

To the Accreditation Council
of the Eurasian Center for Accreditation
and Quality Assurance
in Higher Education and Health Care
February 12, 2026

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT OF THE EDUCATIONAL
PROGRAMME 7R01120 "TRAUMATOLOGY AND ORTHOPEDICS (ADULT,
PEDIATRIC)" FOR COMPLIANCE WITH THE STANDARDS FOR
PROGRAMME ACCREDITATION: POSTGRADUATE EDUCATION
(RESIDENCY) OF THE EURASIAN CENTER FOR ACCREDITATION AND
QUALITY ASSURANCE IN HIGHER EDUCATION AND HEALTH CARE
LIMITED LIABILITY PARTNERSHIP
KAZAKHSTAN MEDICAL UNIVERSITY "HSPH"**

period of external expert assessment: January 28–30, 2026

Almaty, 2026

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LIST OF DESIGNATIONS AND ABBREVIATIONS

Abbreviation	Designation
CBL	Case-based learning
ESG	Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area
EHEA	European Higher Education Area
MCQ	Multiple Choice Questions
RBL	Research-based learning
TBL	Team-based learning
AMP	Administrative and Managerial Personnel
HEI	Higher Education Institution
SCES	State Compulsory Education Standard
DSHR	Department of Science and Human Resources
EHEA	European Higher Education Area
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
FSC	Final State Certification
IC	Individual Curriculum
CD	Clinical Disciplines
IMIS, AIS	Medical Information Systems
KMU “HSPH”	Kazakhstan Medical University "HSPH"
CP	Clinical Protocol
EC	Elective Component
CC	Clinical Council
CED	Catalog of Elective Disciplines
MH RK	Ministry of Healthcare of the Republic of Kazakhstan
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
RW	Research Work
RLA	Regulatory Legal Acts
NCIE	National Center for Independent Examination
EP	Educational Programme
OSCE	Objective Structural Clinical Examination
MD	Major Disciplines
DPCE	Department of Postgraduate Continuing Education
PHC	Primary Health Care
TS	Teaching Staff
WC	Working Curriculum
IWP, IWPT	Independent Work of Postgraduate Doctor, Independent Work of Postgraduate Doctor with a Teacher
QMS RK	Quality Management System of the Republic of Kazakhstan
SC	Standard Curriculum
TM	Teaching materials
EMB	Educational and Methodological Board
AB	Academic Board

1. Composition of the External Expert Commission

In accordance with ECAQA Order **No. 04 dated January 14, 2026**, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment of the residency educational programme in the specialty of EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" from **January 28 to 30, 2026**, in the following composition:

№	EEC Membership	Full name	Academic degree/title, position, place of work/study, year of study, specialty
1	Chairperson	Balmukhanova Aigul Vladimirovna	Doctor of Medical Sciences, Academician of the National Academy of Sciences of the Republic of Kazakhstan, Professor. Head of the Department of Surgical Disciplines at the "International School of Medicine" at Caspian University (Almaty, Kazakhstan). Awarded with a badge "Excellence in Healthcare" from the Ministry of Healthcare of the Republic of Kazakhstan.
2	International Expert	Professor Peter Wushou Chang	MD, MPH, ScD, FRCP, FPH, Institute of Public Healthcare. Institute of Environmental Science. College of Medicine of the National Yang-Ming University. Scientific expert of the European Commission Advisory Committee on Risk Assessment, Fellow of the Royal College of Physicians (FRCP, UK) and Fellow in Public Healthcare (FPH, UK), Vice-President of the International Health Literacy Association. Director-General of the International Cooperation Bureau of the Ministry of Healthcare of Taiwan (2004-2007), Representative for European Healthcare Affairs of the Ministry of Healthcare of Taiwan with experience of cooperation with the UN in Geneva (2002-2004), Professor of the National Yang-Ming University (1999-2006), Visiting Scholar of the National Cancer Institute (NIH), USA (2001), Laureate of the International Health Literacy Award (USA, 2017).
3	International Expert	Yordanka Uzunova	Associate Professor, MD, PhD, Member of the Bulgarian Pediatric Association, International Society for Liver Transplantation, and European Society for Organ Transplantation. Head of the Pediatrics Clinic at Lozenets University Hospital, Deputy Dean of the Faculty of Medicine at "St. Kliment Ohridski" University, Sofia, Bulgaria
4	Academic Expert	Madyarov Valentin Manarbekovich	Doctor of Medical Sciences, Head of the Department of Surgery with a Course in Anesthesiology and Resuscitation of the NEI "Kazakh-Russian Medical University".
5	Academic Expert	Urazova Saltanat Nurgozhayevna	Doctor of Medical Sciences, Head of the Department of Family Medicine No.3 at the NJSC "Astana Medical University". Member of the Association of Allergists and Immunologists and

			the Association of Family Physicians of the Republic of Kazakhstan. Awarded with a badge “Excellence in Healthcare” from the Ministry of Healthcare of the Republic of Kazakhstan.
6	Academic Expert	Zhunussova Aigul Bitimbayevna	Candidate of Medical Sciences. Director of the Department of Accreditation and Quality Management of the NJSC “Astana Medical University”. Awarded with a badge “Excellence in Healthcare” from the Ministry of Healthcare of the Republic of Kazakhstan, Laureate of the Prize from the Ministry of Education and Science of the Republic of Kazakhstan for talented and young scientists.
7	Academic Expert	Yermukhanova Lyudmila Sergeevna	Candidate of Medical Sciences, Associate Professor, Head of the Department of “Public Health and Healthcare” at NJSC “Marat Ospanov West Kazakhstan Medical University”, and Chair of the “Public Healthcare” Committee at the State Unitary Enterprise. Awarded with a badge “Excellence in Healthcare” from the Ministry of Healthcare of the Republic of Kazakhstan, "Best University Teacher" badge by the Ministry of Healthcare of the Republic of Kazakhstan, “For work dedicated to the development of science in the Republic of Kazakhstan”, and "Best University Teacher" badge – 2023 from the Ministry of Science and Higher Education of the Republic of Kazakhstan. Member of the Kazakhstan Association of Healthcare Managers.
8	Academic Expert	Khismetova Zaituna Abduzhassimovna	Candidate of Medical Sciences, Associate Professor, Head of the Department of Public Health, and Academic Adviser of the “School of Public Healthcare” at NJSC “Semey Medical University”. Awarded with a badge “Excellence in Healthcare” from the Ministry of Healthcare of the Republic of Kazakhstan.
9	Academic Expert	Sadykova Ainur Maralovna	Candidate of Medical Sciences, Associate Professor of the Department of Infectious and Tropical Diseases at NJSC “S. D. Asfendiyarov Kazakh National Medical University”. Member of the working groups for preparation and participation in the National Ranking of Educational Programmes of the National Chamber of Entrepreneurs "ATAMEKEN" and for institutional accreditation.
10	Academic Expert	Bacheva Irina Viktorovna	Master of Medical Sciences, PhD in “Medicine”, Associate Professor in the Department of “Internal Diseases”. Head of the residency educational programme in “Nephrology, including adult” at the NJSC “Karaganda Medical University”.

11	Academic Expert	Shanayeva Gulnara Sattarovna	Candidate of Medical Sciences, Senior Lecturer in “Emergency Medical Care” at the NEI “Kazakh-Russian Medical University”.
12	Academic Expert	Tuksanbayeva Gulfariza Usenbayevna	Candidate of Medical Sciences, Assistant Professor, Associate Professor, and Acting Professor in the Department of Neurology, Psychiatry, Rehabilitation, and Neurosurgery at the South Kazakhstan Medical Academy. A specialist of the highest qualification category in neurology.
13	Academic Expert	Sharapiyeva Alua Muratbekovna	PhD, Teaching Assistant in the Department of Nursing at NJSC “Semey Medical University”. Researcher in the ProInCA project, co-funded by the Erasmus+ programme.
14	Academic Expert	Veliyeva Ainur Teimurovna	PhD, Acting Associate Professor at the Department of Obstetrics and Gynecology at NJSC “Al-Farabi Kazakh National University”.
15	Expert-employer	Yesirkepova Gulnara Serikaliyevna	Master of Medicine, Healthcare Manager, Rheumatologist, Chief Physician of LLP “Asmed Turgut Ozal”.
16	Expert-Master student	Sovetbek Mereke Kuanyshkyzy	Second-year Master's student in “Global Health and Healthcare” at NJSC “S.D. Asfendiyarov Kazakh National Medical University”.
17	Expert-Postgraduate Doctor	Alpys Makpal Bakhytkyzy	Second-year postgraduate doctor in “Neurology Adult, Pediatric” at the NEI “Kazakh-Russian Medical University”.

The EEC report includes a description of the results and conclusions of the external assessment of the educational programme EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" for compliance with the Standards for Programme Accreditation: Postgraduate Education (Residency) (developed based on the 2023 WFME International Standards for Quality Improvement in Postgraduate Education Programmes) and conclusions (hereinafter referred to as the Accreditation Standards), the EEC recommendations for further improvement of the approaches and conditions for implementing the aforementioned educational programme, and recommendations on accreditation for the ECAQA Accreditation Council on accreditation.

2. General Part of the Final Report

2.1 Presentation of the Residency Educational Programme in Specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)"

Organization Name, Legal Form of Ownership, BIN	LLP "Kazakhstan Medical University "HSPH" BIN: 011240001712 JSC “Halyk Bank of Kazakhstan”
Governing Body	Rectorate
Full Name of Top Director	Auyezova Ardak Mukhanbetzhanovna
Date of Establishment	Established based on the Government Resolution of the Republic of Kazakhstan No.1142 dated July 21, 1997, in Almaty, reorganized in 2000. Officially registered on December 3, 2001
Location and Contact Information	Almaty, Bostandyk district, st. Utepov, building 19A. +7 727 337 80 18 (ext. 103), +7 771 780 76 67

State License for Educational Activities in Residency (Date, Number)	License with Annex No. KZ18LAA00006861 dated April 21, 2016, from Ministry of Education and Science of the Republic of Kazakhstan ECAQA Certificate No. IA00035 dated May 25, 2021
Year of Commencement of Accredited Educational Programme (EP)	From 2025
Information on placement in the Register of the European Higher Education Area of the Ministry of Science and Higher Education of the Republic of Kazakhstan	December 3, 2021
Duration of study	3 years
Total number of graduates since the implementation of the residency programme	none
Number of postgraduate doctors in the EP since the beginning of the current academic year	4
Full-time/part-time teachers involved in the EP implementation	Total number of teachers: 4 , including 1 full-time faculty member. Category: 25%
Website Instagram Facebook with active pages	https://ksph.edu.kz/structure/ (Facebook (https://www.facebook.com/KSPH.kz), Instagram (@kmu_ksph), Telegram (https://t.me/kmuksph)),

2.2 Information about Previous Accreditation

"Until the present, the educational programme EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" has not been accredited".

2.3 Brief description of the Analysis Results of the Self-Assessment Report for the Residency Educational Programme in Specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" and Conclusions on its Completion

The self-assessment report for the residency educational programme in specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" (hereinafter referred to as the report) consists of **122** pages of the main text and 19 annexes, copies, or electronic versions of documents located at the link: <https://drive.google.com/drive/folders/1jkGpdtKtCgSh3VI8gS6pif6n8xpOgGvc>

The report is characterized by completeness of responses to all 8 main accreditation standards and criteria, structured in accordance with the recommendations of the Guidelines for Conducting Self-Assessment of the Educational Programme, provided to the educational organization by the accreditation center - ECAQA, and internal consistency of information. A cover letter signed by Rector **A.M. Auyezova**, confirming the accuracy of the quantitative information and data included in the self-assessment report, is attached to the report.

The report includes a list of the **24 members** of the internal self-assessment committee, indicating the responsibilities of each employee, and information about the organization's representative responsible for conducting the self-assessment of the educational programme.

The self-assessment of educational programme 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" was conducted based on the University Rector's Order No. 374-N dated November 24, 2025, "On the Establishment of a Working Group to Prepare for Specialized Accreditation for the Residency Programme".

For all educational programmes 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)", taking into account the start of student admission in 2026. Each standard outlines how to apply national and international practices and methodological support that confirm compliance with accreditation requirements. The self-assessment report contains comprehensive information, covering information on the teaching staff and administrative staff, details of student selection and admission, student learning outcomes, knowledge and skills assessment results, the state of the university's physical facilities and clinical sites, contractual obligations with partners (universities, associations, and clinical sites), financial data, and plans for further development and improvement.

The report was submitted to the ECAQA in its final form, with data adjusted according to the recommendations outlined above. It was written in a competent manner, the wording for each standard was clear and understandable, and described in accordance with the criteria of the standards. Tables and figures (diagrams, photographs) were referenced in the text and numbered consecutively.

3. Description of the External Expert Assessment

The external expert assessment of the educational programme EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" was organized in accordance with the Guidelines for Conducting External Assessment of Educational Organizations and Educational Programmes of the ECAQA. Dates of the visit to organization: **January 28–30, 2026**. The schedule of the 3-day visit is detailed 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 - **8 people**;
- interviews with postgraduate doctors of other specialties - 26 people (to understand the general principles and approaches to organizing residency training and to obtain postgraduate doctors' opinions on the educational organization, staffing, and resources);
- study of the website <https://ksph.edu.kz/structure/>;
- interviewing 11 employees, 27 teachers, and supervisors;
- a survey of teachers and postgraduate doctors was not conducted for programme 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)".
- a survey of teachers and postgraduate doctors in other specialties included 58 teaching staff, 18 master's students, 11 doctoral students, and 26 postgraduate doctors .

Attendance to:

1. A practical lesson on "Surgical Treatment Methods. Initial surgical d-bridement, open reduction of fragments, open reduction of dislocations: indications, surgical technique, approaches to major joints of the upper and lower extremities, various types of osteosynthesis (screws, bone, intramedullary pins, plates, compression-distraction devices)" was held under the "Adult Inpatient Traumatology and Orthopedics" course. Lecturer: A.U. Abdurazakov, Associate Professor of the Department of Therapy with Courses in Medical Rehabilitation, Nephrology, and Gerontology, Doctor of Medical Sciences. The class lasted 6 academic hours. Clinical Setting: Municipal state enterprise on the right of economic management "Central City Clinical Hospital".

2. Class Topic: "Basic and Advanced Cardiopulmonary Resuscitation". The class was taught by Zaure Uzakbayevna Dospanbetova, a specialist at the Training and Consulting Center, and Gulbanu Sansyzbayevna Berdiyarova, a clinical supervisor. Postgraduate doctors of the "Otorhinolaryngology" Department (Aida Arkarbekova, Yedil Kazhygali, Nurym Berikul) and the "Anesthesiology and Resuscitation with a Course in Emergency Medicine" (Bakhtinur Toligenova, Omar Seidan, Dinmukhambet Dosal, Bagdat Abdiramanov, and Yersultan Torebekov) participated in the training.

Case problem: Cardiac Arrest During Anterior Nasal Packing: Topic: "Providing Emergency Care for Cardiac Arrest Due to a Vasovagal Reflex or Decompensated Cardiovascular Pathology (History of Myocardial Infarction) During "Anterior Nasal Packing". **Case Study Objective:** For Otorhinolaryngology postgraduate doctors - > practicing anterior packing techniques and recognizing critical conditions in patients, basic life support. **For anesthesiology postgraduate doctors ->** Practicing the advanced cardiopulmonary resuscitation (A-CPR) algorithm and team communication

(CRM). **Objectives:** determine indications for CPR; identify shockable arrhythmias; administer medications appropriate to the clinical situation; apply principles of effective communication. **Equipment:** Adult patient simulator. **ENT instrumentation:** nasal speculum, bayonet forceps, gauze swabs, sling, tray. **For CPR:** Ambu bag, defibrillator, laryngoscope, endotracheal tubes, airways. **Medications:** Epinephrine, amiodarone, saline solution (0.9% NaCl).

Expert comments on the simulation: There are generally accepted alert codes for various situations. In this case, a blue code was sufficient.

- review of resources in the context of meeting accreditation standards: 2 clinical practice/training sites were visited, including the state-owned utility enterprise based on the right of economic management “Central City Clinical Hospital” and the state-owned utility enterprise based on the right of economic management “Emergency Medical Care Station” in Almaty, where training is planned for EP 7R01120 "Traumatology and Orthopedics (Adult and Pediatric)".

- review of **12** learning and teaching documents both before visit to organization and during the visit to divisions (see **Annex 2** for a list of reviewed documents).

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

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

No.	Job title	Quantity
1	Auyezova Ardak Muhanbetzhanovna Rector – PhD,	1
2	Tulebayeva Indira Kazbekovna Vice-Rector for Academic and Scientific Activities – PhD,	1
3	Dzhumabekov Auyeskhon Tulegenovich Vice-Rector for Clinical Activities – Doctor of Medical Sciences, Professor	1
4	Kadirkbekova Fatima Abzhaparovna Commercial Director	1
5	Birimzhanova Marzhan Dikhanovna Advisor to the Rector, PhD,	1
6	Yessenzhanova Gulshat Musrepovna Chief Academic Adviser - Doctor of Medical Sciences,	1
7	Abirova Akmaral Adilkhanovna Department of Residency, Director	1
8	Abdykalykova Ainur Imashevna Department of Residency, Deputy Director	1
9	Dospanbetova Zaure Uzakbayevna, Educational and clinical center, Specialist	1
10	Dauletkaliyeva Aitzhamal Koshbayevna, Librarian	1
11	Aitambayeva Nadira Nurbekovna, Librarian	1
12	Teaching Staff	58
13	Master’s students and Doctoral Students	20
14	Interviews with postgraduate doctors	26
15	Interviews with CPD programmes graduates	31

On the final day of the visit to organization, a meeting of the EEC members was held to discuss the external assessment. A final discussion was held regarding the external assessment of the educational programme, document review, conversation, interview, and questionnaires results. The EEC members began drafting the final EEC report. The external assessment results were summarized. The experts individually completed the "Quality Profile and Criteria for External Assessment of the Educational Programme EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" for compliance with the ECAQA Accreditation Standards". No significant comments or criticisms regarding the educational programme's readiness to admit postgraduate doctors in 2026 were received (not expressed).

Recommendations for improving the educational programme were discussed, and Chairperson A.V. Balmukhanova held a final open vote on the recommendations for the ECAQA Accreditation Council on the accreditation period.

Although the educational programme EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" is new and undergoing initial accreditation, all criteria stipulated by the accreditation standards were met, and no non-conformities were identified. However, during the assessment, recommendations for improvement were formulated, which the KMU "HSPH" must implement as part of post-accreditation monitoring. During the announcement of the external review results, the chair of the EEC emphasized the need to identify specific short-term and long-term goals for implementing these recommendations.

Comfortable conditions were created for the EEC, and access to all necessary information and material resources was provided. The commission notes the high level of corporate culture at the KMU "HSPH" and the team's high level of openness in providing information to the EEC members. The commission notes the high level of satisfaction among postgraduate doctors, master's students, and doctoral students, regardless of their specialization, with the practical skills they acquired at the Kazakh Medical University "Higher School of Public Health" (KMU "HSPH") and at its clinical sites. Furthermore, it notes the lack of comparable quality offers from other medical organizations and research centers.

A survey of postgraduate doctors in the specialty of EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" was conducted (the results are presented below). A survey and conversation were conducted with 4 teachers (1 full-time) in the EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)"; all questions regarding the educational process were also clarified during the interviews.

