

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 RESIDENCY
EDUCATIONAL PROGRAMME
7R01114 "PULMONOLOGY (ADULT, PEDIATRIC)"
AT THE "KAZAKHSTAN MEDICAL UNIVERSITY "HSPH" LLP
FOR COMPLIANCE WITH STANDARDS FOR PROGRAMME
ACCREDITATION: POSTGRADUATE EDUCATION (RESIDENCY)
OF THE EURASIAN CENTER FOR ACCREDITATION AND QUALITY
ASSURANCE IN HIGHER EDUCATION AND HEALTH CARE**

external expert assessment period: January 28-30, 2026

Almaty, 2026

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LIST OF DESIGNATIONS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
EHEA	European Higher Education Area
WFME	World Federation for Medical Education
MH RK	Ministry of Healthcare of the Republic of Kazakhstan
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
RLA	Regulatory and Legal Acts
EP	Educational Programme
ESG	Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area
LLP «KMU HSPH»	Kazakhstan Medical University Higher School of Public Healthcare Limited Liability Partnership
CPD	Continuing professional development
AMS	Administrative and managerial staff
SCS	State compulsory standard
FC	Final certification
IC	Individual curriculum
RW	Research work
CED	Catalog of elective disciplines
TS	Teaching staff
NCIE	National Center for Independent Examination
QMS	Quality management system
IWST	Postgraduate doctor - physician work under the control of a clinical supervisor during the postgraduate doctor - physician's clinical activity
IWS	Independent Student (Postgraduate Doctor - Physician) Work
EMB	Educational and Methodological Board
TM	Teaching materials
CAD	Clinical and Academic Department
FA, MA, SA, OAR	Formative Assessment. Midterm Assessment. Summative Assessment. Overall Admission Rating
CME	Control and Measuring Equipment
MA & FSC	Midterm and Final State Certification
CCP & CCCH	City Clinical Hospital and Children's City Clinical Hospital
RI	Research Institute
CDC	Consultative and Diagnostic Center
DM&QEP	Department of Methodology and Quality of the Educational Process
AI	Artificial Intelligence

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 specialty 7R01114 "Pulmonology (Adult, Pediatric)" from January 28 to 30, 2026, in the following composition:

No.	EEC membership	Full name	Academic degree/title, position, place of work/place of study, year, specialty
1	EEC 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", Caspian University (Almaty, Republic of Kazakhstan)
2	International Expert	Peter Wushou Chang	MD, MPH, ScD, FRCP, FPH, Professor at the Institute of Public Healthcare and Institute of Environmental Sciences of the College of Medicine at the National Yangming University (Taiwan)
3	International Expert	Uzunova Yordanka	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, Professor, Head of the Department of Surgery with a Course in Anesthesiology and Resuscitation at the NEI "Kazakh-Russian Medical University".
5	Academic Expert	Urazova Saltanat Nurgozhayevna	Doctor of Medical Sciences, Professor, Head of the Department of Family Medicine No.3 at NJSC "Astana Medical University". Member of the Association of Allergists and Immunologists and the Association of Family Physicians of the Republic of Kazakhstan.
6	Academic Expert	Zhunussova Aigul Bitimbayevna	Candidate of Medical Sciences, Director of the Accreditation and Quality Management Department at NJSC "Astana Medical University".
7	Academic Expert	Yermukhanova Lyudmila Sergeyevna	Candidate of Medical Sciences, MBI, Associate Professor, Head of the Department of "Public Health and Healthcare with a Nursing Course" at NJSC "Marat Ospanov West Kazakhstan Medical University", Chairman of the State Unitary Enterprise "Public Healthcare".
8	Academic Expert	Khismetova Zaituna Abdulkassimovna	Candidate of Medical Sciences, Professor, Head of the Department of Public Health, Academic Adviser of the School of Public

			Healthcare at NJSC “Semey Medical University”.
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 Ussenbayevna	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.
13	Academic Expert	Sharapiyeva Alua Muratbekovna	PhD, Dean of the School for International Students at NJSC “Semey Medical University”.
14	Academic Expert	Veliyeva Ainur Teimurovna	PhD, Acting Associate Professor, Department of Obstetrics and Gynecology at the NJSC “Al-Farabi Kazakh National University”.
15	Employer Expert	Yesirkepova Gulnara Serikaliyevna	Master of Medicine, Healthcare Manager, Chief Physician at “Asmed Turgut Ozal” LLP.
16	Master's Student Expert	Sovetbek Mereke Kuanyshkyzy	Second-year Master's student in “Global Health and Healthcare” at the NJSC “S.D. Asfendiyarov Kazakh National Medical University”.
17	Postgraduate Doctor - Expert	Alpys Makpal Bakhytkyzy	Second-year postgraduate doctor in “Neurology, Adult and Pediatric” at the NEI “Kazakh-Russian Medical University”
18	Student - Expert	Mussayeva Nazgul Nazarovna	Master of Medical Sciences in “Public Healthcare”, Deputy Director for organizational and methodical work at the State-owned utility enterprise based on the right of economic management “City Rheumatology Center”

The EEC report includes a description of the results and conclusion of the external assessment of the educational programme 7R01114 "Pulmonology (Adult, Pediatric)" for compliance with

Standards for Programme Accreditation: Postgraduate Education (Residency) (developed based on the International Standards for Improving the Quality of Postgraduate Education Programmes of the WFME 2023) and conclusions (hereinafter referred to as the Accreditation Standards), EEC recommendations for further improvement of approaches and conditions for the implementation of the above-mentioned educational programme and recommendations on accreditation for the Accreditation Council of the ECAQA on accreditation.

2. General Part of the Final Report

2.1 Presentation of the Residency Educational Programme in Specialty 7R01114 "Pulmonology (Adult, Pediatric)"

Organization name, legal form of ownership, BIN	Limited Liability Partnership "Kazakhstan Medical University "Higher School of Public Healthcare" BIN: 011240001712
Governing body	Rector
Full name of the top head	Auyezova Ardak Mukhanbetzhanovna, PhD
Date of establishment	1997
Location and contact information	050060, Republic of Kazakhstan, Almaty, Bostandyk district, Utepov street, building No.19A, BIN/IIN: 011240001712, Phone: +7 (727) 337-80-28; Email: ksph@ksph.kz
State license for educational activities in residency (date, number)	KZ18LAA00006861 dated April 21, 2016
Information on branches and subsidiaries (if any)	There is a branch in Astana (37/1 Pushkin Street)
Year of commencement of the accredited educational programme (EP)	2026
Information on inclusion in the Register of the EHEA of the Ministry of Science and Higher Education of the Republic of Kazakhstan	The educational programme is placed in the Register of the EHEA of the Ministry of Science and Higher Education of the Republic of Kazakhstan dated December 23, 2025.
Duration of study	2 years
Full-time/part-time teachers involved in the EP	Total number of teachers: 3, including 0 full-time and 3 part-time. Academic degree holders rate: 100% Category: 100%
Website Instagram Facebook with active pages	https://ksph.edu.kz/ https://www.instagram.com/kmu_ksph/ https://www.facebook.com/KSPH.kz/

2.2 Information about Previous Accreditation

Previously, educational programme 7R01114 "Pulmonology (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 7R01114 "Pulmonology (Adult, Pediatric)" and Conclusions on its Completion

The self-assessment report for the residency educational programme in specialty 7R01114 "Pulmonology (Adult, Pediatric)" (hereinafter referred to as the report) consists of 123 pages of the

main text, 2 pages of annexes, and copies or electronic versions of 63 documents located at <https://drive.google.com/drive/folders/1XuN-Z6TqmnD6MMuQK3yzZKIhY6kVLAcP?usp=sharing>.

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

The report includes a list of the 8 members of the internal self-assessment committee, indicating the responsibilities of each employee, and information about the representative of the organization responsible for conducting the self-assessment of the educational programme - Auyes Khan Tulegenovich Dzhumabekov, Vice-Rector for Clinical Work, Doctor of Medical Sciences, Professor.

The self-assessment of educational programme 7R01114 "Pulmonology (Adult, Pediatric)" was conducted based on the University Rector's Order No. 374-N dated November 24, 2025, "On the Creation of a Working Group to Prepare for Specialized Accreditation of Residency Programmes".

All standards provide the University's actual practice of training postgraduate doctors in the specialty 7R01114 "Pulmonology (Adult, Pediatric)" taking into account the start of student admission in 2026. They also provide substantiated data, examples of the implementation of educational programme objectives, national and international events, and methodological support, confirming compliance with accreditation standards. The description in the self-assessment report is sufficiently comprehensive and up-to-date regarding the number of postgraduate doctors, teachers, and administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, the University's physical facilities and clinical sites, contractual obligations with partners (universities, associations, and sites), financial information, development and improvement plans, etc.

The report was submitted to the ECAQA in its final form, with data adjusted according to the above recommendations. It is written in a competent manner, the wording for each standard is clear and understandable, described in accordance with the criteria of the standards, contains references in the text, and is sequentially numbered.

3. Description of the External Expert Assessment

The external expert assessment of the educational programme 7R01114 "Pulmonology (Adult, Pediatric)" was organized in accordance with the Guidelines for Conducting External Assessment of Educational Organizations and Educational Programmes of the ECAQA. The dates of the visit to organization were January 28-30, 2026. The schedule for 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 - 10 people;
- interviews with postgraduate doctors - 31 people;
- website review <https://ksph.edu.kz/>
- interviewing 11 employees, 29 teachers, and 8 supervisors;
- surveys of teachers and postgraduate doctors - 31 and 26, respectively;
- observation of postgraduate doctors' learning: there was no practical pulmonology class as there were no postgraduate doctors, but 1 practical class was attended at the simulation center. Topic: "Circulatory arrest during anterior nasal tamponade". Teachers: Zaure Uzakbayevna Dospanbetova, specialist at the Training and Consulting Center, and Gulbanu Sansyzbayevna Berdiyarova, clinical supervisor. Students: 8 postgraduate doctors - physicians in otorhinolaryngology and anesthesiology and resuscitation.

- review of resources in the context of meeting accreditation standards: 1 practice/clinical engagement site was visited, including State-owned utility enterprise on the right of economic

management “City Clinical Hospital No.1”, where learning is conducted in 4 educational programmes with the participation of 63 full-time/part-time teachers;

- review of 123 learning and teaching documents, both before the visit to organization and during the visit to the organization's divisions (see **Annex 2** for a list of documents reviewed).

The accredited organization's staff ensured the presence of all individuals specified in the visit programme and in the lists of interview and conversation participants (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	Educational institution management (rector, vice-rectors, heads of structural divisions)	Rector - 1 Vice-Rector - 2 Heads of the SD - 7
2	Residency educational programmes directors	7
3	Teaching staff and clinical supervisors	37
4	Postgraduate doctors of educational programmes	31
5	Employer representatives	42
6	Representatives of structural divisions supporting the implementation of the educational programme (dean's office, residency department, quality control department)	7
7	Representatives of the internal self-assessment committee	8

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 Residency Educational Programme 7R01114 "Pulmonology (Adult, Pediatric)" for compliance with the ECAQA Accreditation Standards. The EEC members made no comments. 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.

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 the University's corporate culture and the team's high level of openness in providing information to the EEC members.

In a survey of postgraduate doctors, 100% of respondents rated the work of the External Expert Commission on Accreditation as positive, with no negative assessments. 100% of respondents believe accreditation of educational institutions and educational programmes is necessary.

More than 90% of teachers believe the survey conducted by the ECAQA is a useful tool for developing recommendations for improving key areas of the accredited educational institution.

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

3. Analysis of Compliance with Accreditation Standards Based on the Results of an External Assessment of the Residency Educational Programme in Specialty 7R01114 "Pulmonology (Adult, Pediatric)"

Standard 1: MISSION AND VALUES

1.1 Stating the mission

The programme's implementation, specifically conversation with the organization's top head, members of the advisory and consultative body (Educational and Methodological Board), and interviews with postgraduate doctors and teachers, established compliance with the criteria of *Standard 1*. All participants in the educational process are aware of the educational programme's mission and participated in formulating proposals for its formulation. The mission has been communicated to potential postgraduate doctors through the website, social media, and informational letters to medical organizations. The organization's strategic plan for 2026-2030 (approved by the decision of the Academic Board of the KMU HSPH dated November 26, 2025) was reviewed. It includes areas such as improving academic activities based on best practices, developing research potential, expanding international cooperation, and improving the management system. This confirms compliance with accreditation standards and demonstrates the organization's goals, objectives, and prospects. Interviews with postgraduate doctors revealed that before classes begin, teachers inform students about the educational organization's mission and work plans, and advise them on where to obtain necessary information about the educational programme, teachers, and training facilities.

During their visits to the educational divisions of the KMU HSPH, experts noted the educational organization's strengths in relation to the accredited educational programme, including:

KMU HSPH has divisions directly related to the educational programme 7R01114 "Pulmonology (Adult, Pediatric)" that can be considered best practices in education, namely, the pulmonology unit, the thoracic surgery unit, and the rehabilitation center of City Clinical Hospital No.1. This conclusion was reached because this facility is the only one in the specialty of "Pulmonology" that provides comprehensive training for postgraduate doctors - physicians and concentrates patients with respiratory pathologies from across the city, offering a wide range of diagnostic examinations for this category of patients.

