

To the Accreditation Council of the
Eurasian Center for Accreditation
and Quality Assurance
in Higher Education and Health Care
February 10, 2026

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT OF THE EDUCATIONAL PROGRAMME
7R01125 "EMERGENCY MEDICINE (ADULT, PEDIATRIC)"
FOR COMPLIANCE WITH THE STANDARDS FOR PROGRAMME ACCREDITATION OF
POSTGRADUATE EDUCATION (RESIDENCY)
OF THE EURASIAN CENTER FOR ACCREDITATION AND QUALITY ASSURANCE IN
HIGHER EDUCATION AND HEALTH CARE
KAZAKHSTAN MEDICAL UNIVERSITY "HSPH" LLP**

external expert assessment period: January 28–30, 2026

Almaty, 2026

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LIST OF DESIGNATIONS AND ABBREVIATIONS

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

1. Composition of the External Expert Commission

In accordance with ECAQA Order **No. 04 dated January 14, 2026**, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment of the residency educational programme in the specialty **"7R01125 "Emergency Medicine (Adult, Pediatric)"** from **January 28 to 30, 2026**, with the following composition:

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

			the Ministry of Healthcare of the Republic of Kazakhstan, and “Golden Physician”.
5	Academic Expert	Urazova Saltanat Nurgozhayevna	Doctor of Medical Sciences, Head of the Department of Family Medicine No.3 at the NJSC “Astana Medical University”. Member of the Association of Allergists and Immunologists and the Association of Family Physicians of the Republic of Kazakhstan. Awarded the "Excellence in Health Care" of the Ministry of Healthcare of the Republic of Kazakhstan
6	Academic Expert	Zhunussova Aigul Bitimbayevna	Candidate of Medical Sciences. Director of the Department of Accreditation and Quality Management at the NJSC “Astana Medical University”. Awarded the "Excellence in Health Care" of the Ministry of Healthcare of the Republic of Kazakhstan, Laureate of the Prize from the Ministry of Education and Science of the Republic of Kazakhstan for talented and young scientists.
7	Academic Expert	Yermukhanova Lyudmila Sergeyevna	Candidate of Medical Sciences, Associate Professor, Head of the Department of “Public Health and Healthcare” at NJSC “Marat Ospanov West Kazakhstan Medical University”, Chair of the “Public Healthcare” Committee at the State Unitary Enterprise. Awarded the "Excellence in Health Care" of the Ministry of Healthcare of the Republic of Kazakhstan, "For meritorious services to the development of science in the Republic of Kazakhstan”, "Best University Teacher" - 2023 from the Ministry of Science and Higher Education of the Republic of Kazakhstan. Member of the Kazakhstan Association of Healthcare Managers
8	Academic Expert	Khismetova Zaituna Abduzhassimovna	Candidate of Medical Sciences, Associate Professor, Head of the Department of Public Health, Scientific Director of the “School of Public Healthcare” at NJSC “Semey Medical University”. Awarded the "Excellence in Health Care" of the Ministry of Healthcare of the Republic of Kazakhstan.
9	Academic Expert	Sadykova Ainur Maralovna	Candidate of Medical Sciences, Associate Professor of the Department of Infectious and Tropical Diseases at the 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 of 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 of "Emergency Medical Care" course at NEI "Kazakhstan-Russian Medical University"
12	Academic Expert	Tuksanbayeva Gulfariza Ussenbayevna	Candidate of Medical Sciences, Associate Teaching Professor, Associate Professor, and Acting Professor in the Department of Neurology, Psychiatry, Rehabilitation, and Neurosurgery at the South Kazakhstan Medical Academy. Specialist of the highest qualification category in neurology.
13	Academic Expert	Sharapiyeva Alua Muratbekovna	PhD, Assistant Professor in the Department of Nursing at NJSC "Semey Medical University". Researcher in the ProInCA project, co-funded by the Erasmus+ program.
14	Academic Expert	Veliyeva Ainur Teimurovna	PhD, Acting Associate Professor of the Department of Obstetrics and Gynecology at NJSC "Al-Farabi Kazakh National University"
15	Expert-employer	Yesirkepova Gulnara Serikaliyevna	Master of Medicine, Healthcare Manager, Rheumatologist, Chief Physician at "Asmed Turgut Ozal" LLP
16	Expert-Master's student	Sovetbek Mereke Kuanyshkyzy	Second-year Master's student in "Global Health and Healthcare" at NJSC "S.D. Asfendiyarov Kazakh National Medical University"
17	Expert-Postgraduate Doctor	Alpys Makpal Bakhytkyzy	Second-year postgraduate doctor in the specialty "Adult and Pediatric Neurology" at the NEI "Kazakhstan-Russian Medical University"

The EEC report includes a description of the results and conclusions of the external assessment of Educational programme **7R01125 "Emergency Medicine (Adult, Pediatric)"** for compliance with the Standards for Programme Accreditation: Postgraduate Education (Residency) (developed based on the 2023 WFME International Standards for Quality Improvement in Postgraduate Education Programmes) and conclusions (hereinafter referred to as the Accreditation Standards), recommendations from the EEC for further improvement of approaches and conditions for implementing the aforementioned Educational programme, and recommendations for accreditation for the ECAQA Accreditation Council on accreditation.