At the end of the visit programme, the EEC chairperson presented recommendations based on the external assessment results as part of the specialized accreditation to the educational institution's management and staff.

4. Analysis of compliance with accreditation standards based on the results of an external assessment of the residency educational programme in the specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)".

Standard 1: MISSION AND VALUES

1.1 Stating the mission

During the implementation of the programme's activities, namely, following conversations with the organization's top director, members of the advisory and consultative body of the Academic Board, and interviews with postgraduate doctors and teachers, 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 developing 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 2026-2030 has been reviewed. The strategic development plan of the LLP KMU "HSPH" (link: [Strategic development plan of the LLP KMU "HSPH"](#)), which includes such areas as increasing the competitiveness of the Kazakhstan Medical University "HSPH" through the development of multi-level personnel training, the integration of science, education and clinical practice and the expansion of international cooperation, confirms the fulfillment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. The mission is defined in the educational programme (link: [Mission of the EP](#)) and was discussed at meetings of the collegial bodies of LLP KMU "HSPH", which include representatives of practical healthcare, the Employers' Council (link: [Minutes of the Employers' Council Meeting dated May 21, 2025](#)), the Educational and Methodological Board (link: [Minutes of the Educational and Methodological Board Meeting No. 2 dated April 15, 2025](#)), and approved at a meeting of the Academic Board (link: [Extract from the Academic Board Meeting No. 9 dated May 29, 2025](#)).

Interviews with postgraduate doctors revealed that before classes begin, teachers inform postgraduate doctors about the mission, the educational organization's work plans, and tell them where to find necessary information about the educational programme, teachers, and training facilities. The strategic plan is available at: <https://adilet.zan.kz/rus/docs/P2200000945> , <https://adilet.zan.kz/rus/docs/V2200028716> , <https://ksph.edu.kz/structure/> <https://drive.google.com/drive/folders/1D5HVSyfc963mtp38Q95wYksOlcXyp9aa> . https://drive.google.com/drive/folders/1Oh-7IDQ79-mYqHp9aJMI_DiIXChfFKkl

During a visit to the divisions of the Kazakhstan Medical University "HSPH", experts noted the strengths of the educational organization in relation to the accredited educational programme, including:

The Kazakhstan Medical University "HSPH" has divisions directly related to the educational programme 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)". A key aspect was improving the quality of practical training for postgraduate doctors, which ensured significant success in developing and reinforcing clinical skills and developing professional competencies.

This conclusion was based on the high assessment of the postgraduate doctors' practical training. They demonstrated excellent performance in mastering and applying clinical skills, as well as in developing their professional qualities.

The results of the documentation review demonstrate that the organization's mission and the mission of the educational programme 7R01120 "Traumatology and Orthopedics (Adult and Pediatric)" are consistent with the State Compulsory Educational Standard and current regulatory legal acts in postgraduate education and healthcare.

The Kazakhstan Medical University "HSPH" trains healthcare specialists using a number of clinical sites and units. Specifically, postgraduate doctors' training is conducted through clinical rotations at the State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital" and the State-owned utility enterprise based on the right of economic management "Emergency Care Service" of the Almaty Healthcare Administration. These facilities ensure a patient-centered approach by integrating theoretical knowledge with practical experience, emphasizing the individual needs and preferences of each patient, and developing empathy and effective communication skills in students.

Kazakhstan Medical University "HSPH" prioritizes patient safety and autonomy, realizing this through strict adherence to treatment protocols, continuous advanced training for medical personnel, the implementation of quality control systems for care, and the active involvement of patients in decision-making regarding their health, as well as the provision of comprehensive information about possible risks and alternatives.

In our (expert) opinion, postgraduate doctors of 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" are provided with appropriate working conditions that contribute to maintaining their health, since a favorable and safe working environment has been created at the KMU "HSPH" and the clinical bases of the State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital" and the State-owned utility enterprise based on the right of economic management "Emergency Care Service" of the Almaty Healthcare Administration, which meet sanitary and hygienic norms and occupational safety standards, and also provide access to medical care and psychological support.

7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" - the ability to conduct a primary examination and diagnosis, provide basic resuscitation, interpret laboratory and instrumental test results, and effectively communicate with patients and their families, as well as specialized competencies, including skills in performing complex invasive procedures, making decisions in critical situations, teamwork, and using modern medical equipment, helps the educational organization implement innovative learning forms. This contributes to the development of skills and qualities in postgraduate doctors such as medical judgment, adaptability, stress resistance, leadership qualities, and the ability to engage in continuous self-education.

KMU "HSPH" encourages postgraduate doctors to actively participate in research activities in their chosen specialty by providing access to scientific databases, consultations with experienced

supervisors, opportunities to publish research results, and participation in grant programmes. It also ensures postgraduate doctors' participation in academic events such as scientific conferences, seminars, master classes, round tables, and symposia.

1.2 Participation in mission formulation

The experts established that the following participated in developing the goals and objectives (mission) of the educational programme EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)": Abirova A.A. - Director of "DR"; Abdykalykova A.I. - Deputy Director of "DR"; Zharmenov S.M. - Head of the Department of Surgery with a course in Cardiovascular Surgery, Oncology, and Traumatology; Ashirbay K.S. - Lecturer in the Department of Surgery with a course in Cardiovascular Surgery, Oncology, and Traumatology, which is confirmed by a document based on Order No. 374-N dated November 24, 2025 "On the Creation of a Working Group to Prepare for Specialized Accreditation for Residency Programmes".

Teachers and postgraduate doctors' questionnaires on the quality of postgraduate doctors' prior training in the existing residency specialties of EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" are unavailable due to the planned admission of postgraduate doctors for 2026.

When developing the EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)," its goals and intended outcomes were discussed at the Academic Board (all KMU "HSPH" employees, students, members of various associations, and employers).

To ensure the educational programme's alignment with the needs of the healthcare system of the Republic of Kazakhstan, LLP KMU "HSPH" maintains ongoing and effective communication with practical healthcare organizations and employers through the Employers' Council (link: <https://ksph.edu.kz/kruglyj-stol-integracija-obrazovani/>).

The mission, strategic goal, and vision of the KMU "HSPH" are focused on training healthcare professionals who are in demand and competitive in the labor market, with the joint responsibility of the state and the center to protect the health of the country's population.

EEC findings by criteria. Comply with 6 standards, 6 - fully compliant.

Standard 2: CURRICULUM

2.1 Curriculum and certification

Experts have determined that there is a correlation between the content and required postgraduate doctor's qualifications upon completion of EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)." This correlation is expressed in *clear continuity between modules, competencies, and intended learning outcomes* and is aimed at training competitive, qualified emergency physicians with professional knowledge and skills in diagnosing and treating patients in accordance with the principles of evidence-based medicine and using modern medical technologies.

A postgraduate doctor who has completed the residency EP in specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" and successfully passed the Final Certification receives a residency completion certificate (issued by the university) and a healthcare specialist certificate as a pediatric surgeon (issued by the authorized body - the Committee for Medical and Pharmaceutical Control of the Ministry of Healthcare of the Republic of Kazakhstan).

This accreditation is initial, and there has been no enrollment of postgraduate doctors for specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)".
https://drive.google.com/drive/folders/1Oh-7IDQ79-mYqHp9aJMI_DiIXChfFKkI

Experts reviewed documents confirming compliance with this accreditation standard criterion: EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" reviewed a package of documents confirming compliance with the standards according to the approved schedule (reports, portfolios, internal orders, regulations confirming compliance with requirements, as well as a conformity assessment based on the reviewed documents, using a score, where, for example, 4.0 to 5.0 points indicates 80-100% compliance).

The residency educational programme in 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" has been listed in the EHEA Register since **December 3, 2021.**

2.2 Intended learning outcomes

The intended learning outcomes are defined and included in the EP document for the specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" developed within the framework of the State Compulsory Educational Standard. The main intended learning outcomes for postgraduate doctors are taken into account which were developed by the State Compulsory Educational Standard approved by the Order of the Ministry of Healthcare of the Republic of Kazakhstan dated July 4, 2022, No.KR DM - 63 <https://adilet.zan.kz/rus/docs/V2200028716#z291>, Order of the Ministry of Healthcare of the Republic of Kazakhstan dated January 9, 2023, No.4. On approval of standard curricula in medical and pharmaceutical specialties <https://adilet.zan.kz/rus/docs/V2300031672>. The educational programme for the specialty 7R01120 "Traumatology and Orthopedics" (Adult, Pediatric)" was approved at a meeting of the Academic Board on May 29, 2025.

Stakeholders are informed about the intended learning outcomes of postgraduate doctors in the specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" by publishing self-assessment reports on the website of the KMU "HSPH", posting information on information boards, and conducting a series of interviews and conversations with representatives of the administration, teaching staff, and postgraduate doctors.

Transparency and accountability are also achieved through the publication of postgraduate doctors' competency assessment results and corresponding reporting documents generated at clinical sites of 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)". Experts confirmed that postgraduate doctors' professional behavior and communication skills are developed through the "Academic Honesty of Teaching Staff and Employees of KMU "HSPH" (Protocol No.1 dated August 29, 2024) and the "Student Academic Honor Code" of KMU "HSPH" approved by the Rector dated January 28, 2025, and reflected in the relevant documents. Teachers and postgraduate doctors are informed of the Code of Ethics. The Code of Ethics can be found at <https://ksph.edu.kz/ethical/> and <https://drive.google.com/drive/folders/1jR9KQHALxmw2f6V4zlyWhtr92m2rIEA>. It is located in "Accreditation 2026" of "Institutional Accreditation" of "Standard 2".

The learning outcomes for the EP were formulated in accordance with the Mission, aimed at developing the necessary key competencies, as well as in accordance with the job functions, knowledge, and skills described in the Professional Standard (**ESG II Part 1.2**).

The expected learning outcomes were determined to meet the requirements of national professional standards for the specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)". There is a review for the accredited educational programme from the Director of the State-owned utility enterprise based on the right of economic management "Children's' Emergency Medical Center" of Almaty, A.M. Smagulov, dated November 24, 2025, No.43. Thus, the requirements of the professional community in the direction of 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" have been taken into account. <https://drive.google.com/drive/folders/1sARrNVcPRcIoiDtcbt5vKy-qsiFmmT>

The educational programme defines learning outcomes for the specialty 7R01103 "Traumatology and Orthopedics (Adult, Pediatric)", which include knowledge, skills, and professional behavior. Each skill can be assessed and measured; for example, in the case-based learning method (CBL), postgraduate doctors are given a real-world task, the solution to which assesses their critical thinking and decision-making skills. Postgraduate doctors receive regular oral feedback after each session and a weekly survey. Each learning outcome is formulated according to the principles of measurability, specificity, and student-centeredness, clearly defining the ultimate goal of their training.

In a competency-based EP, the learning strategy and assessment system are aimed at achieving the goals and objectives of the learning by the teacher and the acquisition of the necessary competencies by the student.

Postgraduate doctors' training requires their participation in providing medical care to the public. Clinical facilities include the State-owned utility enterprise based on the right of economic management

“Central City Clinical Hospital” and the State-owned utility enterprise based on the right of economic management “Emergency Care Service” of the Almaty Healthcare Administration, the State-owned utility enterprise based on the right of economic management “City Clinical Hospital No.4”, as well as other city and republican multidisciplinary hospitals, consultative and diagnostic centers, outpatient clinics, and the university's simulation and training center, where conditions have been created for practicing practical skills and modeling clinical situations. For example, at the State-owned utility enterprise based on the right of economic management “Central City Clinical Hospital”, the State-owned utility enterprise based on the right of economic management “Emergency Care Service” of the Almaty Healthcare Administration and the State-owned utility enterprise based on the right of economic management “City Clinical Hospital No.4”, postgraduate doctors learn procedures such as rapid life-threatening assessment, ABCDE assessment, and vital function stabilization. This training also enables postgraduate doctors to integrate knowledge and skills for timely diagnosis and treatment planning, including initiating appropriate interventions based on obtaining, interpreting, analyzing, evaluating, and prioritizing relevant clinical data. This training also synthesizes all information to make comprehensive and accurate clinical decisions. This training also enables postgraduate doctors to provide emergency care to children at all levels of medical care based on evidence-based practice, critically assess new information and standards of care, and evaluate the effectiveness and safety of treatment and preventive measures. Mastery of these LO is assessed in two stages: theoretical knowledge and clinical performance assessment using a work-based assessment (WBA) on checklist, which is then assessed through a postgraduate doctor portfolio assessment.

Portfolio assessment also helps motivate and evaluate postgraduate doctors in areas of continuing professional development, their ability to analyze and critically evaluate professional literature, formulate research questions, effectively utilize international databases in their daily work, and participate in scientific research aimed at advancing knowledge in human health and improving quality of life.

During a survey of teachers, experts confirmed that skills and professional behavior in providing medical care in emergency and life-threatening conditions are assessed both in a simulation environment during simulated emergency situations and in real clinical practice.

Postgraduate doctors' independent learning includes practical experience in the hospital admission ward, where they are directly involved in seeing patients. Their ability to effectively manage their time is assessed in two ways: first, through observation of specific tasks performed according to pre-developed checklists (WBA format), and second, through participation in simulation training. These training sessions simulate complex and stressful situations that postgraduate doctors may encounter, such as interacting with an aggressive patient or having to deliver bad news to a patient or their loved ones.

All results of independent work by postgraduate doctors are documented in the form of presentations, clinical programmes for patient management, and participate in the preparation of reports at conferences, which contributes to the development of skills in analysis, synthesis and reasoned presentation of scientific data.

Experts have confirmed the high quality of postgraduate doctors' training, which is ensured by teachers and administration. Postgraduate doctors are guaranteed daily clinical practice, access to up-to-date international databases, active participation in scientific research, and comprehensive online learning using electronic resources, including participation in international conferences and specialized master classes.

Postgraduate doctors' professional conduct is ensured by the Student Academic Honor Code of the KMU "HSPH". Postgraduate doctors have been familiarized with the Code of Ethics, which was developed and approved by the rector dated January 28, 2025. During a survey of employers, experts inquired about their satisfaction with postgraduate doctors' behavior.

Overall, postgraduate doctors maintain ethical behavior toward teachers, fellow students, and medical staff. An ethics council is in place, which any educational institution employee can contact to resolve conflict situations. No such situations occurred during the 2025-2026 period. Postgraduate

doctors themselves, during a meeting with experts, confirmed that teachers adhere to ethical standards toward them. When asked whether conflict resolution studies had been conducted for teachers in the past few years, the answer was yes.

<https://drive.google.com/drive/folders/1jR9KQHAlXnw2f6V4zlyWhtr92m2rIEA>

When determining the intended learning outcomes, the employees of the Department of Residency considered previous undergraduate and internship learning outcomes, as well as the goals and objectives of subsequent continuing professional development in the chosen specialty. The educational institution offers CPD (continuing professional development), including programmes in the specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" - an accredited educational programme at the KMU "HSPH".

Experts identified a direct correlation between postgraduate doctors' achievements following their initial training and their subsequent professional growth within continuing education programmes. At the KMU "HSPH", postgraduate doctors are familiar with continuing education programmes for the specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)".

The qualification obtained by completing the educational programme in the specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" corresponds to level 7 of the national qualification framework (**ESG 1.2**) and has the code 7. Completion of residency training is accompanied by a residency completion certificate (issued by the university) and a healthcare specialist certificate (issued by the authorized body - the Committee for Medical and Pharmaceutical Control of the Ministry of Healthcare of the Republic of Kazakhstan), which will be in demand in healthcare.

https://docs.google.com/document/d/1mdGKiT6p6KtrYPPVp_PyA9CyGx1jrvr4/edit

2.3 Curriculum organization and structure

The educational programme organization for residency training in the specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" was developed with an emphasis on the practical application of knowledge and the development of essential competencies. It is based on state educational standards, standard programmes, the National Qualifications Framework, and professional standards. The learning is organized so that postgraduate doctors consistently develop their clinical skills, gradually moving to more independent work with patients under the guidance of experienced clinical supervisors. The programme consists of mandatory courses, the content of which is strictly defined by state standards, and elective courses. The latter allows postgraduate doctors to choose areas of study that align with current challenges in emergency medicine and their personal professional interests, thereby flexibly tailoring their training to the needs of practical healthcare. The duration of study is 3 years.

To ensure the systematic and transparent nature of the educational process, the following measures are implemented: publication of detailed assessment criteria, open access to curricula, implementation of digital performance monitoring systems, and the functioning of formal appeals mechanisms and two-way communication between postgraduate doctors and teaching staff.

<https://drive.google.com/drive/folders/1TpEz9cLQP8mgDnBpV42uCTDxtNNXvBcR>

This approach promotes a thorough understanding of the educational goals, methodologies, and expected outcomes for participants.

For the implementation of the educational programme in specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)", the organization's documents include teaching materials that define the curriculum's goal, integrate practical and theoretical components, and provide independent work. Compliance with the State Compulsory Educational Standard and standard requirements has been established, including key educational competencies (KECs), which are implemented taking into account current clinical challenges and modern trends in pediatric surgery, enabling postgraduate doctors' learning pathways to be tailored to the needs of practical healthcare and their professional priorities.

The expert group attended a practical training session:

The course "Adult Inpatient Traumatology and Orthopedics" included a practical training session on "Surgical Treatment Methods. Initial surgical debridement, Open Reduction of Fragments, Open

Reduction of Dislocations: Indications, Surgical Techniques, Approaches to Large Joints of the Upper and Lower Extremities, Various Types of Osteosynthesis (Screws, Pelvic, Intramedullary Pins, Plates, Compression-Distractor Devices)". Session Length: 6 academic hours. Instructor: Associate Professor of the Department of Surgery with Courses, Doctor of Medical Sciences, A.U. Abdurazakov. Clinical Site: Municipal state enterprise on the right of economic management "Central City Clinical Hospital".

The experts confirmed that the university has sufficient resources and potential to provide high-quality residency training. The availability of modern clinical facilities and a strong team of motivated teachers with no language barriers (which allows us to attract top specialists regardless of their English proficiency) guarantee high-quality education. A wide range of educational materials and a developed research infrastructure, supported by strong international connections and a reputation in global education, enable the university to successfully implement residency programmes that meet the needs of students, teachers, and employers.

The organization ensures compliance with ethical standards in the implementation of the educational programme, as experts have reviewed the Code of Ethics "Code of Academic Honor of Students" of KMU "HSPH" approved by the Rector dated January 28, 2025. During interviews, postgraduate doctors indicated that they were aware of the contents of this document. The Code of Ethics can be found on the website: <https://ksph.edu.kz/ethical/> and <https://drive.google.com/drive/folders/1jR9KQHALxmw2f6V4zlyWhtr92m2rIEA>. It is located in "Accreditation 2026" of "Institutional Accreditation" of "Standard 2". <https://ksph.edu.kz/ethical/>

An analysis of educational activities showed that the scientific basis and all scientific achievements in the relevant disciplines have been taken into account, additions have been made to the teaching materials and syllabuses, and teachers use them in the classroom.