The results of the documentation review demonstrate that the organization's mission and the mission of the educational programme 7R01114 "Pulmonology (Adult, Pediatric)" are consistent with the State Compulsory Educational Standard and current regulatory legal acts (RLA) in postgraduate education and healthcare.

The educational organization will conduct training of pulmonology postgraduate doctors at the following clinical sites and units: City Clinical Hospital No.1 (three pulmonology units, a thoracic unit, a clinical diagnostic center, and a rehabilitation unit), Children's City Clinical Hospital No.2 (multidisciplinary pediatric unit), and the Research Institute of Pediatrics and Pediatric Surgery (pulmonology unit), where a patient-oriented approach is ensured through compliance with the standards of the National Accreditation Center, the GPP standard, creation of comfortable conditions, ensuring continuity and accessibility of medical care, the use of modern technologies to improve the quality of service, concentration in one institution of outpatient services, a day hospital, 3 pulmonology units, a clinical diagnostic center, the presence of a pediatric pulmonology unit at the Research Institute of Pediatrics and Pediatric Surgery - the flagship of the pediatric service of the Republic of Kazakhstan, which allows patients to undergo diagnostics and receive qualified care in one place. The educational organization prioritizes patient safety and autonomy through informed consent for various examination and treatment procedures, non-disclosure of confidential patient information, and conducts explanatory work to patients and their families on all aspects of their stay in the units. It utilizes an individualized approach to each patient, and all work is conducted in accordance with international standards.

Experts determined that postgraduate doctors have appropriate working conditions to support their own health, as the educational organization ensures compliance with occupational safety standards, a rational academic and clinical workload, access to medical care, and conditions for recovery, particularly during visits to the clinical facility of City Clinical Hospital No.1. In the pulmonology units, it was established that comfortable conditions for postgraduate doctors' work and rest have been created (separate workstations, a break room, and classrooms).

Postgraduate doctors' basic competencies in the accredited specialty, such as medical judgment, adherence to principles of medical ethics and deontology, communication with patients and multidisciplinary team members, clinical decision-making, and medical documentation management, are developed in accordance with educational and professional standards. Special competencies, such as patient management, communication and collaboration, safety and quality, and research, help the educational organization implement innovative learning forms. This will enable postgraduate doctors to develop skills and qualities such as independence, responsibility, critical thinking, and the ability to analyze clinical cases and make decisions in non-standard situations.

The educational organization encourages postgraduate doctors to participate in research in their chosen specialty through involvement in scientific projects (the university has a coordinating body, the Council of Young Scientists), clinical reviews, practical classes, and seminars. Postgraduate doctors also participate in academic events such as research-to-practice conferences and roundtables.

At the same time, experts have determined that stakeholder participation in the formation and revision of the educational programme's mission requires further systematization and documentation, including the development of regulated feedback mechanisms.

1.2 Participation in mission formulation

Experts determined that members of the Academic Board of the KMU HSPH, the leadership of the educational institution, the educational programme director and teaching staff, students, and employers participated in developing the goals and objectives (mission) of educational programme 7R01114 "Pulmonology (Adult, Pediatric)", as confirmed by the composition of the collegial bodies (Academic Board, Clinical Council, and Employers' Council). Overall, proposals included strengthening the clinical focus of learning, expanding the list of clinical sites, developing postgraduate doctors' research competencies, and introducing active and interactive learning methods. When updated regulatory legal acts and orders in education and healthcare are issued, the educational programme developers take into account changes in the State Compulsory Educational Standards, professional standards, and clinical protocols and make appropriate adjustments. For example, the order amending the State Compulsory Educational Standard for Postgraduate Medical Education prompted teachers to amend the curriculum by updating the list of professional competencies, strengthening practice-oriented modules, and expanding the scope of clinical training.

At the same time, during conversation with postgraduate doctors and employers, experts did not receive a clear answer to the question, "Are you involved in formulating the mission and goals of the organization and the educational programme?" and "What is the personal contribution of postgraduate doctors to improving the educational programme?" Postgraduate doctors responded to these questions by stating that their involvement is indirect, realized primarily through feedback, questionnaires, and verbal suggestions, while employers responded by stating that their involvement is episodic, through consultations and discussions, without formalized mechanisms for ongoing engagement.

In a survey of 26 postgraduate doctors (on the resource <https://webanketa.com/>), several of the 22 questions were devoted to the quality of the educational process and the educational programme. It was found that 100% of postgraduate doctors would recommend studying at this educational institution to their acquaintances, friends, and relatives. Moreover, 100% of respondents believe that the educational programme directors and teachers are aware of students' learning needs. To the question, "Do you think this educational institution allows you to acquire the necessary knowledge and skills in your chosen specialty?", 100% of postgraduate doctors answered yes, 0% were unsure, 0% could not yet answer this question, and 0% would like to believe so.

The 31 teachers surveyed (21 survey questions) also responded that 87.1% were satisfied with the work and workplace organization at this educational institution, and 9.68% partially agreed with this statement. The experts determined that the institution has a healthy environment, as the director is readily accessible to both postgraduate doctors and employees, responds promptly to requests, and takes suggestions into account when making management decisions. In the survey, 83.87% of teachers were satisfied with the organizational climate, while 16.13% were partially satisfied. 87.1% believed

that teachers have the opportunity to develop as professionals in their field at their educational institution. A total of 31 teachers responded (31 in total), with 32.26% having less than 5 years of teaching experience, 9.68% having less than 10 years, and 58.06% having more than 10 years of teaching experience.

EEC findings by criteria. Comply with 6 standards, 6 - fully compliant, 0 - partially compliant, 0 - not 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 the "7R01114 Pulmonology (Adult, Pediatric)" programme. This correlation is reflected in the clear alignment of the target learning outcomes with the requirements of the professional standard for pulmonologists and the state educational standards for postgraduate doctors' training, which focus on the acquisition of knowledge, practical skills, and professional behavior in clinical practice. Upon completion of training, postgraduate doctors are eligible for an independent assessment of their professional preparedness, conducted in accordance with established legislation. Based on the results of this assessment, a specialist certificate in the specialty of "Pulmonology (Adult, Pediatric)" is issued, granting the right to practice clinically in healthcare organizations of the Republic of Kazakhstan.

The external assessment established that the residency educational programme is in the initial implementation phase, with enrollment planned for 2026. Therefore, postgraduate doctors had not graduated or undergone independent assessment of their knowledge and practical skills at the time of the external expert assessment, and certification results will be compiled based on the results of the first learning cycle.

The experts reviewed documents confirming the fulfillment of this accreditation standard criterion, including:

- the approved residency educational programme 7R01114 "Pulmonology (Adult, Pediatric)";
- the curriculum and course working programmes, as well as syllabuses;
- regulations on the formative and summative assessment of students;
- regulatory documents governing the procedure for admission to independent assessment and certification of specialists in the healthcare system of the Republic of Kazakhstan;
- information on the placement of the educational programme in the Register of Educational Programmes of the European Higher Education Area (EHEA) of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

The residency educational programme in the specialty "7R01114 Pulmonology (Adult, Pediatric)" was placed in the EHEA Register on December 23, 2025.

2.2 Intended learning outcomes

The intended learning outcomes are defined and included in the document "Educational Programme for Residency 7R01114 Pulmonology (Adult, Pediatric)", which was developed by the educational programme working group with the participation of the teaching staff and programme director and approved by the Academic Board of the KMU HSPH. Stakeholders will be informed about the intended learning outcomes for postgraduate doctors in the specialty 7R01114 "Pulmonology (Adult, Pediatric)" by posting information on the educational institution's official website, disseminating information during orientation sessions, and during learning and clinical practice, as reported by teachers during interviews. The experts confirmed that postgraduate doctors' professional behavior and communication skills are developed through involvement in clinical activities, participation in a multidisciplinary team, clinical reviews, and interactions with patients, and are reflected in the corresponding document - the Residency Educational Programme and Course Work Programmes. Teachers and postgraduate doctors have been informed of the academic honesty policy.

The policy can be found on the official website of the KMU HSPH <https://ksph.edu.kz/> (ESG II Part 1.2).

It has been established that the expected learning outcomes comply with the requirements of national professional standards for the specialty "Pulmonology" and the requirements of the State Compulsory Educational Standard for Postgraduate Medical Education. A review of the accredited educational programme from a representative of the professional community/employer and feedback from a specialized clinical site are available. Thus, the requirements of the professional community for pulmonology are taken into account.

The educational programme defines learning outcomes for specialty 7R01114 "Pulmonology (Adult, Pediatric)", which include knowledge, skills, and professional behavior. Each skill can be assessed and measured, for example, by observing clinical procedures, analyzing medical documentation, and assessing medical judgment. Postgraduate doctors receive regular oral feedback during seminars, checklists are regularly completed during supervising and assessments, and surveys are administered once per academic year. A survey of postgraduate doctors from various specialties revealed that postgraduate doctors positively rate the quality of the educational process and the accessibility of teachers. This describes the general approach adopted by the university, as the university has not yet enrolled postgraduate doctors in pulmonology. However, steps have already been taken to improve the educational programme: course curricula have been updated and clinical training sites have been expanded.

Postgraduate doctors' participation in providing medical care to the public is a mandatory component of their training. Postgraduate doctors will undergo training at medical institutions such as City Clinical Hospital No. 1, Children's City Clinical Hospital No. 2, and the Research Institute of Pediatrics and Pediatric Surgery. For example, at City Clinical Hospital No. 1, postgraduate doctors will learn procedures such as managing patients with respiratory diseases and participating in diagnostic and therapy measures, as confirmed by experts during a visit to the facility (units, diagnostic, and laboratory units are equipped with modern equipment, including a new CT scanner. A thoracic surgery unit is available for joint diagnostic evaluations. The rehabilitation unit has a salt mine, exercise therapy rooms, and rooms for pulmonary physiotherapy. Postgraduate doctors' independent training will include attending clinical reviews and conferences, on-call duty and patient management, and developing presentations and clinical cases. All results of independent work will be documented in the form of reports, presentations, and notes in individual learning diaries, as well as in a portfolio. Thus, future postgraduate doctors have the opportunity to train in the clinical divisions of medical organizations, as the facilities are excellent and there is the opportunity to study in the only pulmonology unit, which receives patients from all over the city.

Postgraduate doctors' professional conduct is ensured by signing an information agreement and adhering to the Academic Honesty Policy, medical ethics standards, and professional responsibility. Postgraduate doctors reported being familiar with the policy, which was developed and approved by the educational institution on August 29, 2024. When interviewing 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 (disciplinary commission) is in place, which any educational institution employee can contact to resolve conflict situations. No such situations have occurred in recent years. Postgraduate doctors themselves, during a meeting with experts, confirmed that teachers maintain ethical behavior toward them. When asked whether conflict resolution studies had been conducted for teachers in the past few years, the response was that such issues are addressed as part of advanced training and methodological work.

When determining the intended learning outcomes, staff 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 provides CPD activities (continuing professional development), including programmes in pulmonology.

Experts established a clear continuity between the intended outcomes of postgraduate doctors' previous learning (prerequisites) and their residency training and subsequent continuing professional

development programmes. The institution plans to develop several continuing education programmes, including for the specialty of “Pulmonology”, as reported by teachers during interviews, subject to the admission of postgraduate doctors to training this year. Postgraduate doctors are informed of this.

87.1% of teachers - respondents believe that students at this educational institution have a high level of knowledge and practical skills after completing the training programme, and 12.9% partially agree. Teachers surveyed during the external assessment indicated that 87.1% were fully satisfied with the level of postgraduate doctors’ prior training, while 12.9% were partially satisfied.

The qualification obtained by completing the educational programme in specialty 7R01114 "Pulmonology (Adult, Pediatric)" corresponds to Level 8 of the National Qualifications Framework (ESG 1.2) and has the code 7R01114. Completion of residency training results in the issuance of a specialist certificate, which will be in demand in healthcare organizations in the Republic of Kazakhstan.

2.3 Curriculum organization and structure

The educational programme organization for specialty 7R01114 "Pulmonology (Adult, Pediatric)" is based on the intended learning outcomes of postgraduate doctors and therefore includes the following: competency-based learning, integration of theoretical training and clinical practice, step-by-step acquisition of professional skills, independent work by postgraduate doctors, and supervising at clinical sites. The duration of study is 2 years. The consistency and transparency of learning is guaranteed by the fact that the educational programme, curriculum, course work programmes, and assessment procedures are approved in accordance with established procedures and are accessible to students.

To implement the educational programme for specialty 7R01114 "Pulmonology (Adult, Pediatric)", the organization's documents include teaching materials that define the programme's goal, integrate practical and theoretical components, and provide independent work. Compliance with the State Compulsory Educational Standard and standard requirements was established, including the volume of the teaching load, the structure of the educational programme, and learning outcomes.

Practical classes were not attended because there are currently no postgraduate doctors in this programme.