2. General Part of the Final Report

2.1 Presentation of the Residency Educational programme in Specialty 7R01125 "Emergency Medicine (Adult, Pediatric)"

Organization Name, Legal Form of Ownership, BIN	LLP "Kazakhstan Medical University "HSPH" BIN: 011240001712 JSC "Halyk Bank of Kazakhstan"
Governing Authority	Rectorate
Full Name of First Director	Auyezova Ardak Mukhanbetzhanovna
Date of establishment	Established based on the Government of the Republic of Kazakhstan Resolution No. 1142 dated July 21, 1997, in Almaty, reorganized in 2000. Officially registered on December 3, 2001
Location and Contact Information	Almaty, Bostandyk district, st. Utepov, building 19A. +7 727 337 80 18 (ext. 103), +7 771 780 76 67
State license for educational activities in residency (date, number)	License with Appendix No. KZ18LAA00006861 dated April 21, 2016 from the Ministry of Education and Science of the Republic of Kazakhstan ECAQA Certificate No. IA00035 dated May 25, 2021
Year of commencement of the accredited Educational programme (EP)	From 2026
Information on inclusion in the Register of the European Higher Education Area of the Ministry of Science and Higher Education of the Republic of Kazakhstan	December 3, 2021
Duration of study	3 years
Full-time/part-time faculty involved in the EP	Total number of teachers: <u>4</u> , including <u>2</u> full-time and <u>2</u> part-time. Academic degree holders' rate: <u>75%</u> Level of education: <u>100%</u>
Website Instagram Facebook with active pages	https://ksph.edu.kz/structure/ (Facebook (https://www.facebook.com/KSPH.kz), Instagram (@kmu_ksph), Telegramm (https://t.me/kmuksph)),

2.2 Information about Previous Accreditation

"Until now, Educational programme 7R01125 "Emergency Medicine (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 7R01125 "Emergency Medicine (Adult, Pediatric)" and Conclusions on its Completion

The self-assessment report for the residency Educational programme in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" (hereinafter referred to as the report) is presented on 120 pages of the main text, 1-page annex, and copies or electronic versions of the documents located at the link: <https://drive.google.com/drive/folders/1jkGpdtKtCgSh3VI8gS6pif6n8xpOgGvc>

The report is characterized by completeness of responses to all 8 main accreditation standards and criteria, structured in accordance with the recommendations of the Guidelines for Conducting Self-Assessment of Educational programme provided to the educational organization by the accreditation center - ECAQA, and internal consistency of information. A cover letter signed by Rector A.M.

Auyezova, confirming the accuracy of the quantitative information and data included in the self-assessment report, is attached to the report.

The report includes a list of the **24 members** of the internal self-assessment committee, indicating the responsibilities of each employee, and information about the representative of the organization responsible for conducting the self-assessment of the Educational programme: G.S. Berdiyeva, Department of Anesthesiology and Resuscitation with a course in emergency medicine, and V.K. Israilova, Associate Professor of the department.

The self-assessment of Educational programme 7R01125 "Emergency Medicine (Adult, Pediatric)" was conducted based on the University Rector's Order No. 374-N dated November 24, 2025, "On the Establishment of a Working Group to Prepare for Specialized Accreditation for the Residency Programme".

All standards reflect the University's actual practice of training postgraduate doctors in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" for the 2026 enrollment period. Each standard outline how to apply national and international practices and methodological support to confirm compliance with accreditation requirements. The self-assessment report contains comprehensive information covering the teaching staff and administrative staff, student selection and admission details, student learning outcomes, knowledge and skills assessment results, the state of the University's physical facilities and clinical sites, contractual obligations with partners (universities, associations, and clinical sites), financial data, and plans for further development and improvement.

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

3. Description of the External Expert Assessment

The external expert assessment of Educational programme 7R01125 "Emergency Medicine (Adult, Pediatric)" was organized in accordance with the Guidelines for Conducting External Assessment of Educational Organizations and Educational programmes of the ECAQA. Dates of the visit to organization: January 28–30, 2026. The schedule of the 3-day visit to organization is presented in detail in Annex 3 to this report.

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

- conversation with management and administrative staff – 8 people;
- interviews with postgraduate doctors of other specialties – 26 people (to understand the general principles and approaches to organizing residency training and to obtain postgraduate doctors' opinions on the educational organization, staffing, and resources);

- study of the website <https://ksph.edu.kz/structure/>;
- interviewing employees, 27 teachers, and supervisors;
- a survey of teachers and postgraduate doctors was not conducted for programme 7R01125 "Emergency Medicine (Adult, Pediatric)".