The supervising system described in Order No. 293-n dated September 16, 2025, "On the Approval of Clinical Supervisors for Postgraduate Doctors" was evaluated. A total of 74 supervisors are assigned, whose tasks are to ensure an effective educational process within the framework of clinical practice. <https://drive.google.com/drive/folders/1gEH3TgWTBmPI4jXENAEfOl4h1ARxC0uC>

The procedure for informing postgraduate doctors of their rights and responsibilities is reflected in <https://ksph.edu.kz/depts/educclinic/>, <https://drive.google.com/drive/folders/1gEH3TgWTBmPI4jXENAEfOl4h1ARxC0uC>

The educational process is organized so that postgraduate doctors spend a significant amount of time each semester working in a specific specialized unit/room or in the admission ward. This gives them the opportunity not only to master a variety of work approaches and manage patients with a wide range of diseases but also, as they gain experience and competencies, to gradually acquire increasingly complex tasks - whether it's management, on-call duty, or preparing consultations. A sufficient length of time in one position (e.g., in an inpatient department) is also critical for a comprehensive and objective assessment of their academic performance and professional behavior. <https://ksph.edu.kz/depts/educclinic/>,

<https://drive.google.com/drive/folders/1gEH3TgWTBmPI4jXENAEfOl4h1ARxC0uC>,

With these methods, postgraduate doctors can participate in providing medical care to patients. Postgraduate doctors' potential for patient management is reflected in the academic policy of the KMU "HSPH". <https://ksph.edu.kz/> <https://drive.google.com/drive/folders/1XuN-Z6TqmnD6MMuQK3yzZKIhY6kVLAcp> For example, postgraduate doctors of the educational programme in the specialty EP 7R01103 "" upon completion of their training can perform the following procedures:

- The postgraduate doctor's journey begins in the first year, when, under the close supervision of teachers and clinical supervisors, they master fundamental skills: providing care in the outpatient and hospital setting, conducting examinations, managing patients, interpreting diagnostic data, and preparing medical documentation.

In the second and third years, as they accumulate the necessary competencies, postgraduate doctors move to more independent practice. They manage patients (under the control of a supervisor), participate

in consultations, and perform diagnostic and therapeutic procedures within their specialization, while their responsibility for clinical decisions increases.

Overall, the educational programme's design principles ensure consistent and comprehensive development, integrating theory, practice, and research. It offers an optimal combination of required and elective courses, fosters self-study skills, and seamlessly integrates postgraduate doctors into the medical care process under the guidance of experienced specialists.

Experts have determined that the educational institution fully implements the principles of academic honesty and anti-plagiarism. This is reflected in the document "Regulations on Academic Honesty" (Decision No.1 of the Academic Board dated August 29, 2024), the Academic Honesty Code of the KMU "HSPH" Student (Agreement No. 452 dated September 30, 2025, "On the Provision of "Anti-Plagiarism" Services").

<https://drive.google.com/drive/folders/1jR9KQHALxmw2f6V4zlyWhtr92m2rlEA>,
<https://drive.google.com/drive/folders/1jR9KQHALxmw2f6V4zlyWhtr92m2rlEA>

The principles of academic honesty apply to all stages of postgraduate doctors' training, including theoretical training, clinical practice, research work, and final certification. Compliance with these principles is mandatory when passing examinations, compiling reports, preparing scientific publications, writing dissertations, and presenting clinical cases. Anti-plagiarism tools are used to verify the originality of postgraduate doctors' work in the context of their research activities and final certification.

Postgraduate doctors are trained to promptly collect informed consent from patients for all diagnostic and therapeutic procedures. Experts noted that the corresponding document, signed by the patient, is included in the medical records.

Thus, by the end of the 3-year training, postgraduate doctors will acquire the basic skills and abilities in the field of "Traumatology and Orthopedics (Adult, Pediatric)", allowing them to work in institutions as pediatric surgeons (ESG 1.2).

The experts did not find any violations regarding the principle of equality in postgraduate education and continuing professional development, as the educational institution 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.

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 an analysis of the needs of practical healthcare (employer requests), updating educational programmes, introducing active learning methods (simulation technologies, problem-based learning), advanced training of teaching staff, and regularly monitoring learning outcomes. <https://drive.google.com/drive/folders/1XuN-Z6TqmnD6MMuQK3yzZKIhY6kVLAcP>

KMU "HSPH" has a comprehensive infrastructure and resources that ensure high-quality residency educational programmes. Its arsenal includes: access to clinical sites for practical training; strong human resources, supported by highly motivated teachers; the absence of English language proficiency requirements for teaching staff removes restrictions on hiring experienced supervisors who do not speak a foreign language; a wide range of educational resources, covering both general and highly specialized knowledge; a well-developed network of international contacts and global prestige, as well as significant research capabilities,

These factors enable the KMU "HSPH" to effectively implement residency programmes, fully meeting the needs of students, teachers, and employers. This demonstrates compliance with Standard 2 for adapting training to postgraduate doctors' needs.

The programme 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" is undergoing its first accreditation process and is currently undergoing initial accreditation to determine the programme's readiness to admit future postgraduate doctors. The need for regular updates to the subject plan has been postponed, as this requires an analysis of the actual training experience of postgraduate doctors.

2.4 Curriculum content

The educational programme for the residency in specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" is built on the foundation of knowledge and skills established in basic medical education, in accordance with state standards and standard programmes. Its goal is not simply to supplement but to qualitatively develop and deepen the existing competencies of internship graduates, ensuring they meet the high requirements of postgraduate training in emergency medicine.

Documents are available setting forth requirements for the structure and content of educational programmes, including 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)".

The curricula and catalog of elective disciplines reflect both the current needs of the healthcare system and the scientific potential of the teachers. The scientific achievements and research activities of teachers are demonstrated by the following:

- Publication of research results in leading international and national journals (Scopus/Web of Science);
- Practical application of scientific developments in clinical practice;
- Creation of elective courses based on the department's research interests, which facilitates the transfer of relevant knowledge to postgraduate doctors;
- Teachers' participation in grant-funded research, enriching the educational process with new data.

To successfully implement the educational programme in the specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)," the organization has the resources to organize assessment of postgraduate doctors' practical skills as part of practice-oriented learning. Postgraduate doctors gain comprehensive experience in critical healthcare units, including division of emergency health services, admissions ward, resuscitation and intensive care units, and ambulance services. Their participation covers key aspects of emergency medicine: from patient triage and emergency management to stabilization of critically ill patients, on-call duty, participation in consultations, and resuscitation. This approach ensures the development of competencies in providing medical care both in hospital and pre-hospital settings.

The planning, development, and approval of educational programmes, including specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)", are fraught with certain difficulties. However, an expert assessment confirmed that this programme meets all legal requirements. This applies to both the qualification criteria for educational institutions and the rules for CPD activities of healthcare workers, ensuring its full compliance with paragraph 6 of Article 221 of the Code of the Republic of Kazakhstan "On Public Health and the Healthcare System".

The ratio between the IWPT and the IWP in the total volume of independent work is determined by the supervisor - teacher. Monitoring of independent work and assessment of its results is organized as a combination of two forms: self-monitoring and self-assessment. Teachers' monitoring and assessment, etc.

As part of the IWP, postgraduate doctors are trained in the critical evaluation of literature, articles, and scientific data through writing essays, presentations in accordance with the subject plan, and essays on current issues in the diagnosis and treatment of the most common diseases.

The syllabuses for the compulsory, major, and cognate disciplines and the Working Curricula outline the topics and types of independent work for postgraduate doctors.

The postgraduate doctor's learning path and the step-by-step approach to mastering practical skills based on the "from simple to complex" principle is clearly outlined in all disciplines of the educational programme. *The residency curriculum does not include separate disciplines on scientific research methodology, but the necessary skills are integrated into the learning and assessment system (to motivate participation in research).*

The postgraduate doctor training programme includes various forms of educational and research work (preparing reports, conducting research, publishing scientific articles, poster presentations, working in research groups, participating in scientific and practical conferences, etc.). Postgraduate doctors are also involved in scientific and technical projects.

The management and teachers of the KMU “HSPH” provide postgraduate doctors with training so they can competently and effectively use scientific data and developments in practice, apply the principles of evidence-based medicine, and master the skill of critically evaluating literature, articles, and scientific data.

The KMU “HSPH” operates in accordance with the clinical protocols of the Ministry of Healthcare of the Republic of Kazakhstan, which are based on evidence-based medicine, which also positively impacts the quality of the emergency medicine educational programme.

The educational organization 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.

Postgraduate doctors have confirmed that evidence-based medicine is present in their education. In particular, by applying clinical protocols in patient management, postgraduate doctors become familiar with bibliographies under evidence-based medicine.

The KMU “HSPH” has a Young Scientists Council, which promotes the publication and practical implementation of research results, as well as postgraduate doctors’ participation in international and interuniversity scientific conferences.

Postgraduate doctors are expected to engage in research, and in their responses to the questionnaire, 53.85% indicated they were already engaged in research, 30.77% planned to begin, 11.54% were searching for a research topic, and 3.85% were not engaged in any.

A review of the curriculum for specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" revealed a lack of elective disciplines (CED). We believe that the inclusion of topics such as "Artificial Intelligence in Pediatric Surgery" in elective disciplines will open up new horizons for postgraduate doctors and significantly enrich the educational process, bringing it in line with current professional standards.

2.5 Learning methods and experiences

The primary learning methods in residency are practical work under the guidance of a supervisor. Supervising is provided in accordance with the Clinical Supervising Regulations (approved by the AB Protocol No. 1 dated August 29, 2024).

During discussions with postgraduate doctors, it was revealed that teaching staff primarily provide preliminary preparation for classes through briefings, knowledge assessments, and access to learning and teaching resources. These activities are aimed at improving the educational process and enhancing the effectiveness of clinical practice.

In clinical facilities, the clinical supervisors are responsible for the comprehensive development of the postgraduate doctor. Their responsibilities include facilitating their professional adaptation, imparting practical skills, developing clinical judgment, and ensuring ethical behavior. The supervisor oversees the mentees' independent activities, regularly provides constructive feedback, plans their activities, and is responsible for the quality of all necessary medical documentation. Daily feedback sessions allow postgraduate doctors to freely communicate with the supervisor and access medical records and the patient information system through their account, but under their strict control.

Virtual learning methods are being implemented, including through the implementation of virtual learning methods that integrate digital ecosystems, interactive tools, and telecommunications technologies to facilitate remote communication. These approaches include both synchronous modalities (e.g., webinars, virtual conferences) and asynchronous forms (video lectures, assessments, simulation models), promoting adaptability and personalization of the learning path.

Simulation-based learning technologies immerse students in a simulated professional environment to safely practice skills, make decisions, and collaborate with others. The process is carried out in specialized centers using simulators, mannequins, and virtual reality, culminating in a mandatory debriefing (action analysis). Scenarios are created that are as close as possible to real clinical situations (or other professional tasks). Mannequins, simulators, training devices, and virtual technologies are used. Various types of simulations are used, from simple (tactile) to highly realistic (virtual, robotic). Training

is conducted without risk to patients. Continuous monitoring and analysis of actions, as well as debriefing, are provided.

Postgraduate doctors of the accredited educational programme have access to the following simulation equipment that meets standards. This includes highly realistic mannequins, simulators for practicing practical skills (including cardiopulmonary resuscitation, intubation, and intravenous injections), as well as virtual simulators for practicing emergency situations, vital signs monitoring, and teamwork. Models for intravenous injections, catheterization, cardiac and pulmonary auscultation, and cardiopulmonary resuscitation (CPR) are also available. Simulators for endoscopy, laparoscopy, and obstetrics and gynecology are also available. This also includes virtual reality equipment and debriefing equipment, allowing for the analysis of postgraduate doctors' performance after a simulation scenario.
https://drive.google.com/drive/folders/1kXcCT07a7ctbM0dqMnhdDIZOJ1qpE_r8

Simulation training is included in the educational programme in the 2nd and 3rd years, with a total duration of 8-144 hours.

The principles of quality, academic honesty, and anti-plagiarism (**ESG II Part 1.3**) are documented in the "Academic Honesty Policy" (approved by the Rector dated August 29, 2024), (agreed to by the Decision of the Academic Board, Protocol No. 1 dated August 29, 2024), as well as the "Anti-plagiarism" Agreement No. 452 dated September 30, 2025 for 2026-2028,

<https://drive.google.com/drive/folders/1jR9KQHALxmw2f6V4zlyWhnr92m2rIEA>

order of the Acting Rector of the KMU "HSPH" No. 42-n dated January 19, 2026 "On Amending and Supplementing the Order "On the Composition of the Quality Council" all documents on quality

<https://drive.google.com/drive/folders/14OCWtAHUXPJ5A8JBt9CsgEtQFsuWI8HS>

Experts note that the educational organization provides postgraduate doctors with the necessary skills and abilities that can impact their personal development, which are based on the development of all key competencies. A wide range of educational activities and a well-thought-out incentive system enable postgraduate doctors to comprehensively develop, improve, and find application in their future careers (**ESG II Part 1.3**). This is confirmed by the results of a study of documents such as the "Self-Assessment Report", "Contractual Obligations with Partners", "Development and Improvement Plans", and "Interview and Conversation Results" with educational participants. It is also confirmed by the results of class visits, meetings with master's students, advanced training students, and postgraduate doctors' surveys.

<https://drive.google.com/drive/folders/1gEH3TgWTBmPI4jXENAEfO14h1ARxC0uC>

The principles of equality, including gender, cultural, and religious ones, are observed with respect to postgraduate doctors and teachers, as enshrined in the "Development Programme of the KMU "HSPH" for 2026-2030". A visit to the educational institution revealed no instances of non-compliance with these principles. The primary documents for the educational institution are the Constitution of the Republic of Kazakhstan and the Law of the Republic of Kazakhstan on Education, which, in Article 3, paragraph 3, establishes the principle of equal rights for all citizens to education, regardless of gender, age, social status, and other factors.

<https://drive.google.com/drive/folders/14OCWtAHUXPJ5A8JBt9CsgEtQFsuWI8HS>

Teaching and learning methods are regularly adapted to changing conditions (**ESG II Part 1.5**) and the demands of practical healthcare. The selection of a clinical facility for postgraduate doctors is also based on an analysis of postgraduate doctors' training needs.

Of the 26 postgraduate doctors surveyed, 96.15% responded that teachers use active and interactive learning methods quite often in classes, while 3.85% said they use them rarely or sometimes.

2.6 Curriculum delivery and training facilities

According to current regulatory legal acts, only a medical organization that has been accredited as a clinical residency facility can serve as a residency training facility. Therefore, all clinical facilities of the university provide the appropriate certificate when entering into a joint activity agreement
<https://docs.google.com/document/d/1GmWpOBWhDbC0PMaIK2Th7KMxYZ9S9g8j/edit>

KMU "HSPH" does not have all the clinical facilities, and postgraduate doctors' training for the accredited educational programme is conducted at large clinics in Almaty and in the regions, a list of clinical facilities with which Cooperation Agreements have been signed.

<https://drive.google.com/drive/folders/1PRMRpoRX5w2TMNZFUM3XE2G3Bw5gk2gR>

this includes training at the primary, secondary, and tertiary levels of medical care. Postgraduate doctors can work in laboratories with which agreements have been signed. An indefinite agreement has been signed with each clinical facility since 2015. Each department located at the clinical facilities is responsible for this. There are 101 contracts in total for the current year.

The selection of clinical facilities is based on the structure of the educational programme and related disciplines. Higher and/or postgraduate education institutions (HEIs) jointly with the heads of clinical facilities (medical organizations) have the authority to select/determine the clinical facility for postgraduate doctors' training. Facilities are determined in accordance with educational programmes approved by the Ministry of Healthcare. These medical organizations are accredited

<https://docs.google.com/document/d/1GmWpOBWhDbC0PMaIK2Th7KMxYZ9S9g8j/edit>

Experts verified that postgraduate doctors have access to the resources of medical organizations. When interviewed, postgraduate doctors confirmed that they will have full access to all necessary resources, information systems, and patients during training at clinical facilities, provided that all medical organization requirements regarding sanitary and epidemiological regulations and safety are met.

Participation in the planning, development, discussion and approval of the educational programme, as well as monitoring of its implementation, is ensured by the participation of employers and students in collegial bodies - "Employers' Council" No. 3 dated 14.05.2024 (discussion of the educational programme), Protocols of the Educational and Methodological Board No. 2 dated 15.04.2024, "Quality Manual" No. 6 dated 31.10.2025 (implementation of the educational programme), in Protocol of the Academic Board No.10 dated 29.05.2025 (approval of the educational programme). Employers are also involved in reviewing the educational programme. The participation of students, in addition to participation in collegial bodies, is ensured through questionnaires and focus groups (**ESG II Part 1.2**). The following employees and stakeholders participated: 25 employers.

<https://drive.google.com/drive/folders/14OCWtAHUXPJ5A8JBt9CsgEtQFsuWI8HS>

The residency programme was approved at the meeting of the Educational and Methodological Board of the KMU "HSPH" dated April 15, 2025.

Approval of the residency programme includes the development and consolidation by regulatory acts (orders of the Ministry of Healthcare) of educational standards defining the requirements for the content, duration of the three-year programme, and learning outcomes. It includes theoretical training, clinical practice at clinical facilities, and midterm and summative assessments.

<https://drive.google.com/drive/folders/1040CE-d0d4wxysSCFuvxKVdO1iWbINJC>

A positive review was received from A.M. Smagulov, Director of the State-owned utility enterprise based on the right of economic management "Children's' Emergency Medical Center" of Almaty under No. 43 dated November 24, 2025, which serves as the basis for adding the educational programme to the Register of Educational Programmes. From this point on, the KMU "HSPH" has the right to enroll students in this educational programme. (Rules for maintaining the register of educational programmes implemented by higher and/or postgraduate education institutions, as well as the grounds for inclusion in and exclusion from the register of educational programmes (Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated October 12, 2022, No.106).

<https://drive.google.com/drive/folders/1sARrNVcPRcloiDtcbt5vKy-qsiFmmT>

The educational process management reflected in the self-assessment report (*Standard 2*) and the general management approaches were confirmed during a visit to the Residency Department and discussions with the director and staff. A mechanism defined by internal regulations, with which the experts were familiar, exists for this purpose.

At the same time, verification of *Standard 2* showed that the residency training process is constantly monitored, and the programmes themselves are regularly analyzed for effectiveness.

The training of postgraduate doctors in the specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" is aimed at meeting the needs of practical healthcare, as there is a shortage of specialists. Thus, during discussions with the organization's management, experts obtained information from an external assessment of compliance with accreditation standards aimed at improving quality. They also collected information confirming the involvement of key stakeholders (including postgraduate doctors and employers) in the development of the educational organization's mission and strategic goals. Teachers confirmed that postgraduate doctors' training is conducted directly in clinical units (the Anesthesiology and Resuscitation Unit of the State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital", and Substation No.6 of the State-owned utility enterprise based on the right of economic management "Emergency Medical Services" in Almaty). There were no postgraduate doctors in the specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" at the time of accreditation.

2.7 Opportunities for higher degrees and research

Current state compulsory educational standards do not provide for the award of an academic degree upon completion of residency. However, residency programme graduates who have earned a qualification as a traumatologist and orthopedist may continue their studies in doctoral studies (PhD).

The university provides extensive support to successfully prepare for doctoral entrance examinations. This includes improving language proficiency to the level required for admission, as well as completing required prerequisite courses, such as scientific and pedagogical master's programmes.

The goal of the residency training programme is to develop competencies in research activities. This involves a variety of activities, such as preparing reports and papers, conducting research, publishing scientific articles, presenting results in poster format, and participating in research groups and scientific conferences. Postgraduate doctors may also be involved in scientific and technical projects implemented by teachers. This participation does not entail formal membership in the project; however, postgraduate doctors may perform individual pieces of work or assist in the preparation of scientific articles.

