An assessment of the administration and governance of the educational process as a whole and the residency educational programme in specialty 7R01135 "Oncology adult" is conducted through a survey of teaching staff and employees of LLP KMU "HSPH" to regularly assess the satisfaction of consumer needs and expectations by departments and divisions. The results demonstrate achievements such as high postgraduate doctor satisfaction with the quality of educational programmes, the accessibility of educational materials and the effectiveness of interactions with faculty. The results also indicate a positive assessment of the organization of the educational process, including practical training and research activities, which was confirmed during meetings with postgraduate doctors and teaching staff, and that students have a direct interest in the implementation of the educational programme. They also regularly participate in surveys, such as the "Teacher through the Eyes of Students" survey and other questionnaires, including questions about students' expectations and actual competencies, the educational programme implementation environment, the availability of information resources and conditions, which are subsequently taken into account during programme monitoring.

8.5 Requirements and regulations

The educational organization complies with the recommendations of national authorized bodies, including the Ministry of Science and Higher Education of the Republic of Kazakhstan and the Ministry of Healthcare of the Republic of Kazakhstan. This includes the classifier of residency specialties (On approval of the Classifier of training areas for personnel with higher and postgraduate education. Order No.569 of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018). The choice of residency specialty is regulated in accordance with the Code of the Republic of Kazakhstan dated July 7, 2020 under No.360-VI LRK "On Public Health and the Healthcare System", the order of the Minister of Healthcare of the Republic of Kazakhstan dated December 15, 2020 under No.KR DSM-270/2020 "On approval of the rules for placing a state order, admission to study and training of medical personnel in residency" <https://adilet.zan.kz/rus/docs/V2000021802>, the order of the Minister of Healthcare of the Republic of Kazakhstan dated May 25, 2021 under No.KR DSM - 43 "On approval of the list of medical specialties of residency programmes" <https://adilet.zan.kz/rus/docs/V2100022844>. The rules for

admission to residency and the Academic Policy have been developed in accordance with the Code of the Republic of Kazakhstan dated July 7, 2020 under No.360-VI LRK "On Public Health and the Healthcare System," the Order of the Minister of Healthcare of the Republic of Kazakhstan dated December 15, 2020 under No.KR DSM-270/2020 "On approval of the rules for placing state orders, admission to study and training of medical personnel in residency" <https://adilet.zan.kz/rus/docs/V2000021802>, and the Concept for the development of higher education and science in the Republic of Kazakhstan for 2023-2029 <https://adilet.zan.kz/rus/docs/P2300000248>.

At the beginning of the 2023-2024 academic year, the educational organization provides training in 27 specialties and plans to continue training in 27 specialties. All educational programmes are provided with relevant educational and methodological documents and teachers.

Representatives of the practical healthcare sector actively participate in the development and improvement of residency programmes. The university administration reported that, to ensure effective planning and implementation of residency programmes, representatives of the practical healthcare sector, students and faculty involved in residency programme implementation are included in advisory bodies (department meetings, the Educational and Methodological Council and the Academic Board). Employers confirmed that each of these representatives has the right to vote on changes, suggestions and comments regarding the residency educational process, as well as the right to vote in the approval of residency educational programmes. The involvement of the practical healthcare sector in the development of residency educational programmes and their high-quality implementation is reflected in the fulfillment of contractual agreements with medical organizations.

Representatives of the medical organizations and employers noted that clinical settings and staff involved in training contribute to the improvement of professional training in clinical areas.

When developing educational programmes, it is imperative to consider the needs of stakeholders, particularly employers: the level of acquired theoretical knowledge and skills must meet the needs of the practical healthcare system.

The university administration reported that, to monitor employer needs, KMU "HSPH" regularly organizes "Open Days," which bring together representatives of practical healthcare and allow for meetings between university management and heads of medical organizations. Employers confirmed that such events help identify existing strengths and challenges in residency training and promptly develop action plans to address these gaps.