- a survey of teachers and postgraduate doctors in other specialties included 58 teaching staff, 18 master's students, 11 doctoral students, and 26 postgraduate doctors.

- Visited:

- Department of "Healthcare Management": Students submitted projects on their topics. 5 students attended; examiners were V.I. Akhmetov, K.K. Kuralbayev, and M.A. Kamaliyev.

- Specialty: Public Healthcare, winter intake, Kazakh-language department, specialized area, Public Health, total time: 120 hours, number of participants: 10, attended by 7 master's students. Topic: Public Healthcare in the WHO Political Context.

- review of resources in the context of meeting accreditation standards: 2 clinical practice/training sites were visited, including the State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital" and the Enterprise founded on the right of

economic competence “Emergency Medical Care Station” of Almaty, where training is planned on 7R01125 "Emergency Medicine (Adult, Pediatric)";

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

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

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

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

On the final day of the visit to organization, a meeting of the EEC members was held to discuss the external assessment. A final discussion was held regarding the external assessment of the Educational programme, document review, conversation, interview, and questionnaires results. The EEC members began drafting the final EEC report. The external assessment results were summarized. The experts individually completed the "Quality Profile and Criteria for External Assessment of Educational programme 7R01125 'Emergency Medicine (Adult, Pediatric)' for compliance with the ECAQA Accreditation Standards". No significant comments or criticisms regarding the Educational programme's readiness to admit postgraduate doctors in 2026 were received (not expressed).

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

Although Educational programme 7R01125 "Emergency Medicine (Adult, Pediatric)" is new and undergoing initial accreditation, all criteria stipulated by accreditation standards were met, and no nonconformities were identified. However, during the assessment, recommendations for improvement were formulated, which the KMU “HSPH” must implement as part of post-accreditation monitoring. During the announcement of the external assessment results, the EEC chairperson emphasized the need to identify specific short-term and long-term goals for implementing these recommendations.

Comfortable conditions were created for the EEC, and access to all necessary information and material resources was provided. The commission notes the high level of corporate culture at the KMU “HSPH” and the team's high openness in providing information to the EEC members. The commission notes the high level of satisfaction among postgraduate doctors, master's students, and doctoral students, regardless of their specialization, with the practical skills they acquired at the Kazakh

Medical University "Higher School of Public Health" (KMU "HSPH") and its clinical sites. Furthermore, it notes the lack of comparable quality offers from other medical organizations and research centers.

A survey of postgraduate doctors in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" *was not conducted* due to the lack of student enrollment in this specialty. Given 2 teachers in "Emergency Medicine," no survey was conducted, and all questions regarding the educational process were clarified through interviews.

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

4. Analysis of Compliance with Accreditation Standards Based on the External Assessment of the Residency Educational programme in Specialty 7R01125 "Emergency Medicine (Adult, Pediatric)"

Standard 1: MISSION AND VALUES

1.1 Stating the mission

During the implementation of the programme's activities, namely, through conversation with the organization's first director, members of the Academic Board's advisory and consultative body, and interviews with postgraduate doctors and teachers, compliance with the criteria of *Standard 1* was established.

All participants in the educational process are aware of the Educational programme's mission and participated in developing proposals for its formulation. The mission has been communicated to potential postgraduate doctors through the website, social media, and informational letters to medical organizations. The organization's strategic plan for 2026-2030 has been reviewed. The strategic development plan of the LLP "KMU "HSPH" (link: [Strategic development plan of the LLP "KMU "HSPH"](#)), which includes such areas as increasing the competitiveness of the Kazakh Medical University "HSPH" through the development of multi-level personnel training, the integration of science, education and clinical practice and the expansion of international cooperation, confirms the fulfillment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. The mission is defined in the Educational programme (link: [Mission of the EP](#)) and was discussed at meetings of the collegial bodies of LLP KMU "HSPH", which include representatives of practical healthcare, the Employers' Council (link: [Minutes of the Employers' Council Meeting dated May 21, 2025](#)), the Educational and Methodological Board (link: [Minutes of the Educational and Methodological Board Meeting No. 2 dated April 15, 2025](#)), and approved at a meeting of the Academic Board (link: [Extract from the Academic Board Meeting No. 9 dated May 29, 2025](#)).

Interviews with postgraduate doctors revealed that before classes begin, teachers inform postgraduate doctors about the mission, the educational organization's work plans, and tell them where to find necessary information about the Educational programme, teachers, and training facilities. The strategic plan is available at: <https://adilet.zan.kz/rus/docs/P2200000945>, <https://adilet.zan.kz/rus/docs/V2200028716>, <https://ksph.edu.kz/structure/>, <https://drive.google.com/drive/folders/1D5HVSyfc963mtp38Q95wYksOIcXyp9aa>, https://drive.google.com/drive/folders/1Oh-7IDQ79-mYqHp9aJMI_DiIXChfFKkl.