Furthermore, the management of the KMU "HSPH" welcomes postgraduate doctors' scientific publications and conference presentations.

Postgraduate doctors surveyed confirmed that they are provided with access to research equipment and scientific events held at the training facilities. For example, "I am currently conducting research under the guidance of my teacher or supervisor" (yes) – 53.85%; "yes, I have begun planning the implementation of my research" – 30.77%.

EEC findings by criteria. Comply with 28 standards, 28 - fully compliant, 0 - partially compliant, 0 - not compliant.

Standard	Standard Compliance	Recommendations for Improvement
2.4.4	Complied	The introduction of elective courses, especially "Artificial Intelligence in Pediatric Surgery", will provide postgraduate doctors with broad perspectives and significantly enrich the educational programme, meeting modern requirements for specialists.

Standard 3: ASSESSMENT

3.1 Assessment policy and system

The assessment system for postgraduate doctors' academic achievements is presented in several key documents. Students' academic achievements are assessed in accordance with Order No. 125 of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008, "On Approval of the Standard Rules for Formative Assessment Monitoring, Midterm and Summative Assessment of Students for Secondary, Technical, Vocational, and Postsecondary Education Institutions"

(<https://adilet.zan.kz/rus/docs/V080005191>) and the Academic Policy of the KMU "HSPH" (link: [Academic Policy of LLP KMU "HSPH"](#)).

At the university level, the general framework and rules are defined in the "Regulations on Conducting Midterm and Summative Assessments", the "Regulations on Monitoring and Assessing EPs", and the "Academic Policy". For the "Healthcare (Medicine)" programme, the University Academic Board developed and approved a special annex to the Academic Policy, "EP Regulations, Development, and Updates", and "EP Development Rules". The KMU "HSPH" employs a comprehensive assessment policy that allows for a comprehensive study of postgraduate doctors' academic achievements. The details of this system, including all aspects of assessment, are set out in the "Residency Regulations" by the Academic Board decision, Protocol No.1, dated August 29, 2024.

The student performance assessment process involves the use of various approaches and tools designed to accurately determine the degree to which students have achieved expected learning outcomes and developed all key competencies. The selection of assessment methods is strictly regulated by WFME criteria: they must be reliable, valid, impartial, cover all aspects of learning (knowledge, skills, attitudes), and be focused on the student's needs. The forms of formative assessment are determined by the specifics of each lesson. In particular, in clinical departments, formative assessment is based on active learning principles, including methods such as CBL and PBL.

In interviews, postgraduate doctors described assessment methods, such as combined questioning and assessment, which involves the simultaneous use of oral and written forms of knowledge assessment on one or more topics; homework presentation and defense, which assesses individual or group homework assignments to ensure they are completed correctly, are able to summarize the material covered and present it publicly, and trace the logical connections between course topics, ensuring they are satisfied with everything. Postgraduate doctors also receive regular feedback from teachers. The assessment results appeal system is reflected in the document "Regulations on the Conduct of Midterm and Summative Assessments" (AB Protocol No.10 dated May 29, 2025), and there have been no precedents for appeals during the educational institution's operation.

Student performance is assessed using a variety of methods to accurately determine how well they have mastered the educational material and developed the necessary skills. Postgraduate doctors use approaches such as advanced clinical review (CBL), assessment of the quality of documentation, patient management, and professional behavior (360° assessment) in their daily work. All of this relates to work-based assessment (WBA). Some topics are studied through problem-based learning (PBL) and project-based activities, for which special assessment criteria have been developed. Regular review of the postgraduate doctor's diary using a checklist is also an important element. The final grade includes midterm and summative assessments. Midterm assessment consists of testing and a mini-clinical exam. The summative assessment is also two-stage: theoretical testing with various question formats and a practical WBA exam "at the patient's side", often involving practicing physicians. Emergency situations can be practiced in simulation settings, and manual skills are also tested. The postgraduate doctor's portfolio is also assessed. Overall, this comprehensive system allows for a comprehensive assessment of the preparation of future physicians. **(ESG II Part 1.3)**

The process of validating and assessing the reliability of the methods used to determine the level of postgraduate doctors' preparation (including tests, practical assignments, and case studies) includes a comprehensive analysis of control and measuring materials (exam questions, case problems). Particular attention is paid to their compliance with approved educational programmes. A statistical analysis of the distribution of scores is also conducted. To enhance the objectivity of assessment, especially when using remote formats, online proctoring technologies are used.

The educational institution has a practice of engaging external examiners in postgraduate doctors' assessment, which is documented in the "Regulations on Conducting Midterm and Summative Assessments", Decision of the Academic Board, Protocol No.10 dated May 29, 2025. This ensures the independence and objectivity of the assessment results. **(ESG II Part 1.3)**

Thus, to verify the data for *Standard 3*, experts questioned the Head of the Postgraduate Education Department of the Residency Department and reviewed the postgraduate doctors' assessment documents and methods.

At the end of the course, a final certification is conducted in the form of an exam. A postgraduate doctor's performance in the course EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" is determined by the final grade, which consists of two components: the exam admission grade and the exam grade itself. The exam admission grade is based on the postgraduate doctor's current academic performance throughout the course. It is calculated as the arithmetic mean of all grades received by the postgraduate doctor during this period. All aspects of the assessment policy, including the goals, methods, and principles of student assessment, are detailed in the Academic Policy (link: [Academic Policy of LLP KMU "HSPH"](#)).

The "PLATONUS" information system at the KMU "HSPH" facilitates electronic document management and management of the entire educational process. This includes planning, progress tracking, and quality control. This system guarantees the reliability and objectivity of the assessment methods used at the university.

The "PLATONUS" programme makes postgraduate doctors' assessment transparent and accessible. The assessment procedure is comprehensive, and the system simplifies the calculation of each student's rating.

All departments conduct scheduled visits to teachers' classes as part of the departmental internal control (DEC). These plans are implemented, and the results of the visits are discussed at departmental meetings.

To date, there have been no appeals from postgraduate doctors.

During a visit to organization and conversation with an employee of the Residency Department, Director - Akmaral Adilkhanovna Abirova, and Deputy Director Ainur Imashevna Abdykalykova, the commission was convinced that the department has a transparent internal documentation mechanism that ensures accessibility of key management and regulatory documents (plans, reports, regulations, contracts) to staff. This ensures openness, compliance with accreditation standards, and enables the tracking of contractual obligations and divisions' development, as well as learning and teaching documentation (work programmes, curricula, syllabuses, journals), assessment tools (checklists, reports), certificates, verifications and credentials.

A review of the website revealed that its pages contain the necessary documents for postgraduate doctors, an electronic portfolio, and regularly updated information about the organization's activities, educational programmes, teaching staff, and clinical facility.

During a visit to the organization, management was asked: "Are external examiners engaged to improve the fairness, quality, and transparency of the assessment process?" And the answer was YES.

During interviews with teachers regarding assessment methods, experts found that not all teachers use a variety of methods to assess students' knowledge, skills, and abilities that align with learning goals and expected outcomes, and not all teachers are familiar with the assessment policy and system. Furthermore, grades in Platonus are assigned by a single teacher, which is impossible.

Postgraduate doctors also shared their opinions on the timeliness of test delivery, pre-exam counseling, and the clarity and fairness of the entire assessment process. For example, postgraduate doctors expressed a desire for more preparation time and more detailed analysis of complex cases, which would increase confidence in the results.

Employer representatives interviewed also noted that graduate training is aligned with current developments in medical practice and science, as the base organization (clinical facility) is equipped with the necessary modern equipment, and the curricula are regularly updated in accordance with practical healthcare requirements and clinical protocols.

Employers said they are involved in postgraduate doctors' assessments, as they are included in examination committees, internal audit processes, management, and medical documentation assessments, as well as state certification. This ensures direct feedback and assessment of the practical skills of future specialists.

However, the educational organization did not provide systematic feedback to them. Employers believe that residency graduates possess skills such as a desire to learn, strength of purpose, and energy. These personal qualities are considered as the key to successful professional growth, in addition to the required level of knowledge, skills and competencies acquired during training, they wanted to see the strongest.

3.2 Assessment in support of learning (formative assessment)

As part of formative assessment in residency, a system is used that focuses on individualized incentives for postgraduate doctors, identifying areas requiring additional training, and providing personalized consultations on how to use educational resources. This approach is consistent with the principles of formative assessment. Postgraduate doctors' performance and professional development are assessed by a clinical supervisor or academic adviser (these functions may be combined). The supervisor continuously guides the postgraduate doctor's learning process and is equipped with specialized assessment tools, including detailed assessment rubrics and checklists. Providing constructive feedback is a fundamental element of this assessment system. Postgraduate doctors are familiarized with this system and the feedback principles at the beginning of their training, as outlined in the syllabuses, the Residency Regulations, and the Academic Policy. **(ESG II Part 1.3)**

The assessment system is based on the principles of a criterion-referenced approach. During interviews, teachers confirmed postgraduate doctors' right to participate in the discussion of assessment criteria. The teacher is required to justify the grade based on the developed criteria. The criterion-referenced method applies to both formative and summative assessment. To ensure the objectivity of assessment, the system requires the use of detailed assessment rubrics (checklists). These rubrics serve not only as an assessment tool but also as a means for self- and peer-assessment. They also facilitate independent study by postgraduate doctors, allow them to compare their achievements with the required level, and serve as an additional channel for receiving feedback from the teacher.

Conversations with postgraduate doctors revealed that postgraduate doctors do not know their grades at the end of a seminar or practical lesson.

3.3 Assessment in support of decision-making (summative assessment)

A comprehensive summative assessment system is used to determine postgraduate doctors' mastery of the curriculum. This includes midterm and final course assessments, as well as a systematic review of the postgraduate doctor's portfolio (at least twice a year). The goal of this approach is to fully assess the achievement of all intended learning outcomes: from theoretical knowledge and practical skills to professional behavior and overall competence. The use of a variety of assessment methods not only ensures comprehensiveness but also takes into account the individual learning characteristics and abilities of each postgraduate doctor.

The relevance and representativeness of the examination process is ensured by a detailed assessment matrix, which clearly defines the quantity, quality, format, and difficulty level of assignments for each topic. The objectivity of assessment is guaranteed by the participation of teachers who have not taught the given group, the use of strict checklists, and a procedure for randomizing exam questions.

When developing assignments, a principle of gradual decrease in difficulty is applied: current assignments are more difficult than Midterm Examination, and Midterm Examinations are more difficult than exam assignments (this is especially relevant for test assignments, as selecting patients for mini-clinical exams with such a gradation of complexity is difficult). In addition to knowledge and skills, the summative assessment for the discipline includes aspects such as professionalism, ethics, research competencies, and the completion of specialized assignments. These include: maintaining medical records, writing and defending case histories, preparing clinical reviews and consultations, assessing behavior and professionalism using the 360° method, completing creative projects (e.g., creating medical simulations), research work (reflected in a portfolio), and supervising undergraduate and intern students.

The expert evaluation confirmed that all control and measuring materials' tasks are based on real clinical cases from the developers' practice. The comprehensive methods used in the postgraduate

doctors' assessment system are recognized and widely used in medical education globally (**ESG II Part 1.3**).

The experts reached a consensus that testing is the most valid method for assessing knowledge and competencies in their practical application. The residency programme includes test tasks simulating typical and atypical clinical situations. Clinical skills will be assessed through direct observation of postgraduate doctors' performing clinical examinations of patients and their rationale for subsequent actions (examination plan, differential diagnosis, selection of therapeutic strategies, outcome prediction, and problem list creation). Particular attention will be paid to assessing communication skills and the validity of clinical decisions in a real-world clinical setting. The 360° assessment will provide a comprehensive assessment of postgraduate doctors' soft skills, straightness of conscience, professionalism, and adherence to ethical standards.

3.4 Quality assurance of the assessment system

Clear assessment criteria have been established within the quality assurance policy. The Academic Committee for the Quality of Teaching and Learning has the authority and tools to systematically monitor the quality of the educational process and assessment procedures. To ensure a comprehensive and objective assessment of the teaching staff's performance, committee members review syllabuses and attend classes, using detailed checklists. An analysis of available documentation indicates that examination results are systematically analyzed at KMU "HSPH". This analysis includes a comparison of process, interim, and final grades across various stages, types of learning activities, and languages of instruction. Test questions are checked for compliance with psychometric indicators: the complexity level ranges from 0.15 to 0.7, and the discrimination index exceeds 0.3. Teachers emphasize that if questions are found to be excessively easy, they are adjusted, and if overly complex ones are discovered, an in-depth study is conducted into the reasons why postgraduate doctors were unable to provide the correct answers.

The educational organization engages independent examiners to evaluate postgraduate doctors.

Traditionally, for many years, practicing physicians and clinical staff have been involved as examiners during the assessment process for students at all stages of clinical education. This approach not only enhances the objectivity of assessment by engaging independent experts but also provides prompt feedback on the level of students' training and the quality of clinical information systems (CIS).

The results of formative and summative assessments are discussed at the meeting "Regulations on Conducting Midterm and Summative Assessments", Decision of the Academic Board, Protocol No.10 dated May 29, 2025), where conclusions are drawn regarding the assessment methods and content. https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

All these reports form the basis for revising the assessment policy, changing the exam content, and improving the CME. The CME must be reviewed every semester.

Patient safety requirements and risk assessment during examination and treatment are discussed during each postgraduate doctor's assignment (both formative and summative assessments). Errors and medical incidents are also analyzed (<https://www.coursera.org/specializations/patient-safety>).

Formative (current) and summative (final) assessment methods are reviewed monthly by the relevant departments to ensure the objectivity, transparency, and validity of academic performance monitoring.

The review is documented at meetings of the Academic Board, the Educational and Methodological Board, and the CC of the KMU "HSPH" - Residency Department. Teachers' survey was conducted in 2004, which resulted in changes to the educational programme and postgraduate doctors' assessments.

A 2024 employer survey regarding new residency programmes (introduced in 2024) indicates that a complete graduate programme has not yet been completed, but their competencies are monitored through surveys. Postgraduate doctors are expected to demonstrate a high level of professional training (high clinical skills and theoretical knowledge, ability to independently practice medicine, and readiness to work in rural medical organizations.) (**ESG II Part 1.3**)

The results of the postgraduate doctors' assessments for 2024 and 2025, which were shared with the experts, contain data on a specialist shortage of 417.2 full-time positions in 2024. The reports also reflect the results of the external assessment of educational programmes and learning performance indicators for the specified period. The report of the external expert commission for 2024 identified a staff shortage of 417.2 full-time positions http://www.ecaqa.org/docs/01/10_sxdf.pdf.

EEC findings by criteria Comply with 15 standards: 13 - fully compliant, 2 - partially compliant, 0 - not compliant.

Standard	Standard Compliance	Recommendations for improvement
3.1.7	Partially Complied	Discuss and communicate the assessment policy and system to all stakeholders.
3.2.2	Partially Complied	Provide timely feedback to postgraduate doctors on the results of their knowledge and skills assessments.

Standard 4: POSTGRADUATE DOCTORS

4.1 Selection and progression policy

Admission to residency in the specialty of EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" is carried out in accordance with the following regulatory documents of the Republic of Kazakhstan, which guarantees the availability of criteria and a selection process for students, taking into account the individual abilities of applicants (clause 5.1): 1) Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On Approval of the Standard Rules for Admission to Educational Organizations Implementing Higher and Postgraduate Education Programmes" <https://adilet.zan.kz/rus/docs/V2000020841> ; 2) Order of the Ministry of Healthcare of the Republic of Kazakhstan dated May 25, 2021 No. KR DSM - 43. Registered in the Ministry of Justice of the Republic of Kazakhstan on May 28, 2021 No. 22844 "On approval of the list of medical specialties of residency programmes". 3) Order of the Ministry of Healthcare of the Republic of Kazakhstan dated July 4, 2022 No. KR DSM-63 "On approval of state compulsory standards for levels of education in the field of healthcare"; 4) Order of the Ministry of Healthcare of the Republic of Kazakhstan dated January 9, 2023 No. 4 "On approval of standard curricula for medical and pharmaceutical specialties"; 5) Order of the Ministry of Healthcare of the Republic of Kazakhstan dated December 15, 2020 No. KR DSM-270/2020 - "On approval of the Rules for placing state orders, admission to learning and training of medical personnel in residency" <https://adilet.zan.kz/rus/docs/V2000021802> ; 6) SCES-2022; 7) Rules for admission to residency link: [Rules for admission to residency](#).

The educational institution has a policy for admitting postgraduate doctors (License with an annex for educational activities)

<https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC> ,
<https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC>

Approaches to admitting postgraduate doctors are based on national requirements and internal regulations, namely, the "Residency Regulation" (approved by Resolution No. 1 of the Academic Board dated August 29, 2024). and the "Residency Admission Rules" (Decision of the Academic Board, Protocol No.1, dated August 29, 2024). Transparency of the selection procedure and equal access to residency programmes are achieved through the use of clear criteria, audio- and video-recorded examinations, and the publication of all information on official websites. Independent accreditation and the use of objective assessment methods, such as interviews and questionnaires, contribute to ensuring openness, as confirmed in paragraph 5.1 of the "Residency Regulations" and "Residency Admission Rules." Link: [Residency Admission Rules](#).

The document does not reflect approaches to the admission of postgraduate doctors with disabilities.

The document takes into account the requirements for residency applicants regarding their previous undergraduate and internship achievements (e.g., Section 4.1 of the "Residency Admission

Rules" and the "Residency Regulations") <https://ksph.edu.kz/residency/>), and also describes safety requirements (e.g., Sections 10.1.4 and 10.2.1 of the "Residency Regulations"). (**ESG II Part 1.4**)

Approaches to the admission and transfer of postgraduate doctors from other educational institutions are set out in Section 9.1 of the "Academic Policy of the KMU "HSPH" (by Decision No. 1 from the Academic Board dated August 29, 2024).

The appeal procedure for residency admissions is described in Sections 5.1 and 5.2. of the "Regulations on the Appeals Committee" (Protocol No.1 of the Academic Board dated August 29, 2024). To date, there have been no appeals. (**ESG II Part 1.4**)

It is planned to involve postgraduate doctors in the development of admissions and selection policies by including them in the academic and clinical councils, taking into account their opinions through feedback mechanisms such as surveys and focus groups. The inclusion of representatives from clinical sites ensures that selection criteria align with practical healthcare needs, thereby facilitating high-quality enrollment and ensuring the transparency of the process.

Based on postgraduate doctors' feedback, approaches to admissions have been modified to increase transparency and efficiency. Key changes include refinement of selection criteria, improved procedures for interaction with applicants, and the introduction of more flexible assessment mechanisms. To optimize the selection process and increase its efficiency, postgraduate doctors' selection criteria will be revised and refined, while communication and feedback systems with candidates at all stages will be improved, and admissions procedures will be adapted to ensure convenience for postgraduate doctors and streamline internal workflows.

The admissions and selection policy, as well as the number of postgraduate doctors, are reviewed annually, and the residency department is responsible for this.

During the 2024-2026 period, 244 postgraduate doctors were admitted into all educational programmes, including 4 in the specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" since 2025.

Thus, the experts validated the self-assessment report data according to *Standard 4*. Overall, all criteria were met. However, several deficiencies were identified: "The Residency Regulations" and "Residency Admission Rules" DO NOT REFLECT: approaches to admitting postgraduate doctors with disabilities (a barrier-free learning environment, including ramps, call buttons, elevators, and toilet for disabled people, has not been created);

The experts reviewed the postgraduate doctors' admissions documentation, including the "Residency Admission Rules", regulatory documents, and the "Academic Policy". These documents include regulations for educational programmes, admission requirements, and information on the number of postgraduate doctors admitted.