An analysis of educational activities as a whole revealed that the scientific foundation and all scientific advances in the relevant disciplines have been taken into account, additions have been made to the bibliography of the teaching materials and syllabuses, and the teachers apply them in the classroom. However, for this specialty, information was obtained from a review of documentation and interviews with teaching staff.

The supervising system described in the document "Regulations on Postgraduate Doctors’ Supervising" was assessed. Supervisors are comprised of teaching staff and physicians from clinical sites, whose tasks include supporting postgraduate doctors’ clinical activities, developing professional competencies, and assessing their learning progress. In this specialty, during the interview, the head of the pulmonology unit of City Clinical Hospital No.1 was present, who is planned to act as a clinical supervisor for postgraduate doctors when they are enrolled in 2026.

The procedure for informing postgraduate doctors of their rights and responsibilities is reflected in the local regulations of the educational organization and the residency educational programme.

Teachers use postgraduate doctors’ learning methods such as clinical discussions, practical classes, seminars, and independent work under the guidance of a supervisor. A list of learning methods is described in the educational programme and course work programmes. These methods enable postgraduate doctors to participate in providing medical care to patients. Teachers can provide postgraduate doctors with patient management within the framework of clinical practice, based on the capabilities of the clinical sites. For example, upon completion of their training, postgraduate doctors of the educational programme in the specialty “Pulmonology (Adult, Pediatric) can perform procedures such as managing patients with respiratory diseases and participating in diagnosis and treatment under the guidance of a supervisor.

The experts determined that the principles of academic honesty are fully implemented at the educational institution. This is reflected in the document "Regulations on Academic Honesty". Academic honesty applies to such stages of postgraduate doctors' training as independent work and knowledge assessment. Anti-plagiarism is applied when postgraduate doctors prepare written assignments. Postgraduate doctors are trained to promptly collect informed consent from patients for all diagnostic and therapeutic procedures. The experts noted that the medical records contain a corresponding document signed by the patient. Thus, by the end of the 2-year learning, postgraduate doctors will acquire the basic skills and abilities of a pulmonologist, allowing them to work in institutions such as healthcare organizations of the Republic of Kazakhstan (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 education and healthcare.

The educational institution has a mechanism to regularly adapt teaching and learning methods to the requirements of modern science and education, as well as the current needs of practical healthcare. This mechanism includes updating educational programmes, revising teaching materials, and discussing learning outcomes at department meetings.

This demonstrates compliance with Standard 2 regarding adapting education to the needs of postgraduate doctors. However, despite the principles of quality and academic honesty described in the "Regulations on Academic Honesty", the institution lacks a centralized automated anti-plagiarism system for the residency programme.

2.4 Curriculum content

Documents exist that outline requirements for the structure and content of the educational programmes, including the State Compulsory Educational Standard for Postgraduate Medical Education, the residency educational programme, the curriculum, and the course work programmes. The director of the educational programme, in conjunction with the relevant department and the Department of Education, is responsible for selecting and implementing innovations in the educational process.

The curriculum reflects the needs of the healthcare system, including the training of specialists to provide medical care to patients with respiratory diseases. It is written according to a common template and is standardized. This is likely due to the current lack of full-time teachers. To successfully implement the educational programme in "Pulmonology (Adult and Pediatric)", the organization has all the resources to organize assessment of postgraduate doctors' practical skills (modern, well-equipped clinical facilities, supervising, and practical classes). Experts have determined that the educational programme takes into account legal requirements, including those related to patient health protection and medical ethics. However, there are challenges in planning, developing, and approving educational programmes, including the need for additional formalization of certain procedures and deadlines for updating educational documentation.

The theoretical component of the educational programme comprises the scope of the curriculum, including the disciplines and topics defined by the State Compulsory Educational Standard. The practical component of the educational programme consists of clinical training at specialized facilities with the participation of postgraduate doctors in providing medical care. The potential future roles of residency graduates, namely, medical experts and managers, are developed through such disciplines (or topics) as clinical disciplines in pulmonology and issues of healthcare organization. Legal aspects of physician practice are discussed in classes on the organization and legal foundations of medical practice. The scientific component of postgraduate doctors' training is formed through participation in clinical discussions, departmental projects, presentations at conferences, and discussions of scientific publications (this conclusion is based on interviews with postgraduate doctors of various specialties).

The educational organization guarantees adjustments to the structure, content, and duration of the educational programme in the event of any changes in various disciplines, the demographic situation,

and in response to the needs of the healthcare system. For this purpose, a mechanism for reviewing educational programmes and teaching materials exists at meetings of departments and authorized structural divisions.

Teachers provide postgraduate doctors with teaching and methodological materials, as well as additional literature to prepare for classes. Survey data indicates a predominance of positive and partially positive ratings; quantitative indicators, such as percentages, are not provided in the survey materials.

The organization has entered into agreements with medical organizations to provide clinical sites in Almaty for the specialty of Pulmonology: City Hospital No. 1, the Research Institute of Pediatrics and Pediatric Surgery, and Children's City Clinical Hospital No. 2. In response to the survey question "Is there sufficient time for practical training (patient management, etc.)?", most postgraduate doctors agreed; however, the percentage distribution of responses is not indicated in the survey materials. However, most postgraduate doctors confirmed that the teacher provides feedback after classes (listening to their opinions and making an error analysis session). However, when asked "Do postgraduate doctors' representatives participate in the development of educational programmes?", the experts received the following response: participation is advisory and informal. The postgraduate doctors surveyed were completely satisfied with the class schedule, although the percentage was not provided in the documents.

The residency programme includes components on the fundamentals and methodology of scientific research, including clinical research and clinical epidemiology, but according to the teachers, these sections will likely be included as elective courses in the future. Teachers in other specialties employ a methodology for critically evaluating scientific literature and medical research data, which is confirmed by examining documents such as course work programmes and practical training materials. When asked during the interviews whether journal clubs are organized, the postgraduate doctors responded that they do not conduct such training, and that each department decides on the conduct of research independently, taking into account the postgraduate doctors' opinions. However, they expressed a desire to organize a regular journal club in the future.

The postgraduate doctors confirmed that evidence-based medicine is incorporated into their education. In particular, by applying clinical protocols in patient management, postgraduate doctors become familiar with evidence-based literature.

A survey of postgraduate doctors revealed that the educational institution provides access to student participation in research; most respondents expressed satisfaction, but the provided materials do not provide a percentage distribution of the responses. Postgraduate doctors are expected to engage in research, and the survey responses indicate that some postgraduate doctors are already engaged in research, while others are planning to begin or are searching for a topic. However, the documents do not provide precise percentages. Research activities are chaotic and disjointed, primarily consisting of conference presentations and single publications.

2.5 Learning methods and experiences

The primary learning methods in residency include practical clinical learning, clinical case discussions, seminars, and independent work by postgraduate doctors under the guidance of a supervisor. Supervising is carried out in accordance with the Postgraduate Doctors' Supervising Regulations (approved by the educational institution in accordance with established procedures). During interviews with postgraduate doctors, experts found that teachers most often organize clinical discussions and practical classes at clinical sites. The clinical supervisor is responsible for supporting the postgraduate doctor's clinical activities, developing professional competencies, and assessing their learning progress. Feedback is provided daily, and postgraduate doctors can ask the supervisor any question and also have access to medical records and the patient management information system through the supervisor's account (under their control). This data was collected through interviews with teaching staff, supervisors, and postgraduate doctors.

Virtual learning methods are used, including the use of electronic educational resources and online platforms for classes and consultations.

Simulation-based learning technologies are implemented at the TCC. Postgraduate doctors of the accredited educational programme have access to the following simulation equipment: simulators and trainers for practicing clinical skills. These are designed to practice practical skills in providing medical care to patients with respiratory diseases. Simulator training is included in the educational programme during the clinical training stage, with a total scope consistent with the educational programme. General emergency care skills are practiced at the simulation center, and a certified trainer is available.

The principles of quality, academic honesty, and anti-plagiarism (**ESG II Part 1.3**) are documented in the Academic Honesty Policy (approved by the educational institution in accordance with established procedures and developed by authorized structural divisions). Experts asked postgraduate doctors, "What do they understand by academic honesty?" and received the following answer: "honest completion of academic assignments, prohibition of cribbing and plagiarism". The experts concluded that the principles of academic honesty in residency primarily relate to areas such as independent work, knowledge assessment, and written assignment preparation.

Postgraduate doctors are informed of their rights and responsibilities through familiarization with local regulations, the educational programme, and during orientation sessions. The educational programme management and the Department of Education are responsible for this.

Postgraduate doctors' ethical conduct is based on the principles of medical deontology.

The experts concluded that the educational organization provides postgraduate doctors with the necessary skills and abilities that can impact their personal development and be applied in their future careers (**ESG II Part 1.3**). This data is based on a study of the educational programme itself, course work programmes, and supervising provisions, as well as overall results from attending classes at the TCC, meetings with teachers and postgraduate doctors, and a postgraduate doctor's survey.

Equality principles, including gender, cultural, and religious ones, are upheld for postgraduate doctors and teachers, as enshrined in the educational institution's internal regulations and academic honesty policy. 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.

Teaching and learning methods are regularly adapted to changing conditions (**ESG II Part 1.5**) and the requirements of practical healthcare.

The selection of the clinical site for postgraduate doctors' training was also based on an analysis of the training needs of pulmonologists.

2.6 Curriculum delivery and training facilities

Postgraduate doctors' training for the accredited educational programme is conducted at medical organizations - the university's clinical sites - including training at the primary, secondary, and tertiary levels of medical care. Postgraduate doctors can work in the laboratories of the clinical diagnostic divisions of these medical organizations. An agreement has been signed with each clinical site for the duration of the educational programme. The department of the relevant clinical discipline is responsible for this agreement. To implement the learning programme for the accredited specialty, agreements have been signed with City Clinical Hospital No.1, the Research Institute of Pediatrics and Pediatric Surgery, and Childrens' City Clinical Hospital No.2.

Experts visited the clinical site of City Clinical Hospital No.1, which has 3 pulmonology units with a total of 100 beds, a thoracic surgery unit, and an allergy unit, which is important for conducting differential diagnostics. The CDC also houses a bronchoscopy and spirometry room, a diagnostic unit with CT and MRI equipment, and a unique rehabilitation unit with a salt cave, various types of mineral water treatments, etc. Postgraduate doctors have access to classrooms, the staff rooms, workspaces and

lounches, creating a comfortable learning environment. The future clinical supervisor is the head of the pulmonology unit. The selection of clinical sites was based on the structure of the educational programme and related disciplines. The educational organization, represented by the management of the educational programme and the relevant department, has the authority to select/determine the clinical site for postgraduate doctor's training. These medical organizations have valid medical accreditation (dates are provided in the educational organization's documents).

The experts ensured that postgraduate doctors have access to the resources of the medical organizations. During the survey, postgraduate doctors from various specialties confirmed that they have access to patients, medical records, and diagnostic resources under the guidance of their supervisors.

The following staff and stakeholders participated in the planning, development, discussion, and approval of the educational programme (**ESG II Part 1.2**): the educational institution's management, the Department of Internal Medicine, teachers, and representatives of clinical sites. The residency programme was approved at a meeting of the Academic Board of the KMU HSPH (the date is indicated in the self-assessment documents).

Approval of the residency programme includes review of the educational programme, curriculum, course work programmes, and assessment procedures. A review was obtained from a representative of the professional community/clinical site.

The management of the educational process, reflected in the self-assessment report (*Standard 2*), and the general management approaches were confirmed during a visit to the Educational Programmes Department (Education Department) and discussions with the director and staff. At the same time, verification of Standard 2 revealed that certain procedures require further formalization and documentation.

The experts reviewed the work of divisions, including specialized departments and clinical sites. Several meetings were held, and cross-interviews revealed that the educational process is organized in a coordinated manner between the university and the clinical sites.

The training of postgraduate doctors in the specialty 7R01114 "Pulmonology (Adult, Pediatric)" is aimed at meeting the needs of practical healthcare, as an analysis of the specialist shortage in recent years revealed a need for pulmonologists, particularly following the COVID-19 epidemic and the shortage of specialists in the city and the surrounding region. Thus, during discussions with the organization's management, the experts received information about the demand for graduates in this specialty, and teachers confirmed that postgraduate doctors' training is conducted directly in clinical units (pulmonology, thoracic, and rehabilitation units). Postgraduate doctors of this specialty can manage patients with conditions such as acute and chronic respiratory diseases.

2.7 Opportunities for higher degrees and research

The educational institution offers the following research opportunities: access to clinical sites, clinical diagnostic divisions of medical organizations, library and electronic information resources, and participation in scientific and practical events held at the university and clinical facilities.

The increase in the number of ongoing scientific projects and researchers involved is due to the expansion and institutional development of scientific areas. For example, in 2022, the institution was implementing one scientific project funded by the Ministry of Science and Higher Education of the Republic of Kazakhstan (MSHE RK). In 2025, the number of ongoing projects increased to three.

The increase in project activity is due both to the maintenance of grant funding from the MSHE RK and to the attraction of additional grants under the "Young Scientist" programme, also funded by the MSHE RK. In particular, one grant-funded project through the Ministry of Science and Higher Education of the Republic of Kazakhstan and two projects under the "Young Scientist" programme are being implemented in 2025.