To ensure the educational programme aligns with the needs of the healthcare system of the Republic of Kazakhstan, KMU "HSPH" maintains ongoing and effective communication with practical healthcare organizations and employers through the Employers' Council. Information on the activities of the Employers' Council, provided by the university administration, confirms that the Council is an effective mechanism for ensuring that educational programmes meet the needs of practical healthcare. Overall, it can be noted that KMU "HSPH" has created conditions for effective interaction with employers and takes their needs into account when developing and implementing residency educational programmes.

Conclusions of the EEC by criteria. Compliant with 11 standards (including 8 basic and 3 improvement standards): fully - 11, partially - 0, do not comply - 0.

Standard 9: CONTINUOUS RENEWAL

The KMU "HSPH" is implementing a process for updating its organizational structure to continuously improve the postgraduate educational process in accordance with the best practices in global educational management taking into account the needs of practical healthcare in the Republic of Kazakhstan, which is undergoing reform, it regularly initiates reviews and updates of the process. In addition to the postgraduate doctor training process and the changes introduced to the Professional Standard, it is planned to update programme 7R01135 "Oncology adult"

Updates are being made through the results of midterm assessments, reports and assessments of postgraduate doctor practice, and it is planned to analyze the results in the future. The final assessment

of postgraduate doctors, following which the findings will be announced and accompanied by the development and adjustment of syllabuses, will be supplemented by the bibliography and agreements will be concluded with new clinical settings.

As the KMU "HSPH" is a leading school of Public Healthcare, additional elective courses to enhance knowledge of the scientific foundations and methodology of medical research are planned for the next academic year (2025-26). Topics in biostatistics, evidence-based medicine and research methods will be introduced into the core disciplines of the compulsory and elective components through IWPD (teacher assignments). The results of these topics are planned to be presented at the Council of Young Scientists and Clinicians and reflected in articles, conference and congress publications and research projects.

Each postgraduate doctor conducts research under the supervision of a clinical supervisor/faculty member of the specialized department. During the first year of study, the postgraduate doctor selects a research topic and conducts research throughout the learning period (e.g., "New technologies for nursing premature babies"), which is presented in the protocol during a visit to the supervising department at the clinic. Attention is paid to developing postgraduate doctors' teamwork and interdisciplinary problem-solving skills, which are crucial for effective interaction with colleagues and patients.

To support teaching staff and students at the research organization, the Department of Science and Consulting, library, local ethics committee and the scientific and practical journal "Medicine, Science and Education" assist in publishing research results in leading domestic and international journals and facilitate the commercialization of research results.

By engaging postgraduate doctors in research projects, they are encouraged to become researchers and scientists in the fields of healthcare and medicine. A Council of Young Scientists was established at KMU "HSPH" to promote the development of young scientists' potential and the search for grant support.

The educational organization plans to allocate resources for the continuous improvement of the educational process and support for postgraduate doctors.

To specifically improve the educational process, sociological research is being conducted. This included a study of the psycho-emotional state of first-year postgraduate doctors. The study revealed both positive aspects and significant risks related to the postgraduate doctors' emotional state and their engagement in the educational process. Most students demonstrate stress resilience, strive to maintain a positive atmosphere and are confident in their ability to cope with emotional difficulties. Literature on postgraduate medical education ("Student Consultant" (www.studentlibrary.ru) and "Doctor Consultant" (www.rosmedlib.ru) are also being reviewed. This analysis led to a review of teaching approaches in residency and the introduction of methods such as Case-Based Learning (CBL) and Research-Based Learning (RBL). Postgraduate doctor participation in seminars, trainings and advanced training programmes will help young physicians stay current with modern practices and successfully adapt to changes. In 2024, the university hosted the international congress "Global Health," where postgraduate doctors presented papers and publications, as evidenced by certificates of participation included in their portfolios. Postgraduate doctors also take advanced training courses, depending on their specialties (e.g., "Bullying: causes, forms and prevention"). KMU "HSPH"'s modern equipment, simulation rooms and clinical settings enable high-quality practical training.