Many of the documents are well-organized, but there are complaints/comments regarding the organization of Google Drive. The problem is that information is scattered across several drives, instead of all folders, files, and their color-coded labels being collected in one place.

4.2 Performance improvement and exit from the programme

At KMU "HSPH", academic performance and vocational training processes are regulated by internal regulations, including the Academic Policy (link: [Academic Policy of LLP KMU "HSPH"](#)), approved by Resolution No.1 of the Academic Board dated August 29, 2024).

KMU "HSPH" has a clear and open assessment system that helps postgraduate doctors track their academic progress. This includes regular assessments (formative assessment), midterm exams, and summative assessment. All these procedures comply with state standards established by Order No. 125 of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008, "On Approval of the Standard Rules for Conducting Formative Assessment of Academic Performance, Midterm and Summative Assessment of Students..." (<https://adilet.zan.kz/rus/docs/V080005191>), which establishes requirements for postgraduate doctors' knowledge, skills, and abilities, as well as grounds for retakes and exit.

Thanks to the “PLATONUS” IS, each postgraduate doctor can view their grades, and the university can effectively monitor their learning progress and generate ratings. This ensures transparency and fairness in assessment, giving postgraduate doctors the opportunity to improve their results and a clear understanding of the rules of the game.

Academic advising is provided by the department's teaching staff, advisors, and clinical supervisors appointed from among highly qualified physicians at clinical sites.

Counseling includes support for postgraduate doctors on all aspects of the educational process: choosing elective disciplines, mastering the EP, developing individualized curricula, and analyzing current academic performance, based on the “Academic Policy” document (link: [Academic Policy of LLP KMU "HSPH"](#)).

The practice of academic counseling, personal support for postgraduate doctors, and the development of not only professional skills were assessed by experts through a survey of clinical supervisors and postgraduate doctors, as well as interviews with management. The experts noted that the educational programmes provide a support system for postgraduate doctors, including supervising/mentoring, professional counseling, and soft skills development.

Interviews with postgraduate doctors and graduates yielded the following information:

Are you satisfied with the organization of teaching (amount of time for practical training, location of seminars, seminar topics)? Yes, completely – 96.15%, partially – 3.85%;

Is there sufficient time for practical training (patient management, clinical rounds, clinical reviews, assisting with surgeries)? Completely agree – 96.15%, partially agree – 3.85%;

Rate the organization of clinical training: Excellent – 88.46%, Good – 11.54%.

If professional or personal difficulties, unforeseen incidents, or situations arise that could impact the quality of clinical activity, postgraduate doctors have the opportunity to seek advice from their supervisor, department chair, the Residency Department, or the Legal Department. The university has implemented a procedure for replacing a supervisor at the request of a resident if a fundamental conflict or difficult interaction arises between them.

Thus, the academic counselling system ensures timely responses to emerging issues, progress monitoring, error prevention, and support for postgraduate doctors in both academic and clinical aspects.

Each postgraduate doctor is familiar with and applies informed patient consent for examination, treatment, and medical procedures in their clinical work. Before starting classes, postgraduate doctors are instructed by a teacher on compliance with the rules of conduct in a medical organization and sign the "Safety and Health Instructions" document.

https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

This was confirmed by postgraduate doctors during meetings with experts.

The university provides comprehensive support to postgraduate doctors, taking into account their financial, social, and personal needs, guaranteeing the confidentiality of all requests and providing access to relevant resources. Financial assistance is provided through a scholarship system based on academic achievement and student status.

Postgraduate doctors may work part-time, meaning they have the right to work 0.5 of their full-time position during their free time, subject to agreement with their employer and the university. KMU "HSPH" supports employment opportunities directly within the residency programme, adapting the curriculum so that one semester is spent at a single clinical site. Vacations are provided between academic periods, with the exception of the final year, to promote psychological well-being and personal balance.

Social support includes benefits and access to additional resources, such as medical services, dormitory accommodation (planned), and opportunities to participate in grant programmes and international exchanges.

Social, financial, and personal support for postgraduate doctors is provided in accordance with the "Regulations on the Intra-University Grant Competition of the KMU "HSPH" (Decision No. 9 of the Academic Board dated April 27, 2023)

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[Academic Policy of the LLP KMU "HSPH"](#) is documented in the Residency Department.

From July 21 to August 2, 2025, support was provided to 7 postgraduate doctors. This support included academic mobility to study at the School of International Education at Xi'an Jiaotong University (Xi'an, China).

The university provides counseling and practical support to postgraduate doctors in career planning and employment, ensuring professional development and adaptation to the healthcare labor market.

Experts were familiarized with approaches to postgraduate doctors' employment, which are consistent with generally accepted standards in Kazakhstan. A mechanism has been developed to provide postgraduate doctors with career counseling, including: opportunities for specialization and certification courses; preparation for competitions for vacant positions at leading medical institutions; and counseling on academic careers and research activities.

Currently, there have been no postgraduate doctors' employability due to the fact that postgraduate doctors are still in training.

Additional information on career development opportunities is posted in corporate WhatsApp chats, on the university website, and through the rector's blog.

Thus, the employment and career development support policy complies with the requirements of **ESG II Part 1.4**, providing postgraduate doctors with professional support throughout all stages of their studies.

4.3 International medical graduates

Recognition of qualifications of international medical graduates is carried out in accordance with the legislation of the Republic of Kazakhstan and ensures equal opportunities for admission to residency.

All admission rules and procedures, including candidate qualification requirements, application procedures, and training conditions, are officially published and available for review. The admissions policy provides for the recognition of qualifications that meet requirements to postgraduate doctors and ensures equal opportunities for all candidates, regardless of citizenship, social status, and other characteristics.

International graduates have the same access to training, clinical sites, supervising, counseling, and academic support as other postgraduate doctors. The university operates an open information system: through the website, the Residency Department, the legal service, and electronic resources, ensuring transparency of processes and guaranteeing equal access to information.

Nostrification/recognition of a foreign diploma is carried out in accordance with the legal regulatory acts of the Republic of Kazakhstan. International graduates must complete a diploma equivalency verification process through the Committee for Quality Assurance in Education and Science of the Ministry of Science and Higher Education of the Republic of Kazakhstan. International candidates must demonstrate proficiency in Kazakh at a level sufficient for their studies and professional activities. International graduates will be familiarized with requirements to postgraduate doctors through residency programme consultations, introductory courses, and preparatory modules based on Kazakhstan's clinical standards.

International graduates can provide feedback on the programme and share concerns through surveys after each semester, consultations with curators and clinical supervisors, and special consultation sessions where international postgraduate doctors can discuss their difficulties and receive support.

4.4 Postgraduate doctor work and study

KMU "HSPH" provides postgraduate doctors with a structured programme that carefully regulates their teaching and workload, maintains a balance between clinical practice and learning, and includes a supervising system.

The residency educational programme includes a clearly defined teaching load: 20% is classroom work, 60% is independent clinical work under the guidance of a clinical supervisor, and 20% is

independent work by the postgraduate doctor. This balance allows for a combination of theoretical training with clinical practice, and the gradual increase of professional independence.

Class hours are set from 8:00 AM to 4:00 PM and are regulated by the State Compulsory Educational Standard of the Republic of Kazakhstan, sanitary and epidemiological standards, curricula, and recommendations of healthcare authorities. Postgraduate doctors work in accordance with occupational safety requirements and the internal regulations of clinical sites, with each activity carried out under the guidance of a clinical supervisor.

The programme includes mandatory on-call duties (including night ones), on-call work in outpatient clinics, participation in clinical rounds, conferences, and case reviews. These on-call duties are conducted according to approved schedules and last 12 hours, under the guidance of supervisors or, in their absence, the physician on duty in the unit.

Breaks necessary for preparing for and passing qualifying exams are also provided. The programme provides postgraduate doctors with sufficient time for independent study, access to library resources, and work on research projects.

A survey of teachers revealed that each postgraduate doctor is assigned a clinical supervisor from among experienced medical professionals (with at least five years of experience). These supervisors play a key role in professional adaptation, the transfer of clinical knowledge, and the assessment of the postgraduate doctor's performance. Postgraduate doctors' progress will be regularly assessed through a supervising and feedback system. The programme also includes dedicated time for independent study, preparation, and passing professional exams. KMU "HSPH" guarantees the active involvement of postgraduate doctors in all activities at clinical sites that are consistent with their curriculum and promote professional development. The terms of student participation are clearly outlined in agreements with clinical sites.

Thus, the postgraduate training programme ensures a balanced workload, the development of professional competence, and a high level of clinical readiness of graduates.

The validity of the key provisions of this programme was confirmed by experts in a self-assessment report.

<https://drive.google.com/drive/folders/1PRMRpoRX5w2TMNZFUM3XE2G3Bw5gk2gR>

Postgraduate doctors are aware of their supervisors. Currently, 75 clinical supervisors at 101 clinical sites are involved in training postgraduate doctors in the accredited programme.

Postgraduate doctors are informed about the number and timing of their process mark and final exams. Exam information is published on the KMU "HSPH" website.

Experts reviewed the information on the website at <https://ksph.edu.kz/structure/>.

Postgraduate doctors participate in events organized by clinical sites, in accordance with the Comprehensive Plan for the Joint Term of the Clinic's Educational Organization. The experts reviewed this plan for 2024 to 2026 and found that postgraduate doctors are involved in units' work: they manage patients, prepare medical documentation, participate in rounds, discuss treatment strategies, and participate in interdisciplinary consultations.

All of this is regulated by the document "requirements No. KR DSM-178/2020 of the Minister of Healthcare of the Republic of Kazakhstan", which outlines the postgraduate doctors' working conditions, responsibilities, and requirements for supervising and safety measures when working at clinical sites.

Department teachers inform postgraduate doctors of the conditions for their participation in providing medical care through supervisors based on the Residency Regulations and the Clinical Supervisor Regulations.

https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

At the same time, the Residency Department, through teaching staff and clinical supervisors, regulates the programme to ensure that postgraduate doctor's participation in providing medical care does not dominate.

If a postgraduate doctor is forced to interrupt their studies (due to pregnancy, maternity leave, illness, or military service), the educational institution has the following mechanisms in place to allow

postgraduate doctors to continue their training during any forced interruptions related to pregnancy, maternity leave, child care, protracted illness, military service, or business trips. All procedures are governed by regulatory documents, including Order No. 595 of the Ministry of Education and Science of the Republic of Kazakhstan dated October 30, 2018, "On Approval of the Standard Rules for the Activities of Institutions of Higher and/or Postgraduate Education" and the Academic Policy of the KMU "HSPH".

After returning from academic leave, postgraduate doctors are readmitted in the programme with an individual schedule and the required courses according to the curriculum.

If the start or end date of the academic leave does not coincide with the beginning or end of the academic period, the postgraduate doctor completes assignments according to an individual schedule, earns the points required for admission, or enrolls in the summer semester to make up the difference. For postgraduate doctors studying on a grant, additional work and readmission are free of charge. Postgraduate doctors returning from leave due to tuberculosis make up the academic difference without pay, regardless of the mode of study.

Currently, there are **244** such students, including **4** in the accredited programme.

Thus, the system of combining work and study allows postgraduate doctors to continue their professional activities without compromising the quality of their training and while complying with the requirements of the State Compulsory Educational Standard and the educational programme.

4.5 Postgraduate doctor safety

At KMU "HSPH" LLP, the status of postgraduate doctor - physician is officially enshrined in standard residency training agreements developed based on Order No. KR DSM-178/2020 of the Minister of Healthcare of the Republic of Kazakhstan dated November 3, 2020, "On Approval of the Standard Residency Training Agreement". These agreements are concluded between the educational organization, the clinical site, and the postgraduate doctor, ensuring transparency and understanding of the legal rights and responsibilities of all parties. (Clause 6.5.11 of the Joint Activity Agreement between KMU "HSPH" and the clinical site states "Ensure the health and safe working conditions of the Parties' employees and students in accordance with current labor legislation when performing any type of work on the Clinic's premises").
https://drive.google.com/drive/folders/1o33fvcqPC5h71BP_xYwffkTNhbTf8Z5T

To protect postgraduate doctors from professional and psychological risks, the university has an internal quality monitoring system for education, including incident analysis, handling postgraduate doctors' complaints, and providing support through a full-time psychologist and the Department of "Pedagogy, Psychology, and Social Sciences". The "Psycho-Emotional Support Programme for Residency Students at the KMU "HSPH"" is aimed at preventing emotional burnout, monitoring students' psychological well-being, and providing timely assistance.

Postgraduate doctors provide medical care to patients under the guidance of a clinical supervisor at the clinic. While in the first year of training, postgraduate doctors can perform simple procedures and assist (or merely observe), in the final year, they provide medical care more independently, with a high degree of responsibility, similar to that of a qualified specialist.

Postgraduate doctors' physical safety during training is regulated by the Safety Procedures, which they sign before beginning training, as well as by clinic documents, including the clinical site's internal regulations, Fire Safety and Occupational Health & Safety Briefing, medication handling rules, and the Health and Safety Training Log.

Postgraduate doctors' psychological safety is ensured by a staff psychologist and the Department of "Pedagogy, Psychology, and Social Sciences". Postgraduate doctors can contact the department staff and the clinical supervisor if they experience psychological stress. A psychologist is available to prevent emotional burnout, monitor students' psychological well-being, and provide timely assistance to students.

4.6 Postgraduate doctor remuneration and fees

Starting September 1, 2025, postgraduate doctors of Kazakhstan will receive a monthly scholarship of **134,664 KZT** in accordance with the Government decree of the Republic of Kazakhstan on increasing scholarships and amendments to education legislation. This amount is set for postgraduate doctors - physicians studying under state educational order. <https://www.zakon.kz/pravo/6431043-na-skolko-kazakhstanskim-studentam-i-magistrantam-povysyat-stipendii-v-2025-godu>.

Taking into account changes in legislation and educational conditions, the remuneration policy is being reviewed and updated. The university has a mechanism for providing discounts for fee-paying students, which also applies to financial support for postgraduate doctors. In addition, postgraduate doctors with a specialist certificate (for example, in general medicine) can work in healthcare organizations at 0.25–0.5 full-time positions, allowing them to improve their financial situation without compromising their education.

This year, there are **244** such postgraduate doctors, including **4** postgraduate doctors of the accredited programme.

Experts have determined that in these cases, the duration of study is met and ranges from 2 to 3 years.

4.7 Postgraduate doctor health and welfare

Postgraduate doctors are provided with professional and personal support focused on physical health, personal welfare, and psychological health, including “professional burnout”, through a full-time psychologist and the Department of “Pedagogy, Psychology, and Social Sciences”. During a meeting postgraduate doctors with experts, they stated that they can obtain legal assistance by contacting the legal department.

EEC findings by criteria. Comply with 19 standards, 18 - fully compliant, 1 - partially, 0 - not compliant.

Standard	Standard Compliance	Recommendations for improvement
4.7	Partially Complied	To admit postgraduate doctors with disabilities, ensure a barrier-free learning environment, including ramps, call buttons, elevators, and toilet for disabled people.

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teacher and clinical supervisor establishment

The HR policy of the Kazakhstan Medical University "HSPH" is based on the following regulatory documents:

1. HR Policy of the KMU "HSPH" (link: [HR Policy of the KMU "HSPH"](#));
2. Regulation on the procedure for competitive selection of teaching staff and research staff positions at LLP KMU "HSPH" (link: [Regulation on the procedure for competitive selection of teaching staff](#));
3. Regulation on the procedure for formalizing employment relations at LLP KMU "HSPH" (link: [Regulation on the procedure for formalizing employment relations](#)).

The HR Department carries out current procedures for the hiring, registration, and dismissal of teaching staff and employees. Teachers' recruitment is carried out through a selection for vacant positions, the procedure for which is regulated by the Regulation on the Procedure for Competitive Selection of Teaching Staff and Research Staff Positions at LLP KMU "HSPH" LLP (link: Regulation on the Procedure for Competitive Selection of Teaching Staff).

In accordance with Order No. 606 of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018, "On Approval of the Average Student-to-Teacher Ratio for Calculating the Total Number of Teaching Staff at Institutions of Higher and/or Postgraduate Education,

with the Exclusion of the Academy of Justice, Military, Specialized Educational Institutions, and Cultural Educational Organizations", the university's teaching staff is determined annually for the new academic year. The teaching staff is formed based on the needs for the effective implementation of educational programmes, as well as the overall teaching load.

Requirements for staffing and the educational process are determined by the qualification requirements for educational activities. In accordance with the State Compulsory Educational Standards, a supervisor is appointed for clinical residency training in each specialty. Supervisors are qualified practical healthcare specialists working at the residency sites and hold the first or highest qualification category. They must have at least 5 years of experience in the relevant specialty.

Basic education relevant to the planned teaching activity, research and teaching experience, an academic degree, and an academic title are mandatory for teaching staff training postgraduate doctors. These requirements are reflected in the job descriptions approved by the Rector of the KMU HSPH.

The competition is held within the framework of the Regulation on the procedure for competitive selection of teaching staff and research fellow positions at LLP KMU "HSPH" and contributes to strengthening the University's position as a leading medical university in the Republic of Kazakhstan.

A positive decision by the competition committee serves as the basis for concluding an employment contract with the teacher. The rights and responsibilities of the university's teaching staff are defined in the job descriptions. Responsibilities are assigned based on qualifications, experience, personal characteristics, and operational needs.

Clinical supervisors are hired based on the requirements for clinical supervisors in the "Residency Regulations" and "Clinical Supervisor Regulations" (Decision of the Academic Board, Protocol No. 1 dated August 29, 2024)

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The department staff consists of 10 teaching staff. 4 teachers participate in the educational programme for specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)", including 1 full-time teacher (25%) who does not hold an academic degree.

Overall, the academic degree holders rate of teaching staff teaching postgraduate doctors in the specialty of EP 7R01120 "Traumatology and Orthopedics (Adult and Pediatric)" is 0% (but there is workforce capacity - 2 doctoral students are defending their dissertations this year). The percentage of teaching staff holding the highest/first category in their major disciplines is 25%.

The experts reviewed the teaching staff job descriptions and the "Regulations on Supervising". They were also familiar with the HR policy of the KMU "HSPH" and the "Regulations on Clinical Supervising".

KMU "HSPH" plans to recruit units' heads from clinical hospitals as clinical supervisors.

The numerical composition of teaching staff is calculated based on the average student-to-teacher ratio (the average number of students per teacher) of 3:1. The distribution of teaching staff by discipline category directly corresponds to the number of approved academic hours for each discipline. The teaching staff size and academic load calculation are approved annually.

The incentive system for teachers and clinical supervisors includes a combination of financial (salaries, bonuses, onboarding bonuses, psycho-emotional load) and nonfinancial incentives (recognition, training, career advancement opportunities).

The principles of teachers' ethics and academic honesty are reflected in the documents "Academic Policy" and "Academic Honesty".

https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac.

When interviewing teachers, they confirmed their awareness of this issue of "Academic Honesty of the Teaching Staff and Employees of the KMU "HSPH".

There are technical and administrative staff to support the educational programme (**ESG II Part 1.5**), including IT specialists.

An oral survey of teachers revealed that they are completely satisfied with the work organization and workplace at this educational institution. However, some teachers are unfamiliar with the

recruitment policy and deny the existence of teaching staff motivation. At this educational institution, teachers have the opportunity to engage in research and publish their research results 100%.