The expansion of scientific activity was accompanied by the development of priority research areas, as well as the creation and strengthening of scientific infrastructure, including the establishment of research laboratories and the development of partnerships. As part of this programme, scientific and

laboratory cooperation agreements have been signed with specialized organizations, facilitating the expansion of the experimental base, improving the quality of research, and attracting additional research personnel. Furthermore, this university is renowned for its strong potential and content in the field of public healthcare, and teachers assured that this collaboration will allow them to strengthen their scientific potential.

Taken together, these factors have ensured an increase in the number of researchers, increased scientific productivity, and the sustainable development of the organization's research areas.

Creation of research laboratories:

- Joint activity agreement with SapaLab No. 08-02 dated February 8, 2022.

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

Standard 3: ASSESSMENT

3.1 Assessment policy and system

A review of control and measuring equipment (test assignments, case problems, case studies, and practical skills assessment checklists) revealed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of postgraduate doctors' academic achievements. During interviews, representatives of the educational organization explained the assessment methods, such as formative assessment of knowledge, practical skills assessments at clinical sites, and final certification. They noted that the assessment system is structured in accordance with regulatory requirements and provides for regular feedback from teachers. The assessment results appeal system is outlined in the document "Regulations on the Procedure for Appealing the Results of Formative and Summative Assessments". During the organization's operation, there have been no appeals against residency programmes. This is due to the lack of residency graduation at this organization and the lack of postgraduate doctors' enrollment in the accredited programme, particularly at the time of the external assessment. The assessment encompasses not only knowledge and skills but also professional behavior and communication skills, as evidenced by the inclusion of relevant criteria in the assessment checklists and educational programme (**ESG II Part 1.3**).

The organization has 615 control and measuring equipment for MA and 139 for FSC, which were compiled by the departments and approved at the Educational and Methodological Board meeting (Minutes No. 2 dated April 12, 2025, No. 5 dated October 16, 2025). The control and measuring equipment was reviewed by representatives of practical healthcare (checklists) and methodologists from the university's Department of Methodology and Quality of Education. The head of the education department responded that additions and updates to the CME for FSC are planned for April 2026, while updates to the CME for MA are made annually in September-October. Tests, case problems, quizzes, and checklists have been developed for students. Postgraduate doctors' self-assessment uses checklists for Mini-CEX, DOPS, CBD, documentation assessment, patient presentation assessment, and others.

Validation and reliability assessment of assessment methods (tests, tasks, and cases) are regulated by the SOP "Validation and Quality Control of Assessment Instruments". Departments develop an Exam/Test Matrix and a CME prior to the exam, which undergo methodological review by the Department of Methodology and Quality of the Educational Process. The exam matrix is developed based on criteria such as content coverage, balance of cognitive levels, alignment with learning outcomes, and proportionality to credit volume. The choice of assessment methods is determined by learning outcomes. Criteria in the form of checklists have been developed for each assessment method, most of which are standardized to suit the specific programme (residency, master's/doctoral, continuing education, etc.). Checklists for assessing clinical procedures/skill procedures are reviewed by practicing representatives. AI (Claude, Gemini) is also used during pre-test and post-test assessments and validation of the CME.

The educational institution has a practice of engaging external examiners to assess postgraduate doctors, which is documented in local regulations governing summative assessment and is planned for

implementation after the start of postgraduate doctors' training in the accredited programme. This ensures the independence and objectivity of assessment results. (ESG II Part 1.3)

The institution has control and measuring equipment developed by the teaching staff of the relevant departments and approved at department/academic board meetings. The control and measuring equipment has been reviewed by internal and external experts. The head of the education department responded that additions and updates to the control and measuring equipment are planned for the start of the programme and following the first year of postgraduate doctors' training.

Postgraduate doctors' assessment results are documented in the following manner: in student's test and examination record-books and electronic record forms (Platonus). Starting in January 2026, the teaching staff will be able to review postgraduate doctors' portfolios electronically, reflecting all their achievements, publications, and grades for completed courses.

However, data on the distribution of grades ("excellent," "good," or "satisfactory") is not available at the time of the external expert assessment, as postgraduate doctors' studies in the accredited educational programme have not yet begun. To date, there have been no appeals from postgraduate doctors in other specialties.

During the visit to organization and interview, the commission confirmed that a documentation system is in place that is transparent and accessible to all teachers and staff. This system includes documents such as annual operational plans, annual reports, divisions' regulations, agreements with teachers and postgraduate doctors, and learning and teaching documentation (work programmes, curricula, syllabuses), assessment tools (checklists, reports), certificates, verifications and credentials. A review of the website revealed that its pages contain necessary documents for postgraduate doctors on educational programmes and training regulations, as well as regularly updated information on the organization's educational activities.

During the visit to organization, management was asked, "Are external examiners engaged to improve the fairness, quality, and transparency of the assessment process?" The response was that this practice is stipulated by local regulations and will be implemented once postgraduate doctors' training begins.

During interviews with teachers regarding assessment methods, experts obtained convincing evidence that the assessment procedures were developed in advance and comply with the requirements of the State Compulsory Educational Standard and the educational institution's internal regulations. However, in a separate survey, teachers and postgraduate doctors were unable to clarify this, and there were conflicting opinions regarding the transparency and understandability of the assessment procedure, indicating a lack of feedback from some teachers.

Employers interviewed generally indicated that the planned postgraduate doctors' training is consistent with current developments in medical practice and science, as the educational programme is focused on clinical practice and professional standards. Employers reported that they participate in postgraduate doctors' assessments because they are included in examination and certification committees. However, the educational institution plans to implement systematic feedback with them after the programme begins. Employers believe that residency graduates most strongly develop skills such as medical judgment, patient communication, and knowledge of modern clinical protocols.

At the same time, there are difficulties in developing control and measuring equipment, including the need to test and adjust them after the start of postgraduate doctors' training.

3.2 Assessment in support of learning (formative assessment)

The assessment system regularly identifies postgraduate doctors' strengths and weaknesses, as it includes formative assessment of knowledge, practical skills assessment using checklists, case problems, and summative assessment, as stipulated by the educational programme and local regulations. Formative assessment is conducted regularly, typically after the completion of a seminar and using case problems or tests. Postgraduate doctors' formative assessment also includes oral interviews, analysis of clinical situations, and discussion of errors. Formative assessment is recorded in individual learning diaries and evaluation forms, which have been reviewed by experts. Postgraduate

doctors will give feedback following their assessments in the form of questionnaires and oral discussions. In an interview, representatives of the educational organization confirmed that, after the start of learning, postgraduate doctors will receive feedback at the end of each learning stage.

Through feedback from postgraduate doctors, adjustments to class content, teaching methods, and workload distribution are planned, which are reflected in internal quality assurance mechanisms.

The experts inspected the resources for organizing the assessment of knowledge and practical skills, namely, elearning and teaching documentation, control and measuring equipment, checklists, clinical sites, and simulation equipment.

The experts determined that the selection of postgraduate doctors' assessment methods is based on a competency-based and practice-oriented approach, as the practical component of learning is central. For example, formative assessment methods such as clinical case studies and case problems facilitate interprofessional learning. A method such as assessing practical skills in a clinical setting using checklists demonstrates the integration of learning and a focus on clinical skills. Established assessment methods ensure that postgraduate doctors have mastered all sections of the educational programme and acquired the necessary practical skills.

According to representatives of the educational organization, teachers provide postgraduate doctors with information about the results of their assessment in accordance with the established procedure, which meets the requirements of transparency and fairness of assessment (**ESG II Part 1.3**).

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

The summative (final) assessment of postgraduate doctors includes final certification in the disciplines of the educational programme.

The criteria for admission to final certification are mastery of all disciplines and modules of the educational programme, completion of the curriculum, and positive results of continuous and formative assessments. This is documented in the residency educational programme and the Regulations on Final Certification.

Admission to the independent examination of postgraduate doctors is based on successful completion of learning and admission to final certification in accordance with the established procedure. In the practice of educational organizations, postgraduate doctors (including those in other specialties) undergo independent examination in accordance with the requirements of current legislation. However, quantitative indicators, broken down by percentage, for the accredited programme are not available at the time of external assessment, because there was no residency graduation yet.

Postgraduate doctors' clinical decision-making processes are assessed at clinical sites during practical training and clinical discussions. This assessment reflects their level of medical judgment, ability to analyze clinical data, and ability to make informed diagnostic and treatment decisions.

The fairness and objectivity of the summative assessment is confirmed by the transparency of assessment procedures, the use of approved criteria, and the participation of collegial bodies. This assessment is documented in the educational institution's local regulations governing the assessment and certification of students.

The reliability and validity of quantitative data from postgraduate doctors' assessments is ensured by the department of the relevant clinical discipline and the Department of Postgraduate Education (**ESG II Part 1.3**).

3.4 Quality assurance of the assessment system

Mechanisms that guarantee the quality of all assessment methods applied and the existing postgraduate doctors' assessment system as a whole are supported by the following: the existence of approved local regulations governing student assessment, peer review of control and measuring equipment, transparency of assessment criteria, and documentation of assessment results. The educational institution engages independent examiners in postgraduate doctors' assessment. For

example, after the programme's implementation, it is planned to include representatives from clinical sites and the professional community on the assessment committees, consistent with educational practices for other residency programmes. This is outlined in the Regulation on the Summative Assessment and Independent Assessment of Students (approved by the educational institution in accordance with established procedures).

The results of formative and summative assessments are discussed at meetings of the relevant department and authorized collegial bodies, following which conclusions are drawn regarding the assessment methods and content.

Postgraduate doctors' assessments include patient safety issues. For example, adherence to infection control principles, proper medical documentation, and adherence to clinical protocols and informed consent.

The department of the relevant clinical discipline regularly reviews the formative and summative assessment methods as the educational programme is updated. These reviews are documented in department meeting minutes and updated control and measuring materials. The Education Department plans to conduct teachers' survey after the programme's implementation, with the results informing changes to the assessment materials and methods.

The employers' survey will be used to analyze the compliance of graduates' training with practical healthcare requirements after the first graduating class of postgraduate doctors, including in terms of medical judgment, compliance with patient safety standards, and professional conduct (ESG II Part 1.3).

The experts reviewed the draft model of the postgraduate doctors' assessment system presented in the educational programme and local regulations; actual assessment results for specific years are not available, as postgraduate doctors' training in the accredited educational programme had not yet begun at the time of the external assessment.

EEC findings by criteria Comply with 15 standards : 14 - full, 1 - partially, and 0 - not compliant.

Standard	Standard implementation	Recommendations for improvement
3.1.7	Partially completed	The policy and evaluation system should be discussed and communicated to all stakeholders (Faculty and residents)

Standard 4: POSTGRADUATE DOCTORS

4.1 Selection and progression policy

The educational institution has a postgraduate doctor admissions policy, which is reflected in the Residency Admission Rules (dated August 27, 2024). Approaches to postgraduate doctors' admissions are based on national requirements and internal regulations, namely the Residency Admission Rules of the Republic of Kazakhstan, the State Compulsory Educational Standard for Postgraduate Medical Education, and the educational institution's local regulations. Transparency of the selection process and equal access to residency programmes are achieved through the publication of admissions rules, selection criteria, and admission deadlines on the official website, as confirmed in the section on transparency and accessibility of information in the "Residency Admission Rules". However, the document does not address approaches to the admission of postgraduate doctors with disabilities, such as the creation of special conditions for individuals with disabilities. In response to this question, representatives of the Residency Department stated that this issue is regulated by the legislation of the Republic of Kazakhstan and did not require a special description.

The document addresses requirements for residency applicants regarding their previous undergraduate and internship achievements (e.g., a diploma, completion of an internship in a relevant field), and describes safety requirements (e.g., passing a medical examination and compliance with sanitary and epidemiological requirements). (ESG II Part 1.4)

The educational institution has created a barrier-free learning environment, including ramps, call buttons, elevators, and sanitary facilities adapted for individuals with disabilities.

Approaches to the admission and transfer of postgraduate doctors from other educational institutions are reflected in the section on student transfer in the "Residency Regulations". Key considerations include the alignment of educational programmes, learning outcomes, and availability of vacancies.

The appeal procedure for residency admissions is outlined in the Admission Rules and local regulations of the educational institution. To date, there have been no appeals. **(ESG II Part 1.4)** The practice of submitting and reviewing complaints during student admissions is established and regulated by the DP "Complaints, Suggestions, and Feedback Management". No complaints were received from applicants to the residency and master's programmes from 2021 to 2025. Heads of structural subdivisions are responsible for identifying and investigating the causes of complaints and monitoring the investigation results.

Student representatives are included in the process of developing the postgraduate doctors' admissions and selection policy, specifically through the participation of postgraduate doctors and student representatives in document discussions and feedback. Postgraduate doctors are receiving feedback on this issue, and the following changes have recently been made to the postgraduate doctors' admissions approach: clarification of selection criteria and the procedure for informing applicants.