KMU "HSPH" by continuously improving its organizational structure and management principles, not only effectively adapts to change but also creates a sustainable educational environment that meets the needs of all stakeholders. This is a key factor in the university's successful development and the improvement of the quality of medical specialist training.

Conclusions of the EEC by criteria. Compliant with 2 standards (including 1 basic and 1 improvement standard): fully - 2, partially - 0, do not comply - 0.

CONCLUSION: An external assessment of the educational programme revealed that out of 114 standards (including 82 basic standards and 32 improvement standards), 109 accreditation standards demonstrated full compliance, including 78 basic standards and 31 improvement standards. 4 basic standards and 1 improvement standard were partially met. No non-compliance with standards was identified.

Considering that the educational programme in specialty 7R01135 "Oncology adult" is undergoing initial accreditation and is scheduled to accept postgraduate doctors in 2025-2026, in compliance with the requirements of the Law on Education of the Republic of Kazakhstan, the University initiated specialized (programme) accreditation without postgraduate doctors. Therefore, the external expert commission's responsibilities included assessing the university's readiness to accept postgraduate doctors and examining existing principles and approaches to postgraduate doctor training, quality assurance mechanisms and residency educational programme management using the example of other educational programmes. Nevertheless, the EEC specifically examined the learning organization in the specialty 7R01135 "Oncology adult" including documentation, faculty, educational resources and other important issues related to compliance with accreditation standards.

The EEC concluded that, despite the achievements in postgraduate doctor training, including the expected learning outcomes for the accredited educational programme 7R01135 "Oncology adult" there are a number of issues that the university must address within the first to second quarter of 2025.

5. Recommendations for improving the educational programme 7R01135 "Oncology adult" at the LLP Kazakhstan Medical University "HSPH":

1) Introduce a scientific component into the educational programme for the specialty "Oncology adult" as an elective discipline (Standard 2.2.1).

2) Designate a division or person responsible within the university's organizational structure to implement career planning, employment and monitoring activities for residency programme graduates (Standard 4.3.3).

3) Before initiating new postgraduate doctor admission, ensure a sufficient number of full-time faculty members and an appropriate faculty-to-postgraduate doctor ratio (Standard 5.2.1).

4) Provide ongoing learning in the pedagogical competencies of clinical supervisors (Standard 5.2.2).

5) When planning and implementing international cooperation and academic exchange, consider implementing a programme to invite foreign faculty to conduct educational activities with oncology postgraduate doctors (Standard 6.7.3).

6. Recommendation to the ECAQA Accreditation Council

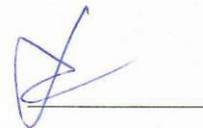
The EEC members established the compliance of the educational programme of the residency in the specialty 7R01135 "Oncology adult" with the Accreditation Standards and came to a unanimous opinion to recommend that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

EEC Chairperson	KHUDABAYEVA ILYASSOVNA	KHATIMYA	/signed/
International expert	SHEPPLI YELENA VLADIMIROVNA		/signed/
Academic expert	ZHUMALINA KANASHEVNA	AKMARAL	/signed/
Academic expert	BOZHBANBAYEVA SEITBEKOVNA	NISHANGUL	/signed/
Academic expert	BAGIYAROVA ARYSTANOVNA	FATIMA	/signed/
Academic expert	AKHMETOVA KALIKAPASSOVNA	ALMIRA	/signed/
Academic expert	KARIBAYEVA ORYNBASSAROVNA	DINA	/signed/
Academic expert	ZHAKENOVA SAKHIPKEREYEVNA	SAIRA	/signed/
Academic expert	KABILDINA AMIRBEKOVNA	NAILYA	/signed/
Academic expert	ZHANASPAYEVA AMANGAZIYEVNA	GALIYA	/signed/
Expert-employer	KUNAYEVA DZHANABAYEVNA	GULBANU	/signed/
Expert-postgraduate doctor	BEKENOVA ASEM KUL BERIKOVNA		/signed/

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу **7R01135 «Онкология взрослая» ТОО Казахстанский медицинский университет «ВШОЗ»** на период 5 лет.