At the current stage of implementation of the new educational programme 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)", 4 teachers are sufficient. At the same time, it is necessary to increase the number of full-time teachers and full-time employees with academic degree holders rate.

5.2 Ethics and conduct of teachers and clinical supervisors

The University has developed mechanisms and criteria for systematically assessing teachers' effectiveness, their level of competence, the staff career potential, and their readiness to address the strategic objectives of our organization.

The primary assessment methods include certification, interviews, talent pool identification, and observation. In accordance with the University's plans, departments are audited annually for their learning and teaching work and regulatory documents. To monitor and evaluate the quality of teaching, mutual visits to classes and open lectures of teachers are held, the results of which are discussed at department meetings. The quality of classes and the learning and teaching materials used, the timeliness of assignments for independent work, and the organization of monitoring and assessment of student academic performance are analyzed at department meetings.

Teachers' performance is assessed based on the results of certification. The main goal of certification is to determine the suitability of teaching staff for their positions based on a comprehensive and objective assessment of their qualifications, professional competence, and professional qualities. Teaching staff certification is conducted among full-time teachers of the LP KMU "HSPH" and is based on the Regulations for the Certification of the Teaching Staff of the LLP "Kazakhstan Medical University "HSPH".

To enhance the professional and pedagogical culture of the teaching staff, encourage and motivate teachers to further professional development, and support scientific research and educational innovation, the LLP KMU "HSPH" holds a competition for the title of "Best Teacher of the LLP KMU "HSPH". The competition for the title of "Best Teacher of the LLP KMU "HSPH" is held annually in the first half of the calendar year. Teachers with high achievements in teaching and research are eligible to participate. The rules for this competition are set out in the internal document "Rules for Conferring the Title of "Best Teacher of LLP KMU "HSPH"" (link: [Rules for Organizing and Conducting the Competition for the Title of "Best Teacher of LLP KMU "HSPH"](https://drive.google.com/drive/folders/1KARF3IBJh60xDa4-HqHbgJ1F4CJ5W-cg)). <https://drive.google.com/drive/folders/1KARF3IBJh60xDa4-HqHbgJ1F4CJ5W-cg>

The monitoring system and process for improving the performance of teachers (ESG II Part 1.5) and clinical supervisors is regulated by the document "Regulations on Clinical Supervising" (Decision of the Academic Board, Protocol No.1 dated August 29, 2024), "Regulations on the Procedure for Competitive Selection of Teaching Staff and Research Fellow Positions" https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

Teachers are certified. In accordance with the Order of the Ministry of Healthcare of the Republic of Kazakhstan dated November 3, 2025, amendments were made to the Rules for conducting certification of professional competence of specialists in the field of healthcare; a questionnaire for teachers was introduced.

5.3 Continuing professional development for teaching and clinical supervisory staff

To verify the data in Standard 5, during a meeting with the head of the HR department and interviews with teachers, the experts obtained feedback on approaches to developing teachers' pedagogical competence, motivation to work with postgraduate doctors, and supervising. Supervising includes appropriate support for the postgraduate doctors' professional and personal development, sharing experience and knowledge, and supporting the mentee in an effective and efficient manner, fostering independence by thoroughly exploring the young professional's abilities, tendency, interests, and attitudes toward the team. The experts determined that teachers and postgraduate doctors have

sufficient time for teaching, supervising, and learning. Teachers' work schedules are set in accordance with the internal regulations and the curriculum. Working hours are from 8:00 AM to 4:00 PM. Teachers conduct two-hour seminars twice a week. Time for clinical reviews and clinical rounds is 1.5 hours per day. On-call duties are organized according to a schedule and may include night on-call duties and weekends, providing around-the-clock support for postgraduate doctors and patients.

The experts determined that teachers and postgraduate doctors have sufficient time for teaching, supervising, and learning.

The experts found that teachers initiate research topics for postgraduate doctors, stimulating the need for additional learning and independent work with literature and medical documentation.

The HR policy (**ESG II Part 1.5**) and approaches to engaging clinical supervisors are reviewed annually in accordance with the changing needs in postgraduate medical education. The most recent review was conducted in 2025, based on the updated "Qualification Requirements for the Educational Activities of Organizations Providing Higher and Postgraduate Education, and a List of Documents Confirming Compliance Therewith" (Order of the Ministry of Science and Higher Education dated January 8, 2024). https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

The educational organization offers opportunities for career growth and development of teachers' competencies - 87.1% of surveyed teachers responded, and 12.9% partially agreed. 35.48% attended professional advanced training programmes during the current year, and 54.84% for between 1 and 5 years.

The organization implements social support programmes for teachers - 58.06% responded, "yes, disagreed -9.08%, 9.68% responded "no", 16.13% responded "more than no", and 6.45% responded "more than yes".

EEC findings by criteria. Comply with 8 standards, 6 - fully compliant, 2 - partially compliant, 0 - not compliant.

Standard	Standard Compliance	Recommendations for improvement
5.1.1, 5.3.3	Partially Complied	A policy for the recruitment, hiring, and motivation of teachers and supervisors has been developed, but has not been implemented because the educational programme is not fully staffed with teachers.

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities for teaching and learning

Postgraduate doctors' training is conducted at the state-owned utility enterprise based on the right of economic management "Central City Clinical Hospital" and the state-owned utility enterprise based on the right of economic management "Emergency Medical Care Station" of Almaty Healthcare Administration, the state-owned utility enterprise based on the right of economic management "City Clinical Hospital No.4", as well as other city and national multidisciplinary hospitals, consultative and diagnostic centers, outpatient clinics, and the university's simulation and training center. There were no candidates for residency training for the accredited educational programme EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" during the current admissions campaign.

Before beginning the relevant course of the educational programme, postgraduate doctors receive a syllabus from the teachers and are informed of the skills they are expected to acquire and develop during their training.

The educational organization provides postgraduate doctors with opportunities for practical and theoretical training through clinical sites, access to modern professional literature, the use of advanced information technologies, equipped simulation centers, and active interaction with employers, ensuring the integration of science and clinical practice.

At these clinical sites, postgraduate doctors manage patients, conduct outpatient appointments, work in laboratory and diagnostic units, and master all necessary theoretical and practical skills in the

inpatient, outpatient, and emergency care settings under the guidance of teaching staff and clinical supervisors.

Access to the latest professional literature and international sources is provided through the library operating in the “KABIS” system, an electronic catalog, and through international scientific platforms such as Wiley Online Library, Cochrane Library, Scopus, Web of Science, ScienceDirect, and Springer Link (see Annex, Tables 15 and 16). Postgraduate doctors have remote access to resources using individual logins and passwords.

<https://onlinelibrary.wiley.com/>, <https://www.cochranelibrary.com/>, “Web of Science” Platform <http://apps.webofknowledge.com/>, “Scopus” Database www.scopus.com, “Science Direct” Database www.sciencedirect.com, Springer Link (Springer) <https://link.springer.com/>

The availability of a Simulation Center (SC) - a practical skills center - is a mandatory qualification requirement for educational activities in all areas of residency, and the KMU “HSPH” complies with these requirements ("Qualification Requirements for Educational Activities", Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 5, 2020, No. 231). Access to the assimilation equipment is provided on a scheduled basis and throughout the day.

A safe environment is ensured by a security system, video surveillance, access control, and functioning fire alarm and civil defense and emergency situations systems. All clinical sites adhere to sanitary standards, infection control is ensured, and regular training on safety, fire safety, occupational health, and civil defense is conducted. Postgraduate doctors are permitted access to the clinic only with a health book. All necessary occupational health and safety documentation, including mandatory safety rules and a log of all training sessions, is stored in a specially designated section. This section also contains an accident log, knowledge assessment reports, and a list of instructions, which are key to maintaining and monitoring safety standards "Residency Regulations", "Occupational Health and Safety Instructions" https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

(ESG II Part 1.6) is ensured by familiarizing postgraduate doctors with occupational health and safety regulations before the start of training, as well as through briefings. Experts have reviewed the Safety Regulations. A briefing log (introductory, on-the-job, fire safety) is a mandatory document confirming compliance with occupational health and safety requirements. These briefings are maintained by the responsible person (occupational health and safety engineer, division’s head) in a safe, stored for 10-45 years, and record the signatures of employees who have completed the training.

Postgraduate doctors interviewed confirmed their awareness of these documents.

The expansion of the range of scientific areas and their institutional development have become a catalyst for an increase in the number of ongoing scientific projects and researchers involved. In 2022, the organization implemented one scientific project funded by the Ministry of Science and Higher Education of the Republic of Kazakhstan (MSHE RK).

By 2025, the number of such projects increased to three. This increase in project activity is a result of both the maintenance of stable grant funding from the MSHE RK and the successful attraction of additional grants under the "Young Scientist" programme, also funded by the MSHE RK.

In 2025, one project received funding directly from the MSHE RK, and two projects received funding through the "Young Scientist" programme.

Postgraduate doctors, starting from their first year of study, are involved in the implementation of scientific work (or parts of it). They perform tasks such as literature reviews. All information about scientific work is included in the postgraduate doctors’ portfolio, the structure of which is based on the "Regulations on the Postgraduate Doctor - Physician Portfolio" (Decision of the Academic Board, Protocol No.10 dated May 29, 2025).

<https://drive.google.com/drive/folders/1h0nZyu7QvKJPttrmBBGuAo6Y1qsvEyMhW>.

The educational programme includes topics where postgraduate doctors study medical research methods, providing access to resources for scientific work. Postgraduate doctors study research planning, design, methodology, data collection, data processing, and analysis, which are recorded in the portfolio.

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

In 2025, one project received funding directly from the Ministry of Science and Higher Education of the Republic of Kazakhstan, and two projects received funding through the "Young Scientist" programme.

This information was obtained through interviews with teachers. "At this educational institution, I have the opportunity to engage in research and publish my research results". 90.32% completely agree and 9.68% partially agree.

The library's educational collection is systematically updated with modern educational, scientific, and reference literature, and its electronic database is being expanded through subscriptions to international resources. Digitization of the collection is underway, expanding electronic collections and accessibility.

These measures ensure that the library's facilities meet the requirements of postgraduate medical education and ensure a high level of postgraduate doctors' training. **(ESG II Part 1.6)**

6.2 Postgraduate medical education based on clinical training

The experts assessed the postgraduate doctors' record-keeping, including compliance with legal requirements, including completeness, timeliness, accuracy of record-keeping, and the availability of supporting documents (compliance with regulatory legal acts, timeliness of completion, validity of data, and quality of documentation).

The KMU "HSPH" ensures collegial and ethical relationships with medical staff and clinical site management to achieve the postgraduate doctors' intended outcomes.

A sufficient number of specialized patients (e.g., emergency medicine postgraduate doctors) and modern equipment are provided, and accessibility is demonstrated to students. Teachers ensure high-quality training while adhering to ethical and deontological standards.

During a visit to the clinical sites: 1) the state-owned utility enterprise based on the right of economic management "Central City Clinical Hospital", 6 Zhandosov Street; 2) the state-owned utility enterprise based on the right of economic management "Emergency Medical Service" No.6 Almaty Substation, 115 Kazybek Bi Street, on 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)", experts conducted a survey of resources, their compliance with the curriculum, accessibility for teachers and postgraduate doctors, and the modernity of the equipment and its relevance to the needs of students and practical healthcare.

To validate the self-assessment report and obtain evidence of programme quality, interviews with postgraduate doctors were conducted. The experts asked questions about satisfaction with the training, sufficient time for patient management, working with medical documentation, satisfaction with teaching methods and teachers' qualifications, social and moral support for postgraduate doctors in need, and access to international professional literature databases. Overall, postgraduate doctors were satisfied with the training and assessment methods, and specifically enrolled in KMU "HSPH" because they believe the educational institution has good resources, a strong image, and international connections.

Simulation rooms are equipped with high-tech equipment for training and certification of specialists, including medical simulators, mannequins, hardware and software systems, and consumables for practicing practical skills. This facility ensures maximum real-world conditions for safe training.

Postgraduate doctors in the educational programme for specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" can practice practical skills using medical simulators, mannequins, and hardware and software systems.

Providing emergency care to patients with sudden acute illnesses, conditions, and exacerbations of chronic diseases without obvious signs of a life-threatening condition is also included in the curriculum. Thus, postgraduate doctors' training in the simulation center is an integrated part of clinical learning.

Postgraduate doctors demonstrated their commitment to the KMU "HSPH", actively responded to questions from external experts, and demonstrated their opinion on organizing learning, skill assessment,

advisory support, opportunities to participate in research, and funding, also demonstrated a wide range of knowledge. Experts reviewed postgraduate doctors' documents (portfolios, postgraduate doctors assessment checklists, and postgraduate doctors' survey results).

To provide postgraduate doctors with practical experience in teamwork, the KMU "HSPH" implements a range of activities, including joint case reviews in clinical sites, interdisciplinary consultations, interactive role-playing games and simulations, project-based tasks, and involvement in research.

Learning in an interdisciplinary/interprofessional team is based on the principles of membership, integration, and teamwork, which helps each postgraduate doctor - physician think effectively in various challenging situations. Working in a team of various specialists will not only teach the collegiality necessary for future work, but will also significantly enhance postgraduate doctors' knowledge in related specialties. It will also allow them to assess the role of team leader and learn manager skills essential for practical daily physician's work.

Postgraduate doctors can conduct health education activities for patients and training sessions for interns. For example, postgraduate doctors at the State-owned utility enterprise based on the right of economic management participate in interdisciplinary consultations and joint clinical case reviews, becoming part of the clinical site.

In the survey, postgraduate doctors noted that they have free access to patients at clinical sites and all the conditions for improving their practical skills. 88.46% of teachers completely agreed, 16.13% partially agreed, and 0% found it difficult to answer.

Regular updates of equipment and facilities at clinical sites and other educational resources are carried out in accordance with the changing needs in postgraduate doctors' training. The planned and current number of postgraduate doctors is taken into account to achieve a 3:1 postgraduate doctor-to-teacher ratio. The profile of clinical supervisors is determined by Department 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)", and the Department of Residency evaluates their compliance with the goals and objectives of the residency, their level of education, and their proficiency in teaching methods. Thus, from 2022 to 2025, 76 clinical supervisors completed training at the seminar "Methodology of Medical Education". This enabled the implementation of new teaching methods". Clinical supervisors are provided with training materials for postgraduate doctors in the 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" programme.

The staff of the Department of Residency on Education conducts annual monitoring of the quality of educational programmes, and the results include: an internal audit of the quality management system of departments and clinical sites; an analysis of the needs of teaching staff, postgraduate doctors, and departments; adjustments to the availability of specialized equipment at clinical sites; expansion of the library collection and electronic library; and modernization of the simulation center. Equipment and infrastructure updates are based on the number of postgraduate doctors, the clinical supervisors' profile, and the volume and complexity of clinical cases. The simulation module is designed to improve safety, quality, and postgraduate doctors' confidence, but does not replace clinical experience.

Sociological surveys are a good way to independently assess the quality of education. They help understand the opinions of postgraduate doctors, teachers, supervisors, and employers about the learning environment, programmes, and learning outcomes. These surveys complement standard tests, demonstrating how people perceive quality, the learning environment, and the extent to which graduates' skills meet market demands.

The purpose of this assessment is to conduct an in-depth analysis of residency educational programmes, examining the healthcare system's staffing needs and existing learning methods to determine how successfully innovations are being implemented in postgraduate education. The assessment is conducted through an analysis of specialist needs and postgraduate doctors' learning methods, and the results allow conclusions to be drawn about the quality of innovative changes in postgraduate education. For example, an external audit: a commission examines the residency programme's alignment with real market needs, the implementation of simulation technologies, and the objectivity of skills assessment.

To stimulate research activity and maintain the interest of postgraduate doctors and teachers in postgraduate education, comprehensive approaches are key factors. These include financial incentives (in the form of bonuses and grants) and the creation of conditions for career advancement and professional development. Equally important are the creation of a favorable research atmosphere, official recognition of achievements, and, of course, the specialists' inherent desire for self-improvement.

This is documented in the Regulation "On the Organization of the Remuneration and Incentive System" of the KMU "HSPH" dated February 2, 2023, and the Regulation "On Key Performance Indicators of the Teaching Staff" (Decision of the Academic Board, Protocol No. 4, dated November 26, 2025).

6.3 Training postgraduate doctors at alternative clinical bases

The KMU "HSPH" implements a policy of academic mobility and provides postgraduate doctors with the opportunity to study at alternative clinical bases both within the country and abroad. This policy is reflected in university documents and is supported by the administration, departments, partner clinical bases, and external healthcare organizations.
https://drive.google.com/drive/folders/1o33fvcqPC5h71BP_xYwffkTNhbTf8Z5T

Scientific publications are prepared under the guidance of a teacher and do not require additional learning facilities. As part of its international mobility programme, the university has entered into memoranda and cooperation agreements with foreign medical universities and research centers (Russia, Turkey, Uzbekistan, Kyrgyzstan, Belarus, and others), enabling temporary learning for postgraduate doctors at partner institutions' clinical sites.

The Credit Transfer and Accumulation System is carried out upon the transfer or readmission of a student from another university or another educational programme. It is developed taking into account the scope and content of the educational programme. A document on the credit transfer between educational organizations exists at the national level. Mobility is ensured by agreements with leading medical organizations in the country, including the S.D. Asfendiyarov Kazakh National Medical University. (ESG II Part 1.2) Residency Regulations

<https://daqar.org/storage/folder/10368/22211/NrWvgOQBbysQbalkKKB12NdH Kcee1f0YdJ4K70hkX.pdf>

Over 40 international agreements have been concluded with foreign partners from near and far abroad. Department of International Cooperation

<https://drive.google.com/drive/folders/1y2lZ39TWTLfKRevCpe-7725av-3maOhv>

40 agreements and memorandums have been concluded with organizations, universities, and associations, including countries near and far abroad (India: Rangoonwala College of Dental Science and Research; Russia: Republican Hospital No. 1 – M.Ye. Nikolayev National Center of Medicine, Kazan State Medical University, Smolensk State Medical University, National Center for Family Health and Human Reproduction, N.I. Pirogov Russian National Research Medical University; China: Midong Hospital of Traditional Chinese Medicine in Urumqi, Sanya Hospital of Traditional Chinese Medicine, The First Affiliated Hospital of Xian, etc.).

There is also a joint double-degree programme in "Healthcare Governance" and "Healthcare Management" with the Higher School of Economics and Innovation (Lublin, Poland).

The educational institution's teachers actively participate in national and international events. For example, S.M. Zharmenov, A.Zh. Artykbayev, and other teachers took part in an international master class (China). This participation allows for the application of the information gained in the educational process.

<https://drive.google.com/drive/folders/1y2lZ39TWTLfKRevCpe-7725av-3maOhv>

6.4 Information sources, resources, and use

KMU "HSPH" implements a policy for the effective use of information and communication technologies.

In its use of information and communication technologies, the KMU “HSPH” is guided by the Law of the Republic of Kazakhstan "On Informatization" dated November 24, 2015, No. 418-V ZRK.

Teachers and students have been provided with all the necessary conditions for using information and communication technologies at and beyond the KMU “HSPH”.