The admissions and selection policy and the number of postgraduate doctors are reviewed annually, under the responsibility of the Residency Department.

The accredited educational programme in "Pulmonology (Adult, Pediatric)" has not yet enrolled postgraduate doctors. There have been no overall graduations of postgraduate doctors across all specialties in previous years, including the accredited educational programme, due to the programme's implementation beginning in 2026. The educational organization analyzed the practical healthcare sector's need for pulmonology specialists and determined that annual admissions to the educational programme in "Pulmonology (Adult, Pediatric)" will be established after the programme's implementation and based on the resource capacity of clinical sites. Sources of information on the need for pulmonology specialists include data from healthcare authorities, medical organizations, and an analysis of the staffing needs of clinical sites.

Therefore, experts validated the self-assessment report data against Standard 4. Overall, all criteria are met; however, some shortcomings were identified, including the need for further formalization of student and employer participation in adjusting the admissions policy. The experts reviewed the postgraduate doctors' admissions documentation, including the Admission Rules, local regulations, and information on the official website. While many of the documents were well-written, there were concerns regarding the detailing of certain procedures and the deadlines for updating documents. The experts examined the content of the entrance exam topics for residency programmes in various specialties and found that prerequisites for previous education and the residency specialty were not taken into account, and the questions were chaotic.

4.2 Performance improvement and exit from the programme

Processes and opportunities for improving the academic performance and professional development of postgraduate doctors, as well as the conditions under which a postgraduate doctor may be exit from the programme, are documented in the Residency Regulations and the local regulations of the educational organization, duly approved by the management of the educational organization.

Academic counselling of postgraduate doctors is provided as part of the educational process and clinical training. The practice of academic counselling, personal support for postgraduate doctors, and the development of non-professional skills were assessed by experts through a review of local regulations, discussions with teachers, and the educational programme management. Interviews with postgraduate doctors and graduates of other residency programmes revealed the following: academic counselling is available to students.

Teachers prevent situations involving unexpected incidents by postgraduate doctors that could potentially cause harm to patients. This is accomplished through continuous monitoring of postgraduate doctors' clinical activities, allowing them to perform procedures only under the guidance of a supervisor, and strict adherence to clinical protocols. According to teachers, similar situations have not been observed in previous years. In interviews, teachers reported that the syllabuses outline requirements for postgraduate doctors to adhere to medical ethics, patient safety standards, and professional conduct. Furthermore, before the start of the cycle, teachers and clinical supervisors practice these issues. Each postgraduate doctor understands and applies informed consent from patient for examination, treatment, and medical procedures in their clinical work. Before classes begin, postgraduate doctors are briefed by their teacher on compliance with the rules of conduct in a medical organization and sign a document - a briefing sheet/familiarization log with the rules of the clinical site. This was confirmed by students during meetings with experts as part of other residency programmes.

Social, financial, and personal support for postgraduate doctors is provided in accordance with the local regulations of the educational organization and is documented in orders and regulations on social support for students. In particular, there is a discount programme, benefits, loyalty programmes for pregnant and postpartum women, free Wi-Fi throughout the university, and computer labs, among other things. During the residency's 1.5 years of existence, support has been provided to postgraduate doctors across various educational programmes. In interviews, postgraduate doctors reported that some received discounts for fee-paying students; some students received paid trips to conferences. Particularly noted was the provision of a full package of electronic data for study, including an electronic library (student office), and the university covers the 3,000 tenge mobile phone plan.

Financial support for postgraduate doctors is provided through scholarships in the amounts established by the regulatory legal acts of the Republic of Kazakhstan, as well as additional financial support enshrined in the document "Regulations on Financial Support for Students". Psychological support for postgraduate doctors is provided through counseling and referrals to specialists. The confidentiality of such assistance is regulated by the local regulations of the educational institution. Resources are allocated from the educational institution's budget under the expenditure item for educational activities and social support for students. The educational institution's management and authorized structural divisions are responsible for this.

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, 5 master's students will receive 2,490,000 KZT, while 6 postgraduate doctors will receive 1,452,000 KZT. Postgraduate doctors and master's students receive financial support in the form of grants, tuition discounts, and cellular phone reimbursement. Doctoral students receive funding for internships both within and outside of Kazakhstan. A total of 62,459,857 KZT has been spent over the 5 years.

To plan the careers of residency graduates, employment monitoring and interaction with medical organizations will be conducted. Employment indicators for graduates of all residency programmes will be presented in the educational institution's reporting documents after graduation.

4.3 International medical graduates

The "Rules for the Recognition and Acceptance of Learning Outcomes" document regulates the recognition policy for residency qualifications. Admission of international applicants to residency programmes will be carried out in accordance with the legislation of the Republic of Kazakhstan and the local regulations of the educational institution. In previous years, no postgraduate doctors who are foreign citizens were admitted to other residency programmes; admission to the accredited educational programme was not carried out due to its implementation beginning in 2026.

The "Residency Regulations" document guarantees equal opportunities for postgraduate doctors. An agreement will be concluded with postgraduate doctors, a copy of which will be given to the

postgraduate doctor, and one copy will be kept in the files of the educational institution's students. The agreement describes the rights and obligations of the parties, the terms of study, and responsibilities.

The Education/International Cooperation Department is responsible for identifying the challenges facing international applicants to residency programmes. There are currently no postgraduate doctors who do not speak the state language or Russian, so the experts did not identify any issues with completing professional clinical training.

4.4 Postgraduate doctor work and study

Postgraduate doctors are generally provided with a programme that defines goals, objectives, overall workload and work hours, their areas of responsibility, and the intended learning outcomes, as confirmed by interviews and visits to the sites where postgraduate doctors are located. They are also informed about working under the guidance of supervisors. Currently, postgraduate doctors' learning under the accredited programme is not being conducted. Therefore, clinical supervisors and clinical sites are identified and specified in the educational programme and agreements with clinical sites and will be activated once the programme begins.

Postgraduate doctors at the university are informed about the number and timing of formative assessments and final examinations. Information about the examinations is published on the official website of the educational institution. The experts reviewed the information on the website in the "Educational Programmes / Residency" section.

Postgraduate doctors of all specialties participate in events organized by clinical sites, in accordance with the Comprehensive Plan for Joint Activities of the Educational Organization and Clinics. The experts reviewed this plan for the period covered in the self-assessment and found that postgraduate doctors in other residency programmes participate in clinical, educational, and scientific-practical events. The department of the relevant clinical discipline is responsible for developing the plan.

The clinical training programme for postgraduate doctors includes patient management, participation (assistance) in medical interventions, and on-call duty. All of this is regulated in the "Residency Regulations".

Department teachers inform postgraduate doctors of the conditions for their participation in providing medical care through supervisors, based on the Postgraduate Doctors' Supervising Regulations. The education department, through curricula and oversight of teaching loads, ensures that the postgraduate doctor's participation in providing medical care does not dominate the programme.

If a postgraduate doctor is forced to interrupt their studies (due to pregnancy, maternity leave, illness, or military service), the educational institution provides for the following: suspension of studies followed by readmission. For this purpose, an individual learning plan is developed for the postgraduate doctor in accordance with the Residency Learning Rules. Currently, there are no such students, including zero in the accredited programme.

4.5 Postgraduate doctor safety

The legal status of a postgraduate doctor with respect to providing medical care to patients is defined in the Residency Learning Agreement, which stipulates that the postgraduate doctor is permitted to provide medical care exclusively within the framework of the educational programme and under the guidance of a clinical supervisor (teacher). Postgraduate doctors provide medical care to patients under the guidance of a physician-supervisor and the responsible teacher at the clinical site. While in the first year of learning, a postgraduate doctor may perform individual diagnostic and therapeutic procedures under the direct guidance of a supervisor, in the final year, the postgraduate doctor provides medical care more independently, but under mandatory supervision.

Postgraduate doctor's physical safety during training is regulated by the Safety Instructions, which the postgraduate doctor must read and sign before beginning training, as well as by local clinical site documents, including occupational health and safety instructions and the medical organization's internal regulations.

Postgraduate doctor's psychological safety is ensured through a system of academic and supervising support. Postgraduate doctors may contact department staff and the administrative divisions of the educational institution if they experience psycho-emotional stress. The educational institution has a specialist who provides counseling psychological support to students, maintaining confidentiality when necessary.

4.6 Postgraduate doctor remuneration and fees

Postgraduate doctors receive a monthly scholarship in the amount established by the regulatory legal acts of the Republic of Kazakhstan, in accordance with the legislation of the Republic of Kazakhstan in the field of postgraduate medical education. The remuneration policy is revised in accordance with changes in the regulatory legal acts of the Republic of Kazakhstan.

Postgraduate doctors may work up to 0.5 of their full-time position outside of their studies, in accordance with the current labor legislation of the Republic of Kazakhstan and the rules for residency training. There are no such postgraduate doctors this year, including no postgraduate doctors of the accredited programme.

In special circumstances (e.g., pregnancy and childbirth, temporary disability, military service), an individualized training programme is applied to postgraduate doctors. This includes adjustments to the duration and scope of the curriculum without reducing the learning outcomes requirements. This is enshrined in the document "Residency Learning Rules". Experts have determined that in these cases, the training duration is maintained at 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 supervising system, academic counseling, and access to administrative and specialized divisions of the educational institution. Postgraduate doctors receive free medical care and are entitled to all types of diagnostic and therapeutic services as required by legislation as students. During a meeting with experts, postgraduate doctors stated that they can obtain legal assistance by contacting the educational institution's administration and legal services (in accordance with established procedures).

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

Standard	Standard Compliance	Recommendations for improvement
4.1.1	Partially Complied	Develop entrance exam topics taking into account the residency prerequisites and specialties.

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teacher and clinical supervisor establishment

In total, there are 3 teachers in the "Pulmonology" residency programme, including zero full-time faculty and 3 part-time faculty. Following the enrollment of postgraduate doctors, the staffing level will be reviewed, and additional teaching staff will be added. There are teachers on reserve. Requirements for teachers in the residency programme include relevant medical education, clinical experience, compliance with qualification requirements, and experience in postgraduate education. Clinical supervisors for this programme will also be recruited after the enrollment of postgraduate doctors. The HR department and the relevant department are responsible for recruiting teachers.

Academic degree holders rate is 100%, and category is 100%. The department plans to train postgraduate doctors in the specialty 7R01114 "Pulmonology (Adult, Pediatric)" at pulmonology and related units within clinical sites. As the number of postgraduate doctors increases, the number of teachers and supervisors will increase.

The experts reviewed the teachers' job descriptions and the department regulations. They also reviewed the educational institution's personnel policy, the Regulations on Clinical Supervisors, and local regulations governing teaching activities. The teacher-to-postgraduate doctor ratio for the accredited programme will be determined after the programme's implementation, taking into account regulatory requirements. Currently, it has not been possible to determine clear criteria for the postgraduate doctor-to-supervisor and teacher ratio. Regarding the teaching staff and supervisors' workload, no clear answer has been received. Staff members reported that there is no difference between the workloads of teachers and clinical supervisors, nor are there clear criteria for delineating their roles and responsibilities. This may have been due to the advantage of part-time teachers in the departments, which may change with the increase in postgraduate doctors' enrollment.

The incentive system for teachers and clinical supervisors includes financial incentives (compensation for publications), while participation in research projects requires additional funding and non-financial rewards, as reflected in local regulations. However, experts did not identify a transparent system for recruiting and evaluating personnel, nor is there any certification or rating system in place.

The principles of ethics and academic honesty for teachers are reflected in the "Regulations on Academic Honesty". During interviews with teachers, they confirmed their awareness of the requirements of professional and academic ethics.

To verify the data from the self-assessment report for Standard 5, external experts obtained teachers' opinions on the HR policy, including working conditions, accessibility to management, and opportunities for professional development. Discussions with teaching staff and administration representatives included questions on engaging clinical site staff in the educational process, staffing residency programmes, and developing clinical pedagogical competencies. This allowed the experts to identify risks associated with the insufficient pedagogical training of some part-time staff.

Technical and administrative staff are available to support the educational programme (**ESG II Part 1.5**), including employees of the education department, HR, and the learning and teaching and administrative divisions. A meeting was held with staff from support divisions such as the education department and HR.

A survey of teachers revealed that the majority of respondents were satisfied with the organization of their work and workplace, although some indicated partial satisfaction, as reflected in the survey materials. Teachers also confirmed the availability of opportunities for research and generally positively assessed the work of the HR department. Salaries were assessed as partially meeting expectations.

5.2 Ethics and conduct of teachers and clinical supervisors

The HR policy defines the responsibilities and obligations of teachers in ensuring high-quality postgraduate doctors' learning. This is reflected in teachers' job descriptions and the institution's internal regulations.

The responsibilities and obligations of clinical supervisors are described in the Clinical Supervising Regulations.

The principles of teachers' ethics and academic honesty are described in the Academic Honesty Regulations of the educational institution. The teachers surveyed confirmed that they are aware of the requirements of professional ethics, academic honesty, and the prohibition of violations. The official publication of these documents is available on the educational institution's official website in the "Regulatory Documents / Internal Regulations" section.