Председатель ВЭК КУДАБАЕВА ХАТИМЯ ИЛЬЯСОВНА



Международный эксперт ШЕППЛИ ЕЛЕНА ВЛАДИМИРОВНА



Академический эксперт ЖУМАЛИНА АКМАРАЛ КАНАШЕВНА



Академический эксперт БОЖБАНБАЕВА НИШАНГУЛЬ СЕЙТБЕКОВНА



Академический эксперт БАГИЯРОВА ФАТИМА АРЫСТАНОВНА



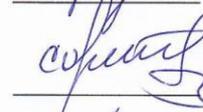
Академический эксперт АХМЕТОВА АЛЬМИРА КАЛИКАПАСОВНА



Академический эксперт КАРИБАЕВА ДИНА ОРЫНБАСАРОВНА



Академический эксперт ЖАКЕНОВА САЙРА САХИПКЕРЕЕВНА



Академический эксперт КАБИЛДИНА НАЙЛЯ АМИРБЕКОВНА



Академический эксперт ЖАНАСПАЕВА ГАЛИЯ АМАНГАЗИЕВНА



Эксперт-работодатель КУНАЕВА ГУЛЬБАНУ ДЖАНАБАЕВНА



Эксперт-резидент БЕКЕНОВА АСЕМКУЛ БЕРИКОВНА



Профиль качества и критерии внешней оценки образовательной программы (обобщение)

2	Критерии оценки	Количество стандартов	БС*/СУ	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	14	9/5	14 9/5		
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	22	19/3	21 18/3	1	
3.	ОЦЕНКА РЕЗИДЕНТОВ	9	6/3	9 6/3		
4.	РЕЗИДЕНТЫ	20	14/6	19 13/6	1	
5.	АКАДЕМИЧЕСКИЙ ШТАТ/ПРЕПОДАВАТЕЛИ	8	7/1	6 5/1	2	
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	18	11/7	17 11/6	1	
7.	ОЦЕНКА ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ	10	7/3	10 7/3		
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	11	8/3	11 8/3		
9.	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	2	1/1	2 1/1		
		114	82/32	114		

Список документов, изученных членами ВЭК в рамках проведения внешней оценки образовательной программы резидентуры