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

The Kazakh Medical University "HSPH" has divisions directly related to the Educational programme 7R01125 "Emergency Medicine (Adult, Pediatric)". A key aspect was improving the quality of practical training for postgraduate doctors, which ensured significant success in developing and reinforcing clinical skills and professional competencies.

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

The results of the documentation review demonstrate that the mission of the organization and the mission of the Educational programme 7R01125 "Emergency Medicine (Adult, Pediatric)" are consistent with the State Compulsory Educational Standard and current regulatory legal acts (RLA) in postgraduate education and healthcare.

The Kazakhstan Medical University "HSPH" trains healthcare specialists across a number of clinical sites and units. Specifically, postgraduate doctors are trained through clinical rotations at the State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital" and the State-owned utility enterprise based on the right of economic management "Ambulance service" of Healthcare Administration of Almaty city. These sites ensure a patient-centered approach by integrating theoretical knowledge with practical experience, emphasizing the individual needs and preferences of each patient, and developing empathy and effective communication skills.

The Kazakhstan Medical University "HSPH" prioritizes patient safety and autonomy, realizing this through strict adherence to treatment protocols, ongoing advanced training for medical personnel, the implementation of quality assurance systems, and the active involvement of patients in decision-making regarding their health, along with the provision of comprehensive information about potential risks and alternatives.

In our (expert) opinion, postgraduate doctors of 7R01125 "Emergency Medicine (Adult, Pediatric)" are provided with appropriate working conditions that contribute to maintaining their health, since a favorable and safe working environment has been created at the KMU "HSPH" and the clinical bases of the State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital" and the State-owned utility enterprise based on the right of economic management "Ambulance service" of Healthcare Administration of Almaty city, which meets sanitary and hygienic norms and occupational safety standards, and also provides access to medical care and psychological support.

Fundamental competencies of postgraduate doctors in the accredited specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" - such as the ability to conduct a primary examination and diagnosis, provide basic resuscitation, interpret laboratory and instrumental test results, and effectively communicate with patients and their families - as well as specialized competencies, including skills in performing complex invasive procedures, making decisions in critical situations, teamwork, and using modern medical equipment - help the educational institution implement innovative learning forms. This promotes the development of skills and qualities in postgraduate doctors such as critical thinking, adaptability, stress tolerance, leadership, and the ability to engage in continuous self-education.

KMU "HSPH" encourages postgraduate doctors to actively participate in research activities in their chosen specialty by providing access to scientific databases, consultations with experienced supervisors, opportunities to publish research results, and participation in grant programmes. It also ensures postgraduate doctors' participation in academic events such as scientific conferences, seminars, master classes, round tables, and symposia.

1.2 Participation in Mission Formulation

The experts established that the following participated in developing the goals and objectives (mission) of Educational programme 7R01125 "Emergency Medicine (Adult, Pediatric)": Abirova A.A. - Director of "DR"; Abdykalykova A.I. - Deputy Director of "DR"; Berdiyeva G.S. - Head of the Department of Anesthesiology and Resuscitation with a Course in Emergency Medicine; Israilova V.K. - Professor of the Department of Anesthesiology and Resuscitation with a Course in Emergency Medicine, which is confirmed by a document based on Order No. 374-N dated November 24, 2025 "On the creation of a working group to prepare for specialized accreditation for residency programmes".

Teachers and postgraduate doctors' questionnaires on the quality of postgraduate doctors' prior training in the existing residency specialties 7R01125 "Emergency Medicine (Adult, Pediatric)" are unavailable due to the planned enrollment of postgraduate doctors for 2026.

During the development of programme 7R01125 "Emergency Medicine (Adult, Pediatric)," its goals and intended outcomes were discussed at the Academic Board (all KMU "HSPH" employees, students, members of various associations, and employers).

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

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

EEC findings by criteria. Comply with 6 standards: fully - 6.

Standard 2: CURRICULUM

2.1 Curriculum and Certification

The experts determined that there is a correlation between the content and the required qualifications of postgraduate doctors upon completion of programme 7R01125 "Emergency Medicine (Adult, Pediatric)." This correlation is expressed in clear continuity between modules, competencies, and intended learning outcomes. This is aimed at training competitive, qualified emergency physicians with professional knowledge and skills in diagnosing and treating patients in accordance with the principles of evidence-based medicine and the application of modern medical technologies. A postgraduate doctor who has completed the residency program in the specialty "7R01125 "Emergency Medicine (Adult, Pediatric)" receives a residency completion certificate (issued by the university) and a healthcare specialist certificate as an emergency medicine physician (adult, pediatric) after successfully passing the final assessment (issued by the authorized body - the Committee for Medical and Pharmaceutical Control of the Ministry of Health of the Republic of Kazakhstan).