The monitoring system and performance improvement process for teachers (**ESG II Part 1.5**) and clinical supervisors are regulated by the "Regulations on the Performance Assessment and Monitoring System for Teaching Staff".

Teachers' surveys are conducted by the education department (or HR department). According to the results of teachers' survey conducted in the most recent reporting period, the majority of

respondents positively assessed the working conditions and human resources management system, as reflected in the survey materials.

5.3 Continuing professional development for teaching and clinical supervisory staff

During meetings with the head of the HR department and interviews with teachers, experts obtained opinions on approaches to developing teachers' pedagogical competence, their motivation to work with postgraduate doctors, and supervising, which includes organizing advanced training programmes, providing methodological support, participating in research and clinical activities, and engaging in educational and clinical discussions.

The experts determined that teachers and postgraduate doctors have sufficient time for teaching, supervising, and learning. Teachers' work schedules are established in accordance with the internal work regulations of the educational institution and the schedules of clinical sites. Working hours are according to established work schedules. Teachers conduct seminars of a duration consistent with the curriculum and class schedule. Time for clinical discussions and clinical rounds is scheduled within the clinical learning programme, and on-call hours are scheduled according to the clinical site schedules.

The experts received information about the teachers' advanced training programme, which is being implemented according to plan. Teachers participating in the residency educational programmes also completed advanced training in their specialty and pedagogy. These activities are funded by the educational organization. The experts verified the teachers' certifications in the areas of higher education pedagogy, clinical supervising, simulation learning, evidence-based medicine, and current clinical protocols.

Teachers' salaries are determined in accordance with the educational organization's current remuneration system. Funding for clinical supervisors is provided through contracts and local regulations of the educational organization.

The experts found that teachers initiate research topics for postgraduate doctors, as confirmed by several postgraduate doctors in interviews. Many of them presented papers at conferences, and 2 postgraduate doctors reported having published in journals.

The HR policy (**ESG II Part 1.5**) and approaches to engaging clinical supervisors are outlined in the Supervisor Regulations. Experts noted that all clinical supervisors have completed advanced training in pedagogy.

A survey of teachers revealed that the educational organization offers opportunities for career growth and competency development for teachers; some teachers fully agreed with this statement, while others partially agreed. Teachers completed advanced training programmes at various times, as reflected in the survey materials.

The organization implements social support programmes for teachers. Some teachers surveyed indicated that such programmes exist and had already used them, while others noted a lack of awareness of these support measures.

EEC findings by criteria. Comply with 8 standards, 7 - fully compliant, 1 - partially compliant, and 0 - not compliant.

Standard	Standard Compliance	Recommendations for improvement
5.1.1	Partially Complied	Implement a transparent system for teachers' recruitment and evaluation. Conduct an optimal search for staff positions. Develop and approve clear criteria for the selection process for clinical supervisors and teachers, defining their roles and responsibilities.

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities for teaching and learning

Clinical training of postgraduate doctors in the specialty of "Pulmonology" will be conducted at City Clinical Hospital No.1. The clinical facility includes three pulmonology units with a total capacity of 100 beds, providing sufficient clinical resources and conditions for practical training of postgraduate doctors. The medical facility is equipped with modern diagnostic and therapeutic equipment, including magnetic resonance imaging (MRI) and computed tomography (CT) rooms, a physiotherapy unit, and a large medical rehabilitation unit. Outpatient care is provided at the clinical diagnostic center, where pulmonologists, thoracic surgeons, allergists, and related specialists provide consultations. Functional diagnostic rooms are also available, where spirometry and other specialized functional tests used in the diagnosis and monitoring of respiratory diseases are performed.

In addition, an agreement has been signed with pediatric clinical facilities: the Research Institute of Pediatrics and Pediatric Surgery, which houses a national pulmonology unit equipped with the necessary laboratory and diagnostic resources, and Children's City Clinical Hospital No.2 (a multidisciplinary unit), which also has pulmonology beds. Postgraduate doctors have been provided with comfortable and effective learning environments, including dedicated workrooms, preparation areas, and rest areas, which helps maintain a balance between the educational process and clinical workload. Classrooms, a conference room for seminars, and laboratories (clinical diagnostic, functional, and instrumental diagnostics) are available.

The university itself has a library, a computer lab, and a testing center - all sufficient to implement the residency educational programmes, as confirmed in the self-assessment report.

Before the start of each course in the educational programme, postgraduate doctors receive a syllabus from the teacher and are informed of the skills and competencies they must acquire and develop during their studies.

The educational organization provides postgraduate doctors with opportunities for practical and theoretical learning through classroom instruction, clinical practice at the facilities, simulation training, independent work, and participation in clinical discussions.

Access to professional literature and international sources is provided through library resources, electronic databases, and subscriptions to scientific and medical information resources, as specified in the self-assessment.

Access to simulation equipment is provided at the educational organization's simulation center.

A safe learning environment in laboratories and functional and instrumental diagnostic rooms (**ESG II Part 1.6**) is ensured through mandatory safety and health briefings before classes, as well as by adhering to the internal regulations of medical organizations. Experts reviewed the Safety Regulations and briefing logs posted in the training and clinical divisions. Postgraduate doctors interviewed (from other programmes) confirmed their awareness of these requirements.

The educational institution conducts research in the areas reflected in the self-assessment report, including clinical, educational, and interdisciplinary research, as confirmed during a visit by the expert committee. Over the past 5 years, results have been achieved in the form of publications, participation in conferences, and the implementation of research projects. Postgraduate doctors from other residency programmes are involved in the research work. They perform tasks such as collecting and analyzing clinical data and participating in the preparation of publications and reports. All information about research work is included in the postgraduate doctor's portfolio, the structure of which is regulated by the Regulations on the Student Portfolio.

In the educational programmes, topics on medical research methodology, including the fundamentals of scientific research and evidence-based medicine, may be included in the catalog of elective disciplines, as reported by teachers.

While conducting scientific and practical research, postgraduate doctors are provided with access to instrumental and laboratory equipment at clinical sites. In the "Pulmonology" specialty, research is planned in specialized areas, as confirmed in interviews with teachers in the specialized department.

The physical facilities, including the library collection, is regularly updated. Over the past 5 years, classroom space, equipment, and library resources have been updated, as reflected in the self-assessment report (**ESG II Part 1.6**).

Interviews with teachers, including full-time faculty, revealed that the educational organization has both strengths and specific challenges in managing the educational process, depending on specific clinical sites (access to equipment, number of specialized patients, time for maintaining medical records and independent work), which are taken into account when planning the implementation of the educational programme.

6.2 Postgraduate medical education based on clinical training

The experts assessed postgraduate doctors' documentation, including student portfolios, practical skills assessment checklists, clinical work diaries, and formative assessment results, as presented in other residency programmes.

A review of resources demonstrated that they meet the goals and objectives of educational activities. The experts visited clinical sites with shared bed capacity, based on the data provided. The educational institution's staff ensures collegial and ethical relationships with medical staff and clinical site management to achieve postgraduate doctors' intended learning outcomes. They noted the availability of a sufficient number of specialized patients (including those with respiratory diseases and comorbidities), modern equipment, and its accessibility for students. Teachers ensure learning in compliance with the principles of medical ethics and deontology.

During their visits to clinical sites, the experts assessed the resources to ensure their compliance with the curriculum, accessibility for teachers and postgraduate doctors, and compliance with practical healthcare needs.

To validate the self-assessment report and obtain evidence of programme quality, interviews were conducted with postgraduate doctors from other educational programmes. Experts asked questions about satisfaction with learning, sufficient time for patient management, medical documentation keeping, teaching methods and teachers' qualifications, social and moral support, participation in journal clubs, and access to international databases. Overall, postgraduate doctors were satisfied with the learning and resources of the educational organization, and suggested expanding their independence in patient management and increasing their participation in international events.

The educational organization operates a simulation center with equipment for practicing practical skills. Postgraduate doctors can practice emergency care skills, medical judgment, diagnostic and treatment algorithms, including emergency procedures. Training in the simulation center is an integrated part of clinical training.

Postgraduate doctors demonstrated commitment to the educational organization, active engagement with external experts, and a conscious attitude toward the learning process. Experts reviewed postgraduate doctors' documents (portfolios, assessment checklists, and survey results), confirming the systematic nature of student support.

To develop teamwork experience among postgraduate doctors, the educational organization conducts clinical discussions and interdisciplinary seminars. Experts attended an interdisciplinary seminar at the simulation center, attended by postgraduate doctors from two specialties - otorhinolaryngologists and intensivists - where they observed teamwork between postgraduate doctors from different specialties. Interprofessional collaboration is realized through joint clinical discussions and participation in educational events at clinical sites. Collegiality is evident in patient management and discussions of clinical cases. Postgraduate doctors participate in patient educative and training activities.

Clinical site equipment and educational resources are regularly updated, taking into account the changing needs of postgraduate doctors' training and the planned student population. The department determines the profile of clinical supervisors, and the education department evaluates their compliance with the goals and objectives of the residency, their qualifications, and their proficiency in learning

methods. Clinical supervisors undergo training in supervising and pedagogy and are provided with teaching materials for working with postgraduate doctors.

Educational expertise includes an analysis of educational programmes, learning methods, and practical healthcare needs, the results of which are presented in the form of analytical materials and reports. The educational organization participates in educational projects that lead to the implementation of innovative approaches in postgraduate medical education.

The education department staff conducts annual monitoring of the quality of educational programmes, the results of which are included in annual reports and quality improvement plans. Sociological surveys are used as a feedback tool, and the need for further development of a systematic assessment of student satisfaction has been noted.

The mechanisms for motivating and developing the interest of staff and teachers in research in the field of postgraduate education include support for scientific initiatives and participation in projects and advanced training programmes, which are documented in the internal regulations of the educational organization.

6.3 Training postgraduate doctors at alternative clinical bases

The academic policy for postgraduate doctors' learning includes the option to study at other institutions if the existing clinical bases do not cover all the topics of the educational programme. Postgraduate doctors in the specialty 7R01114 "Pulmonology (Adult, Pediatric)" are trained at clinics specified in the educational programme and clinical training agreements, which have pulmonology, thoracic, and related clinical units with sufficient bed capacity to implement the programme. Postgraduate doctors study such disciplines of the educational programme as clinical pulmonology, intensive care, and functional diagnostics at specialized clinical bases. Scientific publications are prepared under the guidance of teachers and do not require the involvement of additional clinical bases.

Postgraduate doctors have the opportunity to participate in academic mobility within the country and abroad in accordance with the current agreements and memoranda of the educational institution. Internal academic mobility is provided through agreements with partner organizations and universities in the Republic of Kazakhstan, while international academic mobility is provided through agreements with foreign educational and scientific organizations specified in the self-assessment. A total of 40 agreements have been concluded.

There is a document regulating the credit transfer and recognition of learning outcomes between educational organizations: "Rules for the Transfer and Readmission of Students" (**ESG II Part 1.2**). There are no instances of transfer of postgraduate doctors under the accredited educational programme due to its implementation commencing in 2026.

The educational organization has concluded agreements and memoranda of cooperation with medical organizations, universities, and professional associations, enabling the implementation of modern clinical training methods, supervising, interdisciplinary approaches, and elements of evidence-based medicine in residency programmes. International collaboration in relevant areas is reflected in the documentation presented in the self-assessment report.

The educational institution's teachers actively participate in national and international scientific and practical events, conferences, and educational projects, enabling them to apply their acquired knowledge and experience in the educational process. Over the past five years, teachers have completed training and internships in clinical areas, medical education, and scientific research, as evidenced by submitted certificates and reporting materials.

6.4 Information sources, resources, and use

The sources of information resources and library and information support for educational programmes, including the residency programme, have been expanded through a cooperation agreement with the NEI "Kazakh-Russian Medical University", concluded on October 11, 2025, for a period of 5 years. Under this agreement, students and teachers are provided with library and

information services through interlibrary loan (ILL), which allows them to meet requests for educational, scientific, and methodological literature not available in the educational institution's library collection. Access is provided to both printed and electronic publications, including the transfer of documents in electronic format upon user request. Postgraduate doctors and teachers are granted access to the partner university's reading rooms, periodical collections, and electronic library, as well as its library website. Electronic resources can be accessed both on-site and via external IP addresses, ensuring access to information when preparing for classes, clinical discussions, and research. The agreement provides for the exchange of information on the activities of domestic and international databases, as well as advisory and informational support for users. Literature in print and electronic formats can be provided upon request for up to 10 business days, and educational publications can be provided for an agreed-upon contractual period, allowing for flexible use of library resources in the educational process.

In addition, the collaboration includes jointly holding thematic seminars, roundtables, and other educational events aimed at developing the information culture of students and teachers, as well as updating knowledge in modern areas of medicine and healthcare.