KMU “HSPH” has a hardware and software base and computer equipment connected to a unified corporate wired and wireless local area network with internet access. Computers are fully connected to the internet. Internet connection speeds are 200 Mbps upstream and 200 Mbps downstream. The corporate network connection speed is 200 Mbps. Data exchange within the University is handled through the university server. There are 2 computer labs, including lecture halls with multimedia equipment. All clinical departments located in medical institutions across the city have access to internet resources.

General information about the activities of KMU "HSPH" is posted on the University's official website – <https://ksph.edu.kz/> – and is available in 3 languages: Kazakh, Russian, and English. The website of LLP KMU "HSPH" contains general information about the University and its activities. LLP KMU "HSPH" has a Wi-Fi zone.

To implement the educational process and methodological work, learning and student support resources have been created and utilized: the “Platonus” AIS learning management system and the “Moodle” educational portal. Subject syllabuses for all educational programmes are uploaded to the “Platonus” AIS, and teachers assign grades for formative and summative assessments.

KMU "HSPH" provides free access to national and international databases in the field of medicine for students and teachers: Wiley Online Library <https://onlinelibrary.wiley.com/> , Cochrane library <https://www.cochranelibrary.com/> , the “Web of Science” Platform <http://apps.webofknowledge.com/> , the “Scopus” DB www.scopus.com , the “Science direct” DB www.sciencedirect.com , Springer Link (Springer) <https://link.springer.com/> .

In accordance with Order No. KR DSM-63 of the Minister of Healthcare of the Republic of Kazakhstan dated July 4, 2022, "On Approval of State Compulsory Standards for Levels of Education in Healthcare", departments implementing educational activities for residencies in the specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" will develop syllabuses that will be uploaded to the “Platonus” automated information system, which postgraduate doctors have access to.

Postgraduate doctors of the KMU "HSPH" are provided full access to all library resources in both print and electronic formats.

For independent study, users are provided with the library's electronic resources, including purchased electronic and multimedia textbooks, training programmes, and subscription databases.

The library's collection contains the necessary educational, learning and teaching, and scientific literature in the relevant specialties, in accordance with the established qualification requirements for licensing, accreditation, and certification of educational activities.

Thus, KMU "HSPH" creates a safe, ethical, and technologically advanced digital environment that fully supports the mission of postgraduate medical education and promotes the development of postgraduate doctors’ professional competencies. **(ESG II Part 1.8)**

At KMU "HSPH", ICT is integrated into all stages of postgraduate doctors’ training. Moodle, Zoom, Platonus, electronic textbooks, multimedia materials, online platforms, and databases are actively used for independent and classroom work. Postgraduate doctors use ICT to search for scientific literature, analyze clinical cases, and prepare scientific publications and projects.

At clinical sites, postgraduate doctors, under the guidance of supervisors, have access to medical information systems (MIS), allowing them to work with patient data, prepare documentation, and practice medical judgment skills in real-world settings.

The university regularly upgrades its technical infrastructure, implements modern educational technologies, expands digital resources, and introduces elements of distance learning where methodologically justified and does not replace clinical contact with patients. This ensures compliance with ESG requirements and modern principles of specialist training **(ESG II Part 1.6)**.

The experts reviewed the following documents regulating these processes: the Library Regulations, the Agreement on Double-Degree Education in the Field of Preparation of the Educational Programme "Healthcare Governance" (Poland, Higher School of Economics and Innovation in Lublin (Poland), the Cooperation Agreement with Kazan State Medical University, Agreement No. 452 on the Provision of Services (Anti-Plagiarism), the Master Agreement on Expanded Online Access with Wiley, Instructions for Teachers and Students - Distance Learning System (DLS) on the MOODLE Platform, Time Standards for Calculating the Volume of Teaching Load Performed by the Teaching Staff of KMU "HSPH" for the 2025-2026 Academic Year, the Regulation on the Organization of the Remuneration and Incentive System of KMU "HSPH", the Regulation on Key Performance Indicators of the Teaching Staff, the Regulation on the Personnel Training Procedure,

the Procedure for Conducting Teaching Staff Certification, Memorandum - First Affiliated hospital (China) and other internal regulatory documents.

EEC findings by criteria. Comply with 15 standards, 15 - fully compliant, 0 - partially compliant, and 0 - not compliant.

Standard 7: QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE EDUCATION

7.1 The quality improvement system

The educational institution has developed and implemented a clearly structured decision-making and change management system within the framework of quality assurance. This system serves as a mechanism for promptly responding to monitoring and feedback results, changes in the regulatory framework, the needs of clinical sites, and employer recommendations.

The change management process includes several levels:

- departmental meetings devoted to analyzing programme implementation, postgraduate doctors' assessment results, teaching quality, and curriculum updates;
- discussion of external and internal audit results at university advisory bodies (Educational and Methodological Board, Academic Board, Quality Council);
- interaction with clinical sites and employers on updating postgraduate doctors' competencies;
- adjustments to curricula, syllabuses, course work programmes, and knowledge and skills assessment mechanisms.

The decision-making structure ensures transparency and the involvement of all stakeholders: teaching staff, postgraduate doctors, practical healthcare, administration, and quality management bodies. All decisions are documented and are coordinated and approved in accordance with internal regulations. **(ESG II Part 1.1)**

The experts assessed the programme for monitoring the processes and results of the educational programme, which includes a review of the educational programme EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" (familiarized with the review from the state-owned utility enterprise based on the right of economic management "Childrens' Emergency Medical Center", No.43, dated November 24, 2025), programme discussions at a meeting of the Educational and Methodological Board (Minutes No. 1, dated April 15, 2025), and feedback collection on various elements of the residency programme through a survey of employers and postgraduate doctors. <https://drive.google.com/drive/folders/1040CE-d0d4wxysSCFuvxKVdOliWbINJC>

Postgraduate doctors' survey was not conducted due to the lack of postgraduate doctors' admissions; this was an initial accreditation process.

As part of the programme for monitoring the processes and results of the educational programme, in order to effectively manage the residency programme, the results of a survey of students and graduates on satisfaction with the quality of teaching, the quality of scientific consulting, the quality of the organization of the educational and research process in the departments of the KMU "HSPH" are analyzed, the causes of deviations are analyzed, proposals for corrective activities and measures are developed, innovative educational technologies (IET) into the educational process with monitoring of

their implementation are introduced, quality of control and measuring methods for learning outcomes and the availability of resources are controlled, the degree of compliance of the educational programme with the needs of the healthcare system of the Republic of Kazakhstan and global healthcare are determined in order to achieve a balance in accordance with the national qualification frameworks, professional standards in close cooperation with employers, which is carried out through the participation of representatives from practical healthcare both in the process of developing the educational programme and during the Residency programmes, and the involvement of employers in the processes of assessing the intended learning outcomes as an independent assessment.

Thus, employers can monitor and evaluate educational programmes both at the development and implementation stages. Leading medical specialists are fully involved in the educational process, both as teachers and as clinical supervisors at leading clinics (**ESG II Part 1.9**).

Collecting and analyzing feedback at KMU "HSPH" is a mandatory part of the quality assurance system and encompasses all key participants in the educational process. The University systematically receives feedback from teachers, clinical supervisors, postgraduate doctors, employers, and representatives of clinical sites, allowing it to develop a comprehensive understanding of the quality of training for specialists in the specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)".

One of the main tools is a survey of employers using the "Questionnaire for Assessing Employers' Satisfaction with the Professional Training of KMU "HSPH" Graduates". Employers evaluate the level of graduates' practical and theoretical preparation, their readiness for independent work, their ability to make clinical decisions, their communication skills, and their sense of responsibility. If any comments or competency deficiencies are identified, the departments, together with the Department of Residency, adjust curricula, update literature, expand the content of disciplines, and attract additional clinical sites.

Feedback from postgraduate doctors is collected after completion of each course through questionnaires and the "Teacher Through the Eyes of a Student" form. The results are discussed at department meetings with the participation of the Residency Department. Based on the analysis, syllabuses, learning materials, and teaching methods are adjusted.

Teachers and clinical supervisors also provide feedback on the quality of postgraduate doctors' training, the complexity of the courses, and the need to strengthen specific competencies. This data is discussed at department meetings, the MCC, and methodological councils, and is then taken into account when updating the educational programme.

Thus, the feedback mechanism operates continuously and allows for timely adaptation of the residency programme, improving the quality of training of future specialists. (**ESG II Part 1.9**),

The results of the assessment for clinical practice of postgraduate doctors and residency programme graduates are published on the KMU "HSPH" website at <https://ksph.edu.kz/structure/>, as well as announced at meetings of the AB, EMB, CC, and CP. Therefore, stakeholders such as postgraduate doctors are informed of the monitoring results and feedback, as well as those responsible for postgraduate doctors' admissions and educational programme planning.

Interviews with 42 employers were conducted online and included questions such as: knowledge of the university's mission, participation in developing the mission and proposals for the strategic plan, participation in advisory bodies, satisfaction with postgraduate doctors' basic knowledge and skills, participation in postgraduate doctors' training through supervising, and provision of the department and postgraduate doctors with the necessary resources for practical training and development. At the time of accreditation, there were no residency graduates, and therefore, employment of postgraduate doctors was an open question.

Since the entire process of postgraduate doctors' training and monitoring is concentrated in the Residency Department, the results of the clinical practice assessment of postgraduate doctors and graduates are immediately communicated to those responsible.

All changes to the educational programme are discussed at department meetings, the Residency Department, the Educational and Methodological Board, and the Academic Board. Based on the analysis, decisions are made to adjust syllabuses, curricula, teaching methods, the list of clinical sites, strengthen practical skills, and update learning and teaching documentation.

The university systematically reviews and updates all key elements of the residency educational programme in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)". Departments regularly evaluate the structure and content of the curricula, ensuring that disciplines comply with current healthcare system requirements, scientific and medical development trends, specialist qualification requirements, and professional standards.

The postgraduate doctors' portfolio form was approved at a meeting of the Academic Board (Minutes No. 10 dated May 29, 2025). The experts reviewed the electronic version of the portfolio. https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

The university systematically reviews and updates all key elements of the residency educational programme in specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)." Departments regularly evaluate the structure and content of the curricula, ensuring that the disciplines comply with current healthcare system requirements, scientific and medical development trends, specialist qualification requirements, and professional standards.

The programme is updated based on an analysis of the results of formative assessment, midterm and summative assessments, independent assessment data from the NCIE, postgraduate doctors and teachers' surveys, and feedback from clinical supervisors and employers. All suggestions and identified deficiencies are discussed at department meetings, the Educational and Methodological Board, and advisory bodies, after which they are documented and included in future corrective action plans.

An important part of the process is the review of clinical sites and learning and teaching resources. If necessary, the list of clinical sites is expanded, syllabuses are updated, the literature is adjusted, and practice-oriented components are strengthened. The university allocates resources to improve the physical facilities, develop the IT infrastructure, and advance training of teaching staff and clinical supervisors.

At the time of accreditation, there are no residency students enrolled in the specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" (**ESG II Part 1.10**).

Teachers participate in international and national educational events.

7.2 Patient safety

KMU "HSPH" operates a quality assurance system that covers all processes of the residency programme in specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" and is aimed at ensuring patient safety and preventing postgraduate doctors' errors during clinical training. This system includes monitoring of the educational process and clinical practice, regular assessment of postgraduate doctors' performance, analysis of midterm and summative assessment results, and an external independent assessment (NCIE).

Patient safety is considered a mandatory component of training quality. At the clinical sites where postgraduate doctors are trained, strict access control is in place, and postgraduate doctors work under the constant guidance of teaching staff and clinical supervisors, which minimizes the risk of errors and ensures a safe environment for patients. The supervisor - physician is personally responsible for the postgraduate doctors' clinical activities, and their work results are documented in an electronic journal and portfolio.

Internal quality control mechanisms are implemented through internal university control, internal departmental monitoring, attending classes, and analysis of postgraduate doctors' reports, which enable the timely identification and mitigation of potential errors in clinical practice. Postgraduate doctors and teachers' surveys, as well as feedback from clinical sites, play an important role, ensuring timely adjustment to the learning process and enhancing the safety of the clinical environment.

EEC findings by criteria. Comply with 10 standards, 10 - fully compliant, 0 - partially compliant, and 0 - not compliant.

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

The governance structure of the KMU “HSPH” for the relevant training areas includes collegial bodies (EMB, AB) and structural divisions (DR, departments). The highest governing body of the KMU “HSPH” is the Academic Board and, in accordance with state license for educational activities No. KZ18LAA00006861 dated April 21, 2016, issued by the Ministry of Education and Science of the Republic of Kazakhstan, ECAQA certificate No. IA00035 dated May 25, 2021.

<https://drive.google.com/drive/folders/1XuN-Z6TqmnD6MMuQK3yzZKIhY6kVLAcP>

The key structural division responsible for training residency students in specialty 7R01120 “Traumatology and Orthopedics (Adult, Pediatric)” is the specialized Department of Surgery with its courses.

The boards that serve as the nexus for the work of the departments, structural divisions, and collegial bodies organizing the educational process are: The Department of Residency, Science and Consulting, and International Activities. Their functions include planning and organizing the work of the Admissions Committee, forming the working curricula, distributing class hours across departments, creating the schedule, consulting with students and teaching staff on learning matters, documenting student achievement, enrolling students in elective courses, registering individual educational plans, monitoring student achievement, monitoring student progress and reporting, assigning topics and academic advisers, preparing certificates, transcripts, and educational documents, organizing midterm and summative assessments, participating in the work of the Educational and Methodological Board (EMB) and the Academic Board (AB), and developing internal regulations and instructions related to the educational process.

The experts reviewed the documents on completion of postgraduate doctors’ training, including the internal regulatory documents.

State-recognized educational documents are issued in accordance with Order No. 47 of the Minister of Science and Higher Education of the Republic of Kazakhstan dated February 10, 2023, “On approval of the types of documents on higher and/or postgraduate education, the forms of state-recognized documents on higher and/or postgraduate education and the rules for their registration and issuance, the basic requirements for the content of documents on higher and/or postgraduate education of our own format and the rules for their registration and issuance.”
<https://adilet.zan.kz/rus/docs/V2300031894>

The basis for issuing residency completion certificates is the decision of the certification committee, recorded in the minutes and other mandatory documents. The residency completion certificate is issued by the KMU “HSPH” and is signed by the chairperson of the certification committee, the Rector, or their authorized representative.

Assignment of qualifications in the relevant residency specialty is carried out in accordance with Order No. KR DSM-63 of the Minister of Healthcare of the Republic of Kazakhstan dated July 4, 2022, “On Approval of State Compulsory Standards for Education Levels in the Field of Healthcare”
<https://adilet.zan.kz/rus/docs/V2200028716>.

Therefore, 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. Specifically, in accordance with the classifier of residency specialties (On Approval of the Nomenclature of Specialties and Specializations in the Field of Healthcare, the Nomenclature and Qualification Characteristics of Healthcare Worker Positions. Order No. KR DSM-305/2020 of the Minister of Healthcare of the Republic of Kazakhstan dated December 21, 2020).

8.2 Shared governance

The following boards are also involved in organizing the learning for students under the EP:

The Residency Department is responsible for organizing the educational process, overseeing and monitoring, concluding and registering contracts with clinical sites, and monitoring department interactions with clinical sites;

The Department of International Activities is responsible for organizing academic mobility and research internships in neighboring and distant countries;

The Department of Economics and Finance ensures scholarship payments, concludes contracts with the Ministry of Healthcare of the Republic of Kazakhstan for training under state procurement, contracts with local executive authorities, healthcare organizations, and students, including those paid for with their own funds, and generates service acceptance acts and invoices.

The Department of Digitalization and Technical Support provides technical support for working with Platonus and recording video lectures and presentations.

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

To ensure efficient document flow and corporate content governance, the "Documentolog" electronic document management system was implemented. It supports the full range of functions inherent in electronic document management systems: creation, registration, distribution, execution control, case creation, document access management, classifier and reference management, collaboration, and archive management. This has enabled the automation of organizational activities and the integration of various information systems.

The educational organization evaluates the educational process management and staff in relation to the achievement of the residency programme mission and expected intended learning outcomes through feedback from postgraduate doctors and teachers (see Section 7.2 of the report) and certification based on the document. Internal quality control mechanisms are implemented through internal university control, internal departmental monitoring, attending classes, and analysis of postgraduate doctors' reports, enabling the timely identification and mitigation of potential risks of errors in clinical practice. Surveys of postgraduate doctors and teachers, as well as feedback from clinical sites, play an important role, ensuring timely adjustments to the educational process and enhancing the safety of the clinical environment.

In response to the survey question "Do the organization's management listen to your opinions regarding educational processes, research, and clinical work?", teachers responded "systematically", 74.19% answered "sometimes", 22.58% - "rarely", and 0% - "never".

An annual financial report is submitted and approved by Order No. 474 of the Minister of Healthcare of the Republic of Kazakhstan "On Approval of Standards for Calculating the Tuition Fees for One Student, Residency Learner, Master's Student, and Doctoral (PhD) Student" dated June 14, 2004. This report demonstrates, among other things, the distribution of educational resources in accordance with needs and the coverage of all types of expenses (salaries of residency teachers, provision of students with educational resources (academic and scientific literature, internet access and access to international information literature databases, information and communication technologies), programme enhancement through invited foreign teachers, academic mobility programmes, and opportunities for postgraduate doctors to participate in international and national conferences and seminars) for the implementation and development of the residency programme.

A total of 8,757,420 KZT has been allocated for student events in 2025, and 12,159,109 KZT - in 2024. Students participate in national (9) and international (10) events funded by the university. In 2025, funding was provided to 5 master's students (2,490,000 KZT) and 6 postgraduate doctors (1,452,000 KZT). Postgraduate doctors and master's students receive financial support in the form of grants, tuition discounts, and mobile phone expenses reimbursement. Doctoral students receive funding for internships both within and outside of Kazakhstan. A total of 62,459,857 KZT was spent over 5 years.

Recruitment at the university is carried out in accordance with the Standard Qualification Characteristics of Teaching Staff Positions and Persons Equivalent to Them, the Rules for Filling Vacant Teaching Staff Positions, and the university's objectives as a research university.

8.3 Postgraduate doctor and staff representation

As part of the further development and improvement of the management system, new clinical departments were created this academic year. To develop new educational programmes and revise existing ones, working groups are being formed, including competent teachers - experts, students, graduates, and employers in accordance with the State Compulsory Educational Standard and international requirements and recommendations, as well as the needs of the healthcare systems of the Republic of Kazakhstan and global healthcare. A Teaching and Learning Quality Committee has been established to plan the educational process, develop, review, and approve teaching materials for courses, allocate resources, plan, implement, and monitor the implementation of teaching and learning methods, and ensure ongoing interaction between the departments implementing the educational programmes. This committee includes all stakeholders - experienced teachers, students at all levels, employers, clinical supervisors, and representatives of administrative staff.

Postgraduate doctors are expected to be included in the working groups and the Academic Committee.

8.4 Administration

The official source of information about KMU "HSPH" is the website <https://ksph.edu.kz/ru/home/>. Information is also provided through the university's website and social media (Facebook (<https://www.facebook.com/KSPH.kz>), Instagram (@kmu_ksph), Telegram (<https://t.me/kmuksph>)), which supports the university's mission, goals, and objectives and is effectively used to improve the quality of educational programmes.

The KMU "HSPH" website provides official information about the university online. This information aims to expand the market for the university's educational services, promptly inform students, staff, applicants, employers, and other interested users about various aspects of the university's activities, and improve the effectiveness of the university's interactions with its target audience.

The main goal of the website is to develop a high-quality information environment for the university as a resource for educational and scientific networks and a national information resource.