This accreditation is initial, and there has been no recruitment of postgraduate doctors in the specialty of Emergency Medicine (Adult, Pediatric). https://drive.google.com/drive/folders/1Oh-7lDQ79-mYqHp9aJMI_DiIXChfFKkl

Experts reviewed documents confirming compliance with this accreditation standard criterion: 7R01125 "Emergency Medicine (Adult, Pediatric)" and reviewed a package of documents confirming compliance with the standards according to the approved schedule (reports, portfolios, internal orders, regulations confirming compliance with the requirements). A compliance assessment based on the reviewed documents is also conducted using a score, where, for example, 4.0 to 5.0 points indicates 80-100% compliance).

The residency Educational programme in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" has been posted in the EHEA Register since **December 3, 2021.**

2.2 Intended Learning Outcomes

The learning outcomes are defined and included in the Educational programme document for specialty 7R01125 "Emergency Medicine (Adult, Pediatric)", developed within the framework of the State Educational Standard (SCES). The main learning outcomes for postgraduate doctors, developed by the State Educational Standard (SCES), approved by the Order of the Ministry of Health of the Republic of Kazakhstan dated July 4, 2022, No. RK MoH - 63 <https://adilet.zan.kz/rus/docs/V2200028716#z291>, Order of the Ministry of Health of the Republic of Kazakhstan dated January 9, 2023, No. 4. On approval of standard curricula in medical and pharmaceutical specialties <https://adilet.zan.kz/rus/docs/V2300031672>, the Educational programme for specialty 7R01125 "Emergency Medicine (Adult, Pediatric)", approved at the meeting of the

Academic Board and approved on May 29, 2025, informing stakeholders about the final training results of postgraduate doctors in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" is carried out through the publication of self-assessment reports on the website of the KMU "HSPH", posting information on information boards, conducting a series of interviews with representatives of the administration, faculty and postgraduate doctors, transparency and accountability are also achieved through the publication of the results of the assessment of postgraduate doctors' competencies and the corresponding reporting documents generated at the clinical sites of the EP "Emergency Medicine (Adult, Pediatric),

https://docs.google.com/document/d/1mdGKiT6p6KtrYPPVp_PyA9CyGx1jrvr4/edit Self-report "7R01125 "Emergency Medicine (Adult, Pediatric)" pp. 17, 18, As well as the Register of Educational programmes https://epvo.kz/#/register/education_program.

The experts confirmed that the professional behavior and communication skills of postgraduate doctors are developed through the "Academic Integrity of Faculty and Staff" of the Cabinet of Ministers of the Higher School of Public Health (HSPH), Protocol 1 of August 29, 2024, and **the Student Academic Honor Code of the Cabinet of Ministers of the Higher School of Public Health (HSPH), approved by the rector on January 28, 2025**, and are reflected in the relevant documents. Faculty and postgraduate doctors have been informed of the code of ethics. The code of ethics can be found at <https://ksph.edu.kz/ethical/> and

<https://drive.google.com/drive/folders/1jR9KQHALxmw2f6V4zlyWhtr92m2rlEA>. It is located in "Accreditation 2026" of "Institutional Accreditation" "Standard 2." The learning outcomes for the program were formulated in accordance with the Mission, aimed at developing the necessary key competencies, as well as the job functions, knowledge, and skills described in the Professional Standard (ESG II Part 1.2).

The expected learning outcomes were determined to meet the requirements of national professional standards for specialty 7R01125 "Emergency Medicine (Adult, Pediatric)". A review of the accredited Educational programme was received from the Director of the State Professional Educational Institution at the Central Children's and Youth Medical Center of Almaty, A.M. Smagulov, dated November 24, 2025, No. 43. Thus, the requirements of the professional community for specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" were taken into account.

<https://drive.google.com/drive/folders/1sARrNVcPRcIoiDtcbt5vKy-ysiFmmT>

The Educational programme defines learning outcomes for the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)", which include knowledge, skills, and professional behavior. Each skill can be assessed and measured; for example, using the case-based learning method (CBL), postgraduate doctors are given a real-world task, the solution to which assesses their level of critical thinking and decision-making. Postgraduate doctors receive regular oral feedback after each lesson and are surveyed weekly. Thus, based on a survey of postgraduate doctors in various specialties, including 7R01125 "Emergency Medicine (Adult, Pediatric)", each learning outcome is formulated according to the principles of measurability, specificity, and student-centeredness, clearly defining the ultimate goal of their training.

In a competency-based Educational programme, the teaching strategy and assessment system are aimed at achieving goals and objectives of training on the part of the teacher and the acquisition of the necessary competencies on the part of the student.