The educational institution provides postgraduate doctors and teachers with access to international scientific electronic resources under the Enhanced Access Master Agreement with Wiley Publishing House (Enhanced Access Master Agreement No. 52859, dated January 1, 2026). The agreement provides licensed access to the Wiley Online Library (Cochrane Library) platform, which includes peer-reviewed scientific journals, monographs, reference works, laboratory manuals, and databases in medicine and related disciplines. Access is granted to an unlimited number of authorized users (teachers, postgraduate doctors, researchers, and librarians) with the ability to work simultaneously, ensuring full support for the educational process and research activities. Access to electronic resources is carried out through the educational institution's secure network using modern authentication mechanisms (including federated authentication). Users have the right to search, view, download, save, and print materials for educational, scientific, and research purposes on a non-commercial basis, as well as use the materials in preparing training courses, clinical discussions, and scientific publications, subject to copyright requirements. The publisher ensures stable access and provides resource usage statistics in accordance with COUNTER international standards, allowing for the assessment of the relevance of information sources and the effectiveness of their use in the residency educational programme. The Studentlibrary electronic library system and the "GEOTAR" MBA electronic library are also available.

Information and communication technologies include a local area network, internet access, an educational portal, electronic document management, and clinical information systems. The educational programme utilizes technologies such as electronic educational resources, presentation materials, distance learning elements, and simulation technologies. During independent study, postgraduate doctors use the electronic library, learning and teaching materials, and scientific publications.

Access to patient data and healthcare information systems is provided through the clinical information systems of medical organizations under the guidance of a clinical supervisor. Postgraduate doctors manage patients within the educational programme and complete medical documentation under the guidance of a teacher/supervisor.

Elements of distance learning methods, such as online consultations, webinars, and the use of an educational portal, are used when training postgraduate doctors on specific topics within the educational programme. Ethical and confidentiality requirements, as defined by the Code of Ethics and the internal regulations of the educational organization, are observed.

Therefore, the educational organization provides postgraduate doctors, teachers, and clinical supervisors with access to information and the use of innovative information and communication technologies (**ESG II Part 1.8**).

Over the past 2-3 years, the educational organization has implemented and is using modern information and communication technologies that support e-learning, access to educational resources,

and information exchange between students and teachers. Electronic educational resources and an LMS are used for independent learning for postgraduate doctors, while corporate digital channels and the educational portal are used for information exchange. Access to patient data and healthcare information systems is organized through clinical databases in accordance with established procedures (**ESG II Part 1.6**).

The experts reviewed the documents regulating these processes, including the Regulation on the Use of Information and Communication Technologies, the Rules for Access to Electronic Educational Resources, and the Regulation on Academic Honesty.

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

A quality improvement system has been implemented, documented in the Regulation on the Internal Quality Improvement System for Education, which includes monitoring of educational programmes, collecting and analyzing feedback from students, teachers, and employers, internal audits, and developing corrective actions.

The decision-making and change management process related to residency programmes is regulated by the educational institution's internal regulations. This document was developed by the education department and approved by the educational institution's management (**ESG II Part 1.1**).

The experts evaluated the programme for monitoring the processes and results of educational programmes, which includes stages of reviewing educational programmes, discussions at department and collegial meetings, and collecting feedback on various elements of the residency programmes through surveys of postgraduate doctors, teachers, and employers.

Interview participants reported that postgraduate doctors' surveys are conducted and cover issues of educational quality, clinical practice conditions, teaching and assessment methods, and resource availability. The results of surveys conducted by the Department of Education are supposed to be used to adjust the educational process. However, there was no evidence of analysis, the development of a corrective action plan, or the consideration of these findings at collegial meetings.

The Department of Education also conducts teachers' surveys and employer surveys. The experts were not provided with the results of the employer feedback analysis. The teachers' survey includes questions on working conditions, educational quality, personnel policy, and professional development. Survey results indicate a generally positive assessment of the educational management system (**ESG II Part 1.9**).

The selection and appropriateness of teachers and teaching methods are also assessed through postgraduate doctors' feedback. Results from postgraduate doctors' surveys in other residency programmes indicate that teachers utilize a variety of learning methods and ensure access to advisory support.

When evaluating educational programmes, the goals and objectives of the learning and the intended learning outcomes are taken into account, including through postgraduate doctors' performance assessment and independent examination. Programme implementation is assessed based on feedback from postgraduate doctors and teachers, as well as graduate performance, although there were no graduates of the residency programme yet.

Postgraduate doctors' admissions approaches are assessed through an analysis of admissions procedures, appeals, and complaints, while knowledge and skills assessment methods are assessed through an analysis of control and measuring equipment and assessment results, demonstrating the alignment of assessment methods with the stated learning outcomes.

The adequacy and quality of educational resources is assessed through internal monitoring, which demonstrates that the resources generally meet the needs of residency programmes. However,

alongside these achievements, it has been established that there are also challenges related to the uneven availability of resources across clinical sites.

Feedback from clinical supervisors includes an assessment of postgraduate doctors' readiness for clinical practice, which is organized by the department in conjunction with the education department. Thus, stakeholders, including teachers, postgraduate doctors, clinical supervisors, and employers, are involved in the monitoring and assessment of educational programmes (**ESG II Part 1.9**). However, overall, the experts found no evidence for analyzing feedback surveys, developing a corrective action plan, and reporting at collegial meetings, which would be more effective in improving the implementation of the postgraduate doctors' educational programme.

Information about the results of assessing the clinical practice of postgraduate doctors is also not analyzed on a systematic basis, which would be good for ensuring the awareness of those responsible for admitting postgraduate doctors and planning educational programmes.

Interviews with employers are conducted remotely and include questions about the quality of postgraduate doctors' training, their clinical skills, and employer involvement in the educational process. Employers positively rated students' medical judgment and responsibility in their interviews, but also noted the need for further development of independence and decision-making skills. Although in general there has not been a graduation yet, so it is not possible to judge the preparedness of students at the moment.

Postgraduate doctors' learning outcomes are used as indicators of the quality of educational programmes. Analysis of assessment results for other residency programmes demonstrates a generally stable level of training, although differences exist between specialties.

The process of training, monitoring, and supporting postgraduate doctors is centralized in the Department of Education, ensuring prompt management decision-making. The head of the relevant structural division is responsible for residency programmes, and measures are being taken to improve quality monitoring and update educational programmes.

The educational organization initiates regular reviews and updates of the organizational structure through decisions of collegial governing bodies. The current organizational structure of the postgraduate education sector has been approved in accordance with established procedures; the changes are aimed at strengthening the management of residency programmes.

The postgraduate doctors' learning process, programme structure and content, assessment methods, and competencies are analyzed based on monitoring results and minutes of meetings of collegial bodies. The experts reviewed the relevant protocols confirming the systematic nature of this process, although it is premature to assess its completeness, because Residency graduation will take place this year.

The postgraduate doctors' portfolio form was approved at a meeting of the collegial body; the experts reviewed postgraduate doctors' portfolios from other residency programmes. It is encouraging that the portfolio was approved electronically in January of this year, facilitating data entry for postgraduate doctors and improving assessment form by teachers.

An assessment of educational resources and the alignment of clinical sites with residency programmes' goals is conducted as part of internal quality monitoring and documented in relevant reports. Identified deficiencies are recorded, and departments develop plans to address them.

The updating of educational programmes is based on prospective studies and stakeholder feedback analysis (**ESG II Part 1.10**). In recent years, changes have been made to the residency programmes aimed at strengthening the practical focus of learning. Benchmarking with other educational organizations is conducted, based on the results of which modern educational approaches are being implemented.

Teachers participate in national and international educational events, the results of which are used to update the content of residency programmes.

7.2 Patient safety

A quality improvement system has been implemented, which includes postgraduate doctors' error analysis and patient safety assurance. Postgraduate doctors' error analysis is the responsibility of the department, in conjunction with clinical supervisors and the education department.

Risks for patient safety are identified by clinical supervisors and responsible persons at clinical sites and include clinical discussions, adverse event analysis, error reviews, and preventive measures as part of the educational process.

EEC findings by criteria. Comply with 10 standards, 9 - fully compliant, 1 - partially compliant, and 0 - not compliant.

Standard	Standard Compliance	Recommendations for Improvement
7.1.4	Partially Complied	Develop a feedback policy that establishes procedures for collecting, analyzing, and using stakeholder opinions, including developing corrective actions' plan based on feedback and presenting this plan at a meeting of the collegial bodies.

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

The experts reviewed the governance structure of postgraduate medical education, which includes the educational institution's management, the education department (division), specialized departments, clinical sites, and collegial governing bodies.

Collegial bodies of LLP KMU "HSPH":

1. Academic Board
2. Educational and Methodological Board
3. Dissertation Council
4. Scientific Council
5. Quality Council
6. Clinical Council
7. Employers' Council
8. Council of Young Scientists

The structure was approved in accordance with established procedures. The education department, together with the specialized departments, is responsible for supervising. The educational institution's management and specialized structural divisions are responsible for selecting clinical sites for learning and concluding contracts with them.

During the meeting with management, evidence was obtained of the functioning of the educational programme governance system, the distribution of responsibilities, and the adoption of governance decisions based on strategic and operational documents. The experts reviewed the strategic development plan for 2026–2030, which includes key development areas, including improving educational activities, developing scientific potential, and expanding cooperation with clinical sites.

The departments have work plans for the current year. A review of the departments' annual reports revealed that systematic work is underway in several areas, including teaching staff development, research activities, and clinical work.

The relevant structural division, with whose staff the experts met, is responsible for governing reputational risks and shaping the educational institution's image.

Residency training is conducted in accordance with the requirements of the regulatory legal acts of the Republic of Kazakhstan regarding postgraduate doctors' admission. Postgraduate doctors' knowledge and skills are assessed based on approved educational programmes, curricula, and control and measuring equipment.

To implement educational programmes, the educational institution has an organizational structure in which the educational sector is represented by the Department of Education and specialized departments. The experts reviewed the documents regulating the completion of postgraduate doctors' training. A residency completion certificate is issued to postgraduate doctors upon completion of the educational programme and contains information about their qualifications and specialty.

The postgraduate education quality assurance programme was developed by the educational institution's structural divisions and approved by the educational institution's management. Representatives from the administration, departments, and specialized divisions participated in the programme's development.

Teachers and staff are informed about the quality assurance programme through internal information resources and the educational institution's official website.

The educational programme for specialty 7R01114 "Pulmonology (Adult, Pediatric)" is supported by the necessary learning and teaching documents and human resources.

Completion of postgraduate doctors' training is documented by the issuance of a residency completion certificate, which is recognized by national healthcare authorities. Thus, the educational organization complies with the requirements and recommendations of national authorities, including the Ministry of Science and Higher Education of the Republic of Kazakhstan and the Ministry of Healthcare of the Republic of Kazakhstan, in accordance with the Order of the Minister of Healthcare of the Republic of Kazakhstan dated December 21, 2020 No. KR DSM-305/2020.

8.2 Shared governance

The responsibilities and obligations of the management and staff of postgraduate medical education are defined and assigned to the management of the educational organization, the education department, and specialized departments and are codified in the document "Regulations on the Organization of Postgraduate Medical Education". Transparency of governance and decision-making in the educational process is ensured through collegial consideration of issues at meetings of departments and authorized bodies, documenting decisions, and informing employees, as reflected in the document "Regulations on the Activities of Collegial Governing Bodies".

The educational organization evaluates the performance of the educational process management and staff in achieving the mission of the residency programmes and expected intended learning outcomes by collecting feedback from postgraduate doctors and teachers (Section 7.2 of the report), conducting certification of teachers based on current regulatory documents, and conducting internal audits on the quality of the educational process.

Based on the results of the teachers' survey, it was found that some respondents noted that management systematically or periodically considers their opinions on issues related to the educational process, research, and clinical work; at the same time, some teachers noted the need to strengthen feedback mechanisms.

Funding for residency programmes is provided from the educational institution's budget and other sources not prohibited by the legislation of the Republic of Kazakhstan. The division responsible for planning and allocating financial resources for residency programmes is the financial and economic division of the educational institution. The scope of duties, responsibilities, and authorities is reflected in the job descriptions of financial sector employees, approved in accordance with the established procedure.

A financial plan is developed annually, including a target budget for the implementation of educational programmes, which is consistent with the educational institution's strategic development plan. Funds are allocated with priority for the development of educational infrastructure, physical facilities, and human resources.

A financial report is generated and approved annually, demonstrating the distribution of educational resources in accordance with the needs of the residency programmes and the coverage of the main cost items associated with their implementation and development.

Experts concluded that the educational institution is financially and organizationally sustainable, as it has approved strategic and operational plans, stable funding sources, and a functioning resource governance system.

The organizational structure is updated by decisions of management and collegial bodies, with changes aimed at improving the governance of postgraduate education programmes.

The residency educational process is being updated to reflect the updated programme content, learning methods, and assessment, which are implemented through the revision of learning and teaching documentation and the development of updated educational materials.

The educational institution annually allocates resources for the continuous improvement of the educational process quality, including upgrading its physical facilities, advanced training for teachers, and the development of educational technologies.

To specifically improve the educational process, sociological research and feedback analysis are used, as well as a review of specialized literature on postgraduate medical education. Based on the analysis, approaches to teaching in the residency programme have been revised, and more practice-oriented and interactive learning methods have been introduced.