The administrative and managerial staff is formed in accordance with the approved university structure. The staff is recruited in accordance with the structural units included in it. The staffing schedule is approved by the rector.

The educational institution has an appropriate staff of technical and administrative personnel - 11 technical personnel and 34 administrative personnel, respectively, as of 2025. The ratio of administrative (27%) to teaching staff (73%) staff is 100%. Their work is regulated by regulations and job descriptions. The experts reviewed the following documents: Job Description

The experts determined that the quality management system (QMS) includes regular internal and external audits, including those supporting the residency programme processes.

Acting Director of the Department of SR and QMS, Zh.B. Turykbayev, is responsible for the implementation and monitoring of the QMS. Teachers are aware of the QMS, as confirmed during interviews. The main documents of the QMS are the Quality Manual, the Strategic Plan of the KMU "HSPH", and other regulatory legal acts.

<https://drive.google.com/drive/folders/14OCWtAHUXPJ5A8JBt9CsgEtQFsuWI8HS>

The assessment of the administration and management of the educational process as a whole and the educational programme of the residency in the specialty EP 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" is conducted through a survey of teachers (teaching staff), interviews with administration and postgraduate doctors, an analysis of learning and teaching documentation, clinical sites, and a consumer satisfaction assessment to ensure quality in education. The results demonstrate achievements such as improved quality of medical record evaluation, the implementation of clinical protocols and standard operating procedures, and the development of postgraduate doctors' ability to independently conduct diagnostics, select appropriate treatment, prepare documentation, and work in a team. (ESG II Part 1.9)

EEC findings by criteria. Comply with 8 standards , 8 - fully compliant, 0 - partially compliant, and 0 - non-compliant.

CONCLUSION: The external assessment of the educational programme revealed that 104 of the 109 accreditation standards are fully compliant. 5 standards were partially complied with. No non-compliance was identified.

Considering that the initial accreditation of the educational programme in specialty 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)" is underway and postgraduate doctors are scheduled to be admitted only in 2025, the educational organization has initiated specialized (programme-specific) accreditation in compliance with the requirements of the Law on Education of the Republic of Kazakhstan. Therefore, the external expert committee's responsibilities included assessing the university's readiness to train postgraduate doctors and examining existing principles and approaches to postgraduate doctors' training, quality assurance mechanisms, and management of the residency educational programme. In addition, the EEC specifically examined the organization of learning in the accredited specialty, including documentation, teaching staff, educational resources, and other important issues related to compliance with accreditation standards.

The EEC concluded that, despite achievements in postgraduate doctors' training and the expected learning outcomes for the accredited educational programme 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)", there are a number of issues that the university must address within the first or second quarter of 2026.

5. Recommendations for improving educational programme 7R01120 "Traumatology and Orthopedics (Adult, Pediatric)":

Standard	Standard Compliance	Recommendations for improvement
2.4.4	Completed	The introduction of elective courses, especially "Artificial Intelligence in Pediatric Surgery" will provide postgraduate doctors with broad perspectives and significantly enrich the educational programme, meeting modern requirements for specialists.
3.1.7	Partially Completed	Discuss and communicate the assessment policy and system to all stakeholders.
3.2.2	Partially Completed	Provide postgraduate doctors with timely feedback on their knowledge and skill assessment results, as postgraduate doctors are unaware of their grades.
4.7	Partially Completed	Ensure a barrier-free learning environment for postgraduate doctors with disabilities, including ramps, call buttons, elevators, and toilet for disabled people.
5.1.1, 5.3.3	Partially Completed	A policy for the recruitment, hiring, and motivation of teachers and supervisors has been developed, but has not been implemented because the educational programme is not fully staffed with teachers.

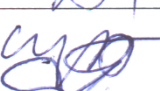
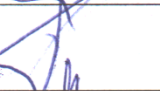
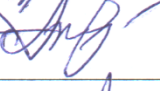
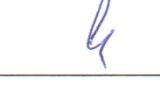
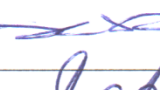
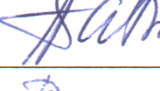
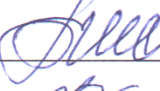
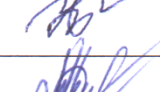
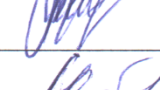
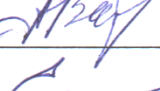
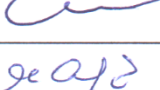
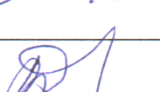
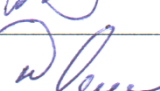
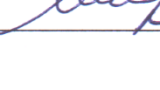
6. Recommendation to the ECAQA Accreditation Council

The EEC members established the compliance of the residency educational programme in the specialty **"Traumatology and Orthopedics (Adult, Pediatric)" of LLP "Kazakhstan Medical University "HSPH"** with the Standards for Programme Accreditation: Postgraduate Medical Education and came to a unanimous opinion to recommend that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

	FULL NAME	Signature
Chairperson	BALMUKHANOVA AIGUL VLADIMIROVNA	/signed/
International expert	PROFESSOR PETER WUSHOU CHANG	/signed/
International expert	YORDANKA UZUNOVA	/signed/
Academic expert	MADYAROV VALENTIN MANARBEOVICH	/signed/
Academic expert	URAZOVA SALTANAT NURGOZHAYEVNA	/signed/
Academic expert	ZHUNUSSOVA AIGUL BITIMBAYEVNA	/signed/
Academic expert	YERMUKHANOVA LYUDMILA SERGEYEVNA	/signed/
Academic expert	KHISMETOVA ZAITUNA ABDULKASIMOVNA	/signed/
Academic expert	SADYKOVA AINUR MARALOVNA	/signed/
Academic expert	BACHEVA IRINA VIKTOROVNA	/signed/
Academic expert	SHANAYEVA GULNARA SATTAROVNA	/signed/
Academic expert	TUKSANBAYEVA GULFARIZA USSENBAYEVNA	/signed/
Academic expert	SHARAPIYEVA ALUA MURATBEKOVNA	/signed/
Academic expert	VELIYEVA AINUR TEIMUROVNA	/signed/
Expert - employer	YESIRKEPOVA GULNARA SERIKALIYEVNA	/signed/
Expert – Master’s Student	SOVETBEK MEREKE KUANYSHKYZY	/signed/
Expert – Postgraduate Doctor	ALPYS MAKPAL BAKHYTKYZY	/signed/
Expert - Student	MUSSAYEVA NAZGUL NAZAROVNA	/signed/

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК установили соответствие образовательной программы резидентуры по специальности «Травматология-ортопедия (взрослая, детская)» ТОО «Казахстанский медицинский университет «ВШОЗ» Стандартам аккредитации программы последиplomного медицинского образования и пришли к единогласному мнению рекомендовать Аккредитационному совету ЕЦА аккредитовать данную программу на период 5 лет.

	ФИО	Подпись
Председатель	БАЛМУХАНОВА АЙГУЛЬ ВЛАДИМИРОВНА	
Международный эксперт	ПРОФЕССОР PETER WUSHOU CHANG	
Международный эксперт	ЙОРДАНКА УЗУНОВА	
Академический эксперт	МАДЬЯРОВ ВАЛЕНТИН МАНАРБЕКОВИЧ	
Академический эксперт	УРАЗОВА САЛТАНАТ НУРГОЖАЕВНА	
Академический эксперт	ЖУНУСОВА АЙГУЛЬ БИТИМБАЕВНА	
Академический эксперт	ЕРМУХАНОВА ЛЮДМИЛА СЕРГЕЕВНА	
Академический эксперт	ХИСМЕТОВА ЗАЙТУНА АБДУЛКАСИМОВНА	
Академический эксперт	САДЫКОВА АЙНУР МАРАЛОВНА	
Академический эксперт	БАЧЕВА ИРИНА ВИКТОРОВНА	
Академический эксперт	ШАНАЕВА ГУЛЬНАРА САТТАРОВНА	
Академический эксперт	ТУКСАНБАЕВА ГУЛЬФАРИЗА УСЕНБАЕВНА	
Академический эксперт	ШАРАПИЕВА АЛУА МУРАТБЕКОВНА	
Академический эксперт	ВЕЛИЕВА АЙНУР ТЕЙМУРОВНА	
Эксперт-работодатель	ЕСИРКЕПОВА ГУЛНАРА СЕРИКАЛИЕВНА	
Эксперт магистрант	СОВЕТБЕК МЕРЕКЕ ҚУАНЫШҚЫЗЫ	
Эксперт резидент	АЛПЫС МАҚПАЛ БАХЫТҚЫЗЫ	
Эксперт-слушатель	МУСАЕВА НАЗГУЛ НАЗАРОВНА	

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

Стандарт	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	6	6		-
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	28	28		-
3.	ОЦЕНКА РЕЗИДЕНТОВ	15	13	2	-
4.	РЕЗИДЕНТЫ	19	18	1	-
5.	ПРЕПОДАВАТЕЛИ И КЛИНИЧЕСКИЕ НАСТАВНИКИ	8	6	2	-
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	15		-
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЯ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	10		-
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	8		-
	Всего:	109	104	5	-
			109		

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

№	Наименования документов	Кол- во
1	Устав КМУ «ВШОЗ» утвержден решением общего собрания участников Протокол №01.12/23 от 25.12.2023 года	1
2	Лицензия на образовательную деятельность №KZ18LAA00006861 от 21 апреля 2016г. https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
3	Соглашение о двудипломном образовании по направлению подготовки образовательной программы «Управление в здравоохранении» (Польша, Высшая Школа Экономики и Инноваций в Люблине (Польша) https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
4	Договор о сотрудничестве с Казанским государственным медицинским университетом https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
5	Свидетельство о международной институциональной аккредитации №IA00035 от 25.05.2021г. (ESAQA) https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
6	Свидетельства международной специализированной аккредитации по образовательным программам магистратуры и докторантуры от 25.05.2021г. (ESAQA)	5
7	Приложение к лицензии на занятие образовательной деятельностью 7R011 – Здравоохранение от 26 декабря 2023 года https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
8	Международная специализированная аккредитация по образовательным программам резидентуры	20
9	Свидетельство о международной институциональной аккредитации Медицинского колледжа «KSPH» при ТОО Казахстанский Медицинский Университет «ВШОЗ» IА№0365 от 30.12.2024	1
10	Лицензия на образовательную деятельность в сфере начального, основного среднего, общего среднего, технического и профессионального, послесреднего образования, духовного образования, образовательно-оздоровительные услуги несовершеннолетним №KZ59LAM00001174 https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
11	Каталог элективных дисциплин на 2025-2026 учебный год по образовательным программам магистратуры и докторантуры	8
12	Каталог элективных дисциплин на 2025-2026 учебный год по образовательным программам резидентуры	1
13	Академическая политика	1
14	Договор №0068AB/0824 с АО «Научный центр педиатрии и детской хирургии»	1
15	Договор о совместной деятельности №57/2-02.22 с ГКП на ПХВ «Детская городская клиническая больница №2»	1
16	Договор о совместной деятельности №69-06.21 с ГКП на ПХВ «Центр детской неотложной медицинской помощи»	1
17	Отчет по исполнению операционного плана ТОО КМУ «ВШОЗ» за первое полугодие 2025 года	1
18	Положение о приемной комиссии Казахстанского медицинского университета «ВШОЗ»	1
19	Положение о резидентуре	1
20	Правила приема в резидентуру	1
21	Правила приема в магистратуру и докторантуру	1
22	Положение об академической честности	1
23	Договор №452 о предоставлении услуг (антиплагиат)	1

24	Кодекс академической честности обучающегося ТОО «Казахстанский медицинский университет «ВШОЗ»	1
25	Заседание Совета работодателей Протокол №3 от 14.05.2024	1
26	Заседание Ученого Совета Протокол №4 от 26.11.2025	
27	Перечень клинических баз Университета	1
28	Положение о портфолио врача-резидента	1
29	Положение «Образовательная программа: разработка и обновление»	1
30	Мастер-соглашение по расширенному онлайн-доступу с компанией Wiley	1
31	Анализ удовлетворенности обучающихся ТОО «Казахстанский медицинский университет «ВШОЗ» качеством образовательных услуг за первый семестр 2025-2026 учебного года	1
32	Анализ удовлетворённости обучающихся на предмет объективности итоговых экзаменов в ТОО «Казахстанский медицинский университет «ВШОЗ» за 2024-2025 учебный год	1
33	Положение о проведении промежуточной и итоговой аттестации Врачей-резидентов	1
34	Положение об апелляционной комиссии	1
35	Результаты электронного анкетирования для оценки удовлетворенности слушателей сертификационного курса «Менеджмент здравоохранения»	1
36	Инструкция для обучающихся – Система дистанционного обучения (СДО) на платформе MOODLE	1
37	Инструкция для преподавателей – Система дистанционного обучения (СДО) на платформе MOODLE	1
38	Инструкция – Пользования организационной техникой, локальной компьютерной сетью и информационными данными сети ТОО КМУ «ВШОЗ»	1
39	Положение о библиотеке	1
40	Положение о клиническом наставничестве	1
41	Положение о приемной комиссии Казахстанского медицинского университета «ВШОЗ»	1
42	Положение о совете молодых ученых	1
43	Должностная инструкция Доцента кафедры	1
44	Кадровая политика	1
45	Нормы времени для расчета объема учебной нагрузки, выполняемой профессорско-преподавательским составом ТОО КМУ «ВШОЗ» на 2025-2026 учебный год	1
46	Положение об организации системы оплаты и стимулирования труда ТОО «Казахстанский медицинский университет «ВШОЗ»	1
47	Положение о ключевые показатели эффективности профессорско-преподавательского состава (ППС)	1
48	Положение о педагогической нагрузке ППС ТОО КМУ «ВШОЗ»	1
49	Положение о порядке обучения персонала ТОО «Казахстанский медицинский университет «ВШОЗ»	1
50	Порядок проведения аттестации профессорско-преподавательского состава ТОО «Казахстанский медицинский университет «ВШОЗ»	1
51	Положение о порядке конкурсного замещения должностей профессорско-преподавательского состава и научных работников ТОО КМУ «ВШОЗ»	1
52	Правила внутреннего распорядка	1
53	Анализ удовлетворенности работников ТОО «Казахстанский медицинский университет «ВШОЗ» за 2025 год	1
54	Операционный план ТОО «Казахстанский медицинский университет «ВШОЗ» на 2026 год	1
55	Анализ удовлетворённости работодателей выпускниками ТОО «Казахстанский медицинский университет «ВШОЗ»	1
56	Приказ о создании проектных команд по разработке и актуализации образовательных программ резидентуры	1
57	Приказ о создании проектных команд по актуализации образовательных программ магистратуры	1

58	Документированная процедура Аудиты	1
59	Документированная процедура Управление записями	1
60	Документированная процедура Управление претензиями (жалобами), предложениями и отзывами	1
61	Отчет по Ре-Сертификационному аудиту №KZ282-QA 2025	1
62	Отчет по результатам внутреннего аудита ТОО «Казахстанский медицинский университет «ВШОЗ» за 2025год.	1
63	План-график внутренних аудитов на 2025 год	1
64	Приказ о проведении внутреннего аудита №130-Н	1
65	Заседание Совета по качеству Протокол №9 от 24.12.2025	1
66	Бизнес-процесс департамента международной деятельности	1
67	План мероприятий по корректирующим и предупреждающим действиям, выявленных при проведении внутреннего аудита, в структурных подразделениях ТОО КМУ «ВШОЗ» образовательного, научно-исследовательского и обеспечивающего процессов	1
68	План совета по качеству на 2026 год	1
69	Приказ состава совета по качеству	1
70	Программа развития ТОО «Казахстанский медицинский университет «ВШОЗ» на 2026-2030 годы	1
71	Стратегический план ТОО КМУ «ВШОЗ» на 2020-2025 годы	
72	Руководство «Система внутреннего обеспечения качества ТОО Казахстанский медицинский университет «ВШОЗ»	1
73	Руководство по качеству	1
74	Приказ об академической мобильности резидентов №116-Н	1
75	Сертификат – Certificate of Academic Participation Dr.Artykbayev A.Zh.	
76	Меморандум – Первая аффилированная больница (Китай)	1
77	План работы департамента международной деятельности на 2026 год	1
78	Положение об академической мобильности обучающихся ТОО КМУ «ВШОЗ»	1
79	INVITATION LETTER	2
80	Приказы по академической мобильности ППС и обучающихся	5
81	Программа международной научно-практической конференции «Внедрение наилучших практик независимого сестринского дела в Республике Казахстан»	1
82	Положение о системе поощрения обучающихся слушателей программ ДПО	1
83	Календарно - тематический план повышения квалификации	1
84	Прейскурант цен ПК/СК	1
85	Образовательная программа цикла ПК/СК	2
86	Расписание занятий ПК	1
87	Программа семинара неформального образования	1
88	Правила проведения анкетирования слушателей циклов повышения квалификации	1
89	Инструкция по получению свидетельства ПК ВШОЗ	1
90	Инструкция по работе на платформе Moodle для слушателей ПК/СК	1
91	Сводная таблица по ОП, количество программ дополнительного образования по специальностям	1
92	Контингент слушателей за 5 лет	1
93	Антикоррупционная политика	1
94	Приказ о составе Диссертационного Совета	1
95	Приказ о составе Клинического совета	1
96	Приказ о состав Научного Совета	1
97	Отчеты по повышению квалификации за 2022 год	1
98	Отчеты по повышению квалификации за 2023 год	1
99	Отчеты по повышению квалификации за 2024 год	1
100	Сертификаты по повышению квалификации сканированные документы (скан)	8
101	Приказ «Об утверждении учебной нагрузки ППС на 2025-2026 учебный год» (копия)	1
102	Должностная инструкция старшего преподавателя	1

103	Силлабус	1
104	Образовательная программа резидентуры	1
105	Портфолио резидентов	1
106	Стандартная операционная процедура порядок разработки, экспертизы, переработки и утверждения силлабусов образовательных дисциплин	1
107	Инструкция для преподавателей Экспресс-Валидация результатов тестирования с помощью Gemini	1
108	Договор №NQ-492 на оказание услуг (антивирус)	1
109	Договор присоединения к Условиям предоставления сервиса информационной системы электронного документооборота и автоматизации бизнес-процессов «Documentolog PLATFORM»	1
110	Договор на оказание услуг No NQ-268 Программное обеспечение Office LTSC Standard 2024 Education Perpetual	1
111	Положение об организации работы студии видеозаписи	1
112	Техпаспорт	1
113	Сведения по движению контингента магистрантов и докторантов за декабрь 2025 года.	1
114	Положение о мониторинге и оценке образовательных программ ТОО Казахстанского медицинского университета «ВШОЗ»	1
115	Положение о докторантуре	1
116	Положение о магистратуре	1
117	Протоколы кафедрального заседания	3
118	Рецензии на КИСы	13
119	Положение о совете молодых ученых	1
120	Свидетельство о внесении сведений в государственный реестр прав на объекты, охраняемые авторским правом	1
121	Приказ – Состав молодых ученых	1
122	Контрольно-измерительные средства по дисциплине «Методология качественных типов исследований» ОП:8D10101 «Общественное здравоохранение» (научно-педагогическое) «Методология качественных типов исследований»	1
123	Силлабус ОП:8D10101 «Общественное здравоохранение» (научно-педагогическое)	1
124	Силлабус ОП :7M10145 «Медицина» (профильная) Управление безопасностью пациентов	1