A mandatory component of postgraduate doctor training is their participation in providing medical care to the public. Postgraduate doctors undergo training at medical facilities such as the clinical sites of the Central City Clinical Hospital and the Emergency Care Service of the Almaty Healthcare Institution. For example, at the clinical sites of the Central City Clinical Hospital, postgraduate doctors learn such procedures as ***rapid life-threatening assessment, ABCDE assessment, and vital function stabilization***. This also enables postgraduate doctors to integrate knowledge and skills for timely diagnosis and treatment planning, including initiating appropriate interventions based on obtaining, interpreting, analyzing, evaluating, and prioritizing relevant clinical data. Postgraduate doctors also synthesize all information to make complete and accurate clinical decisions. They also

provide emergency care to children and adults at all levels of medical care based on evidence-based practice, critically evaluating new information and standards of care, and assessing the effectiveness and safety of treatment and preventive measures. Mastery of these EPs is assessed in two stages: theoretical knowledge and clinical performance using a work-based assessment (WBA) based on checklists, which is then assessed through a postgraduate doctor portfolio assessment.

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

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

Postgraduate doctors' independent learning includes practical experience in the hospital emergency room, where they are directly involved in seeing patients. Their ability to effectively manage their time is assessed in two ways: first, by observing the completion of specific tasks using pre-developed checklists (WBA format), and second, by participating in simulation training. These trainings simulate complex and stressful situations that postgraduate doctors may encounter, such as interacting with an aggressive patient or having to break bad news to a patient or their loved ones.

Postgraduate doctors present their independent work in the form of presentations and clinical case management programs. They also participate in the preparation of conference reports, which helps develop their skills in analyzing, synthesizing, and presenting scientific data in a compelling manner.

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

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

Overall, postgraduate doctors maintain ethical behavior toward faculty, fellow students, and medical staff. An ethics council is in place, which any educational institution employee can contact to resolve conflict situations. No such situations occurred during the 2025-2026 period. Postgraduate doctors themselves, during a meeting with experts, confirmed that faculty adheres to their ethical standards. When asked whether conflict resolution training had been conducted for faculty in the past few years, the answer was yes.

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

When determining the intended learning outcomes, the Residency Department staff considered previous undergraduate and internship learning outcomes, as well as the goals and objectives of subsequent continuous professional development in the chosen specialty. The educational institution offers continuing and informal education (continuing professional development), including programs in the specialty 7R01125 "Emergency Medicine (Adult and Pediatric)" of the accredited Educational programme at the KMU "HSPH."

Experts have identified a direct link between postgraduate doctors' achievements following their initial training and their subsequent professional growth within continuing education programs. The KMU "HSPH" has developed continuing education programs for the specialty "Emergency Medicine (Adult and Pediatric)" that postgraduate doctors are familiar with. The qualification obtained as a result of mastering the Educational programme in the specialty 7R01125 "Emergency Medicine

(Adult, Pediatric)" corresponds to level 7 of the national qualification framework (**ESG1.2**) and has the code 7. Completion of residency training is accompanied by the issuance of a residency completion certificate (issued by the university) and a certificate of a healthcare specialist - emergency medicine physician (adult, pediatric) (issued by the authorized body - the Committee for Medical and Pharmaceutical Control of the Ministry of Health of the Republic of Kazakhstan), which will be in demand in healthcare.

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

2.3 Curriculum organization and structure

The model Educational programme for residency training in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" was developed with an emphasis on the practical application of knowledge and the development of essential competencies. It is based on state educational standards, model programs, the National Qualifications Framework, and professional standards. The training is organized so that postgraduate doctors consistently develop their clinical skills, gradually moving to more independent work with patients under the guidance of experienced clinical advisors. The programme consists of mandatory courses, the content of which is strictly defined by state standards, and elective courses. The latter allow postgraduate doctors to choose courses that align with current challenges in emergency medicine and their personal professional interests, thereby flexibly adapting their training to the needs of practical healthcare. The duration of study is three years.

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

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

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

To implement the Educational programme in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)," the organization's documents include teaching and methodological kits (EMTs) that define the program's goals, integrate practical and theoretical components, and provide independent study. Compliance with the State Educational Standard (SES) and standard requirements has been established, including key educational competencies (KECs), which are implemented taking into account current clinical challenges and modern trends in emergency medicine. This enables postgraduate doctors to adapt their educational trajectories to the needs of practical healthcare and their professional priorities.

Since postgraduate doctors were not recruiting for specialty 7R01125 "Emergency Medicine (Adult, Pediatric)," the expert group attended practical classes in other specialties:

a) PC: "Critical Conditions in Obstetrics and Gynecology" (60 academic hours, 2 credits). Instructor: Lira Kabbasovna Kalieva. Venue: Keruen-Medicus Medical Center, Almaty, 45/1 Bukhar-Zhirau St.

b) Seminar-training: "Innovative Technologies in Pediatrics to Reduce Childhood Disability and Correct Orthopedic Pathology in Children with Severe Neuromuscular Diseases." 16 academic hours. Instructors: Irina Vladimirovna Akizhanova, Pavel Vadimovich Yudin. Venue: ORTOTIS - Central Asia LLC, Almaty, 79 Maylina St.