8.3 Postgraduate doctor and staff representation

The following advisory and consultative bodies operate within the educational institution: the Academic Board, the Educational and Methodological Board, the Clinical Council, and the Council of Young Scientists, in whose work postgraduate doctors participate through student representation and delegated members from the residency.

Mechanisms for rewarding postgraduate doctors for their community involvement include recording their activity when creating a postgraduate doctor's portfolio, recommendations, letters of gratitude, and participation in scientific and educational events.

In a survey of postgraduate doctors, experts found that postgraduate doctors are aware of the opportunity to participate in advisory bodies and consider their participation significant for improving the educational process. They also noted the need to expand the forms of postgraduate doctors' involvement in decision-making.

The educational institution has postgraduate doctors' development programme that includes support for academic, scientific, professional, and social activities, supervising, and the development of leadership competencies.

8.4 Administration

In general, there is an appropriate administrative (45 people) and teaching (45 people) staff, including management ensuring the implementation of residency educational programmes, 3 teachers in the specialty 7R01114 "Pulmonology (adult, pediatric)". In the future, the staff will be adjusted depending on the number of admitted postgraduate doctors in this specialty.

To ensure effective governance of the educational process, staff of the residency education department underwent advanced training in 2024 in areas related to educational programmes' management, internal quality assurance systems, accreditation requirements, and ESG standards in postgraduate medical education.

Experts determined that the educational institution implemented a quality management system (QMS) in 2017. This system includes regular internal and external audits, including processes that support the implementation of residency programmes, including the educational programme in specialty 7R01114 "Pulmonology (Adult, Pediatric)".

The QMS includes internal audits of educational programmes, an audit of learning and teaching documentation, an analysis of student assessment processes, and monitoring of corrective actions.

Department performance is assessed using department reports, which are reviewed and heard annually at meetings of the Academic Board of LLP KMU "HSPH". Following the discussions, decisions are made to improve the departments' performance and enhance the quality of the educational process. Teachers' performance is assessed in accordance with the Rules for Awarding the Title of "Best Teacher of the LLP KMU HSPH". Department rankings were not conducted, as only

three theoretical departments were operational. Clinical departments were opened during the current period, in connection with which the rating is planned to be carried out in the future.

Responsibility for the implementation, operation, and monitoring of the quality management system is assigned to the structural division responsible for ensuring educational quality. Interviews confirmed that teachers are familiar with the principles and procedures of the QMS.

The key documents of the quality management system are: the Quality Policy, the Quality Manual, internal audit procedures, and the provisions for monitoring and evaluating educational programmes.

The overall administration and management of the educational process, as well as the residency educational programme in specialty 7R01114 "Pulmonology (Adult, Pediatric)", is assessed through internal monitoring, analysis of self-assessment reports, teachers and students' surveys, and an analysis of the implementation of strategic and operational plans. This demonstrates the sustainability of management processes, transparency of decision-making, and compliance with accreditation standards. (ESG II Part 1.9)

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

CONCLUSION: The external assessment of the educational programme revealed that 105 of the 109 standards demonstrated full compliance. 4 standards were partially compliant. No non-compliance was identified.

Considering that the initial accreditation of the educational programme in specialty 7R01114 "Pulmonology (Adult, Pediatric)" is underway and the admission of postgraduate doctors is planned for 2026, in compliance with the requirements of the Law on Education of the Republic of Kazakhstan, the educational organization initiated specialized (programme) accreditation without postgraduate doctors' contingent. Therefore, the tasks of the external expert commission included assessing the university's readiness to admit postgraduate doctors, examining existing principles and approaches to postgraduate doctors' training, quality assurance mechanisms, and residency educational programme management using the example of other educational programmes. Nevertheless, the EEC specifically examined the organization of training in the specialty 7R01114 "Pulmonology (Adult, Pediatric)", 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, including the expected learning outcomes for the accredited educational programme 7R01114 "Pulmonology (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 the educational programme 7R01114 "Pulmonology (Adult, Pediatric)":

Standard	Recommendations for improvement
3.1.7	Discuss and communicate the assessment policy and system to all stakeholders (teachers and postgraduate doctors).
4.1.1	Develop entrance exam topics based on residency prerequisites and specialties.
5.1.1	Implement a transparent faculty recruitment and assessment system. Conduct the most effective search for staff positions. Develop and approve clear criteria for the selection process for clinical supervisors and teachers, defining their roles and responsibilities.
7.1.4	Develop a feedback policy that establishes procedures for collecting, analyzing, and using stakeholders' opinions, including developing a corrective action plan based on feedback and presenting this plan at a meeting of collegial bodies.

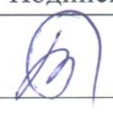
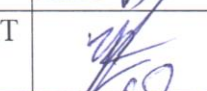
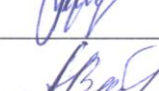
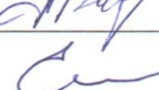
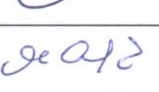
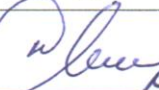
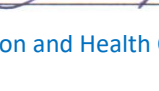
6. Recommendation to the ECAQA Accreditation Council

The EEC members established the compliance of the residency educational programme in the specialty **7R01114 "Pulmonology (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 3 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 MANARBЕКOVICH	/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 «Пульмонология (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 3 года

	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	14	1	-
4.	РЕЗИДЕНТЫ	19	18	1	-
5.	ПРЕПОДАВАТЕЛИ И КЛИНИЧЕСКИЕ НАСТАВНИКИ	8	7	1	-
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	15	-	-
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЯ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	9	1	-
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	8	-	-
	Всего:	109	105	4	-
			109		

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

№	Наименования документов	Количество
1.	Лицензия на образовательную деятельность №KZ18LAA00006861 от 21 апреля 2016г.	1
2.	Соглашение о дублирном образовании по направлению подготовки образовательной программы «Управление в здравоохранении» (Польша, Высшая Школа Экономики и Инноваций в Люблине (Польша))	1
3.	Договор о сотрудничестве с Казанским государственным медицинским университетом	1
4.	Свидетельство о международной институциональной аккредитации №IA00035 от 25.05.2021г. (ESAQA)	1
5.	Свидетельства международной специализированной аккредитации по образовательным программам магистратуры и докторантуры от 25.05.2021г. (ESAQA)	5
6.	Приложение к лицензии на занятие образовательной деятельностью 7R011 – Здравоохранение от 26 декабря 2023 года	1
7.	Международная специализированная аккредитация по образовательным программам резидентуры	20
8.	Свидетельство о международной институциональной аккредитации Медицинского колледжа «KSPH» при ТОО Казахстанский Медицинский Университет «ВШОЗ» IANº0365 от 30.12.2024	1
9.	Лицензия на образовательную деятельность в сфере начального, основного среднего, общего среднего, технического и профессионального, послесреднего образования, духовного образования, образовательно-оздоровительные услуги несовершеннолетним №KZ59LAM00001174	1
10.	Каталог элективных дисциплин на 2025-2026 учебный год по образовательным программам магистратуры и докторантуры	8
11.	Каталог элективных дисциплин на 2025-2026 учебный год по образовательным программам резидентуры	1
12.	Академическая политика	1
13.	Договор №0068AB/0824 с АО «Научный центр педиатрии и детской хирургии»	1
14.	Договор о совместной деятельности №57/2-02.22 с ГКП на ПХВ «Детская городская клиническая больница №2»	1
15.	Договор о совместной деятельности №69-06.21 с ГКП на ПХВ «Центр детской неотложной медицинской помощи»	1
16.	Отчет по исполнению операционного плана ТОО КМУ «ВШОЗ» за первое полугодие 2025 года	1
17.	Положение о приемной комиссии Казахстанского медицинского университета «ВШОЗ»	1
18.	Положение о резидентуре	1
19.	Правила приема в резидентуру	1
20.	Правила приема в магистратуру и докторантуру	1
21.	Положение об академической честности	1
22.	Договор №452 о предоставлении услуг (антиплагиат)	1

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

52.	Анализ удовлетворенности работников ТОО «Казахстанский медицинский университет «ВШОЗ» за 2025 год	1
53.	Операционный план ТОО «Казахстанский медицинский университет «ВШОЗ» на 2026 год	1
54.	Анализ удовлетворённости работодателей выпускниками ТОО «Казахстанский медицинский университет «ВШОЗ»	1
55.	Приказ о создании проектных команд по разработке и актуализации образовательных программ резидентуры	1
56.	Приказ о создании проектных команд по актуализации образовательных программ магистратуры	1
57.	Документированная процедура Аудиты	1
58.	Документированная процедура Управление записями	1
59.	Документированная процедура Управление претензиями (жалобами), предложениями и отзывами	1
60.	Отчет по Ре-Сертификационному аудиту №KZ282-QA 2025	1
61.	Отчет по результатам внутреннего аудита ТОО «Казахстанский медицинский университет «ВШОЗ» за 2025год.	1
62.	План-график внутренних аудитов на 2025 год	1
63.	Приказ о проведении внутреннего аудита №130-Н	1
64.	Заседание Совета по качеству Протокол №9 от 24.12.2025	1
65.	Бизнес-процесс департамента международной деятельности	1
66.	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
67.	План совета по качеству на 2026 год	1
68.	Приказ состава совета по качеству	1
69.	Программа развития ТОО «Казахстанский медицинский университет «ВШОЗ» на 2026-2030 годы	1
70.	Стратегический план ТОО КМУ «ВШОЗ» на 2020-2025 годы	
71.	Руководство «Система внутреннего обеспечения качества ТОО Казахстанский медицинский университет «ВШОЗ»	1
72.	Руководство по качеству	1
73.	Приказ об академической мобильности резидентов №116-Н	1
74.	Сертификат – Certificate of Academic Participation Dr.Artykbayev A.Zh.	
75.	Меморандум – Первая аффилированная больница (Китай)	1
76.	План работы департамента международной деятельности на 2026 год	1
77.	Положение об академической мобильности обучающихся ТОО КМУ «ВШОЗ»	1
78.	INVITATION LETTER	2
79.	Приказы по академической мобильности ИПС и обучающихся	5
80.	Программа международной научно-практической конференции «Внедрение наилучших практик независимого сестринского дела в Республике Казахстан»	1
81.	Положение о системе поощрения обучающихся слушателей программ ДПО	1
82.	Календарно - тематический план повышения квалификации	1
83.	Прейскурант цен ПК/СК	1
84.	Образовательная программа цикла ПК/СК	2
85.	Расписание занятий ПК	1

86.	Программа семинара неформального образования	1
87.	Правила проведения анкетирования слушателей циклов повышения квалификации	1
88.	Инструкция по получению свидетельства ПК ВШОЗ	1
89.	Инструкция по работе на платформе Moodle для слушателей ПК/СК	1
90.	Сводная таблица по ОП, количество программ дополнительного образования по специальностям	1
91.	Контингент слушателей за 5 лет	1
92.	Антикоррупционная политика	1
93.	Приказ о составе Диссертационного Совета	1
94.	Приказ о составе Клинического совета	1
95.	Приказ о состав Научного Совета	1
96.	Отчеты по повышению квалификации за 2022 год	1
97.	Отчеты по повышению квалификации за 2023 год	1
98.	Отчеты по повышению квалификации за 2024 год	1
99.	Сертификаты по повышению квалификации сканированные документы (скан)	8
100	Приказ «Об утверждении учебной нагрузки ППС на 2025-2026 учебный год» (копия)	1
101	Должностная инструкция старшего преподавателя	1
102	Силлабус	1
103	Образовательная программа резидентуры	1
104	Портфолио резидентов	1
105	Стандартная операционная процедура порядок разработки, экспертизы, переработки и утверждения силлабусов образовательных дисциплин	1
106	Инструкция для преподавателей Экспресс-Валидация результатов тестирования с помощью Gemini	1
107	Договор №NQ-492 на оказание услуг (антивирус)	1
108	Договор присоединения к Условиям предоставления сервиса информационной системы электронного документооборота и автоматизации бизнес-процессов «Documentolog PLATFORM»	1
109	Договор на оказание услуг No NQ-268 Программное обеспечение Office LTSC Standard 2024 Education Perpetual	1
110	Положение об организации работы студии видеозаписи	1
111	Техпаспорт	1
112	Сведения по движению контингента магистрантов и докторантов за декабрь 2025 года.	1
113	Положение о мониторинге и оценке образовательных программ ТОО Казахстанского медицинского университета «ВШОЗ»	1
114	Положение о докторантуре	1
115	Положение о магистратуре	1
116	Протоколы кафедрального заседания	3
117	Рецензии на КИСы	13
118	Положение о совете молодых ученых	1
119	Свидетельство о внесении сведений в государственный реестр прав на объекты, охраняемые авторским правом	1
120	Приказ – Состав молодых ученых	1
121	Контрольно-измерительные средства по дисциплине «Методология	1

	качественных типов исследований» ОП:8D10101 «Общественное здравоохранение» (научно-педагогическое) «Методология качественных типов исследований»	
122	Силлабус ОП:8D10101 «Общественное здравоохранение» (научно-педагогическое)	1
123	Силлабус ОП :7M10145 «Медицина» (профильная) Управление безопасностью пациентов	1

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