№	Наименование документов	Дата утверждения
1	ПРАВИЛА РАЗРАБОТКИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ ТОО КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ»	06.02.2023
2	ПРАВИЛА ПРИЕМА В РЕЗИДЕНТУРУ	29.08.2024
3	ПОЛОЖЕНИЕ О РЕЗИДЕНТУРЕ	29.08.2024
4	ПОЛОЖЕНИЕ ОБ ОРГАНИЗАЦИИ СИСТЕМЫ ОПЛАТЫ И СТИМУЛИРОВАНИЯ ТРУДА ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ»	02.02.2023
5	ПОЛОЖЕНИЕ ОБ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ ОБУЧАЮЩИХСЯ КМУ «ВШОЗ»	29.08.2024
6	ПОЛОЖЕНИЕ О ПРИЕМНОЙ КОМИССИИ КАЗАХСТАНСКОГО МЕДИЦИНСКОГО УНИВЕРСИТЕТА «ВШОЗ»	29.08.2024
7	ПОЛОЖЕНИЕ О ПЕДАГОГИЧЕСКОЙ НАГРУЗКЕ ППС КМУ «ВШОЗ»	29.08.2024
8	ПОЛОЖЕНИЕ О МОНИТОРИНГЕ И ОЦЕНКЕ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ ТОО КАЗАХСТАНСКОГО МЕДИЦИНСКОГО УНИВЕРСИТЕТА «ВШОЗ»	29.08.2024
9	ПОЛОЖЕНИЕ О МОНИТОРИНГЕ И ОЦЕНКЕ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ ТОО КАЗАХСТАНСКОГО МЕДИЦИНСКОГО УНИВЕРСИТЕТА «ВШОЗ»	21.04.2023
10	ПОЛОЖЕНИЕ О КЛИНИЧЕСКОМ НАСТАВНИЧЕСТВЕ	29.08.2024
11	ПОЛОЖЕНИЕ О ДОКТОРАНТУРЕ	29.08.2024
12	ПОЛОЖЕНИЕ ДЕПАРТАМЕНТА МАГИСТРАТУРЫ И ДОКТОРАНТУРЫ	02.09.2024
13	НОРМЫ ВРЕМЕНИ ДЛЯ РАСЧЕТА ОБЪЕМА УЧЕБНОЙ НАГРУЗКИ, ВЫПОЛНЯЕМОЙ ПРОФЕССОРСКО-ПРЕПОДАВАТЕЛЬСКИМ СОСТАВОМ КМУ «ВШОЗ» НА 2024-2025 УЧЕБНЫЙ ГОД	29.08.2024
14	КАРТА БИЗНЕС-ПРОЦЕССА ДЕПАРТАМЕНТ РЕЗИДЕНТУРЫ	31.10.2024
15	АНАЛИЗ УДОВЛЕТВОРЕННОСТИ РАБОТОДАТЕЛЕЙ ВЫПУСКНИКАМИ ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» ЗА 2023 ГОД	25.12.2023
16	АКАДЕМИЧЕСКАЯ ПОЛИТИКА ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШ ОЗ»	29.08.2024
17	ПОЛОЖЕНИЕ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА: РАЗРАБОТКА И ОБНОВЛЕНИЕ	29.08.2024
18	СТРАТЕГИЧЕСКИЙ ПЛАН ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» НА 2020-2025 ГОДЫ	27.02.2020
19	ПЛАН-ГРАФИК ПРОВЕДЕНИЯ ВНУТРЕННИХ АУДИТОВ НА 2024 ГОД	16.09.2024
20	ДОКУМЕНТИРОВАННАЯ ПРОЦЕДУРА	31.10.2022

	УПРАВЛЕНИЕ РИСКАМИ	
21	ДОКУМЕНТИРОВАННАЯ ПРОЦЕДУРА АУДИТЫ	31.10.2022
22	ДОКУМЕНТИРОВАННАЯ ПРОЦЕДУРА АНАЛИЗ СО СТОРОНЫ РУКОВОДСТВА	31.10.2022
23	АНАЛИЗ УДОВЛЕТВОРЕННОСТИ РЕЗИДЕНТОВ ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» КАЧЕСТВОМ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ НА КОНЕЦ 2024 ГОДА	06.12.2024
24	АНАЛИЗ УДОВЛЕТВОРЕННОСТИ РАБОТОДАТЕЛЕЙ ВЫПУСКНИКАМ ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» ЗА 2024 ГОД	30.12.2024
25	ПОЛОЖЕНИЕ ДЕПАРТАМЕНТА ЭКОНОМИКИ И ФИНАНСОВ	
26	ДОЛЖНОСТНАЯ ИНСТРУКЦИЯ ГЛАВНЫЙ БУХГАЛТЕР ДЕПАРТАМЕНТА ЭКОНОМИКИ И ФИНАНСОВ	07.10.2022
27	ДОЛЖНОСТНАЯ ИНСТРУКЦИЯ ВЕДУЩИЙ БУХГАЛТЕР ДЕПАРТАМЕНТА ЭКОНОМИКИ И ФИНАНСОВ	07.10.2022
28	ПОЛОЖЕНИЕ О СИСТЕМЕ КЛЮЧЕВЫХ ПОКАЗАТЕЛЕЙ ЭФФЕКТИВНОСТИ ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ»	06.09.2024
29	ПОЛОЖЕНИЕ ДЕПАРТАМЕНТА МЕЖДУНАРОДНОЙ ДЕЯТЕЛЬНОСТИ	07.10.2022