c) A seminar on "Ischemic Stroke: Risk Factors, Clinical Presentation, Diagnosis, Treatment, and Rehabilitation" was held in the "Neurology in Hospital (Adult)" program. The seminar was titled "Ischemic Stroke: Risk Factors, Clinical Presentation, Diagnosis, Treatment, and Rehabilitation." Duration: 6 academic hours. Instructor: K.G. Zhumagulova, MD, PhD, Associate Professor of Neurology. Clinical location: Smagul Kaishibaev Institute of Neurology and Neurorehabilitation, LLP

d) In the "Nephrology (Adult)" course, a practical lesson was held on "Kidney Amyloidosis (AA, AL, AFP — familial amyloidosis, AS, ASc, ASb — senile amyloidosis). Hepatorenal Syndrome." The lesson lasted 12 academic hours. Instructor: K.A. Kabulbaev, MD, PhD, Associate Professor of the

Department of Therapy with courses in Medical Rehabilitation, Nephrology, and Gerontology. Clinical location: JSC "Research Institute of Cardiology and Internal Medicine";

d) In the "Adult Inpatient Traumatology and Orthopedics" course, a practical lesson was held on "Surgical Treatment Methods." "Photosynthesis of wounds, open reduction of fragments, open reduction of dislocations: indications, surgical technique, approach to large joints of the upper and lower extremities, various types of osteosynthesis (screws, bone, intramedullary pins, plates, compression-distraction devices)." Volume of the lesson is 6 academic hours. Lecturer: Associate Professor of the Department of Therapy with courses in medical rehabilitation, nephrology and gerontology, Doctor of Medical Sciences. Abdurazakov A.U. Klin base: State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital"

f) MASTER'S PROGRAM Discipline "Health promotion" on the topic: Organization and management of public health services in Kazakhstan; Strengthening the health of socially vulnerable groups of the population." Lesson volume is 6 academic. Hour Instructor: Associate Professor Mairash Aushatovna Baimuratova

g) Course "Public Health" on the topic: "Kazakhstani National Medical University" Class duration: 6 academic hours. Instructor: Associate Professor Alma-Gul Rakhimovna Ryskulova.

Experts confirmed that the university has sufficient resources and potential to provide high-quality residency training. The availability of modern clinical facilities, as well as a strong team of motivated faculty who are not limited by language barriers (which allows us to attract the best specialists regardless of their English proficiency), guarantee high-quality education. A wide range of educational materials and a developed scientific infrastructure, supported by strong international connections and authority in global education, enable the university to successfully implement residency programs that meet the needs of students, faculty, and employers.

The organization ensures compliance with ethical principles in the implementation of the Educational programme. Experts have reviewed **the Code of Ethics of the Student Academic Honor Code of the KMU "HSPH" approved by the rector on January 28, 2025**. During interviews, postgraduate doctors responded that they were aware of this document's contents. The Code of Ethics can be found on the website: <https://ksph.edu.kz/ethical/> and <https://drive.google.com/drive/folders/1jR9KQHALxnw2f6V4zlyWhtr92m2rlEA>. It is located in "Accreditation 2026" under "Institutional Accreditation" and "Standard 2." <https://ksph.edu.kz/ethical/>

An analysis of educational activities showed that the scientific foundation and all scientific advances in the cognate disciplines have been taken into account, additions have been made to the educational and methodological kit bibliography and syllabi, and instructors are using them in the classroom.

The mentoring system described in Order No. 293-n of September 16, 2025, "On the Approval of Clinical Mentors for Postgraduate doctors," was evaluated. A total of 74 mentors are assigned, whose tasks are to ensure an effective educational process within the framework of clinical practice. <https://drive.google.com/drive/folders/1gEH3TgWTBmPI4jXENAEfOI4h1ARxC0uC>

The procedure for informing postgraduate doctors of their rights and responsibilities is reflected in <https://ksph.edu.kz/depts/educclinic/>, <https://drive.google.com/drive/folders/1gEH3TgWTBmPI4jXENAEfOI4h1ARxC0uC>

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

<https://drive.google.com/drive/folders/1gEH3TgWTBmPI4jXENAEfOI4h1ARxC0uC>,

With these methods, postgraduate doctors can participate in providing medical care to patients. Postgraduate doctors' potential for patient supervision is reflected in the academic policy of the KMU "HSPH." <https://ksph.edu.kz/> <https://drive.google.com/drive/folders/1XuN-Z6TqmnD6MMuQK3yzZKlhY6kVLAcP>

For example, postgraduate doctors of the Educational programme in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" upon completion of their training can perform procedures such as:

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

In the second and third years, as they accumulate the necessary competencies, postgraduate doctors move to more independent practice. They manage patients (under the supervision of a mentor), participate in consultations, and perform diagnostic and therapeutic procedures within their specialization, while their responsibility for clinical decisions increases. Overall, the Educational programme's design principles ensure consistent and comprehensive development, integrating theory, practice, and research. It offers an optimal combination of required and elective courses, fosters self-study skills, and seamlessly integrates postgraduate doctors into the medical care process under the guidance of experienced specialists.

Experts have determined that the educational institution fully implements the principles of academic integrity and anti-plagiarism. This is reflected in the document "Regulations on Academic Integrity" (Decision No. 1 of the Academic Board dated August 29, 2024), the Code of Academic Integrity, and the student agreement of the KMU "HSPH" (Agreement No. 452 dated September 30, 2025) "On the Provision of Anti-Plagiarism Services." <https://drive.google.com/drive/folders/1jR9KQHALxmw2f6V4zlyWhtr92m2rIEA>, <https://drive.google.com/drive/folders/1jR9KQHALxmw2f6V4zlyWhtr92m2rIEA>

The principles of academic integrity extend to all stages of postgraduate doctor training, including theoretical training, clinical practice, research, and final certification. Adherence to these principles is mandatory when taking exams, writing reports, preparing scientific publications, dissertations, and presenting clinical cases. Anti-plagiarism tools are used to verify the originality of postgraduate doctors' work in the context of their research activities and final certification.

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

Thus, by the end of their three years of training, postgraduate doctors will acquire the fundamental skills and competencies in the profession of "Emergency Medicine (Adult and Pediatric)," enabling them to work in institutions such as **emergency medicine physicians (ESG 1.2)**.

Experts have not identified any violations of the principle of equality in postgraduate education and continuous professional development, as the educational institution complies with the Constitution of the Republic of Kazakhstan, the Law on the Languages of the Peoples of the Republic of Kazakhstan, and other regulatory legal acts in the fields of education and healthcare.

The educational institution has a mechanism for regularly adapting teaching and learning methods to the requirements of modern science and education, as well as to the current needs of practical healthcare. This mechanism includes an analysis of practical healthcare needs (requests from employers), updating Educational programmes, introducing active teaching methods (simulation technologies, problem-based learning), professional development of faculty, and regular monitoring of learning outcomes. <https://drive.google.com/drive/folders/1XuN-Z6TqmnD6MMuQK3yzZKlhY6kVLAcP>

KMU "HSPH" has a comprehensive infrastructure and resources that ensure high-quality residency Educational programmes. Its arsenal includes: **access to clinical sites** for practical training; **A strong human resource pool**, supported by highly motivated faculty; the absence of English language proficiency requirements for faculty, eliminating restrictions on hiring experienced advisors

who do not speak a foreign language; **a wide range of educational resources**, covering both general and highly specialized knowledge; **a well-developed network of international contacts and authority on the global stage**, as well as significant opportunities for scientific research.

Thanks to these factors, KMU "HSPH" is able to effectively implement residency programs, fully meeting the needs of students, faculty, and employers. This demonstrates compliance with Standard 2 regarding adapting training to postgraduate doctor needs.

Program R01125 "Emergency Medicine (Adult, Pediatric)" is undergoing the accreditation process for the first time, and initial accreditation is underway to determine the program's readiness to accept future postgraduate doctors. The need for regular updates to the subject plan has been postponed, as this requires an analysis of the actual training experience of postgraduate doctors. Experts determined that the list of elective courses should be revised to eliminate duplication of prerequisite and mandatory component topics to enhance the acquisition of learning outcomes in the residency program (2.3.1).

2.4 Curriculum content

The residency Educational programme in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" is built on the foundation of knowledge and skills ingrained in basic medical education, in accordance with state standards and model programs. Its goal is not simply to supplement but to qualitatively develop and deepen the existing competencies of internship graduates, ensuring their compliance with the high requirements of postgraduate training in emergency medicine.

Documents contain requirements for the structure and content of Educational programmes, including 7R01125 "Emergency Medicine (Adult, Pediatric)." Responsibility for the selection and implementation of innovations in the educational process rests with G.S. Berdiyeva. – Head of the Department of Anesthesiology and Resuscitation with a Course in Emergency Medicine; V.K. Israilova – Professor of the Department of Anesthesiology and Resuscitation with a Course in Emergency Medicine. Based on Cabinet of Ministers of the Higher School of Public Health (HSPH), Order No. 374-N dated November 24, 2025. "On the establishment of a working group to prepare for specialized accreditation for residency programs."

https://docs.google.com/document/d/1mdGKiT6p6KtrYPPVp_PyA9CyGx1jr4/edit#heading=h.bj1d1pnk66vo.

The curricula and catalog of elective courses reflect both the current needs of the healthcare system, including emergency medicine, and the scientific potential of the faculty. The faculty's scientific achievements and research activities are demonstrated by the following:

- Publication of research results in leading international and national journals (Scopus/Web of Science);
 - Practical application of scientific developments in clinical practice;
 - Creation of elective courses based on the department's research interests, which facilitates the transfer of relevant knowledge to postgraduate doctors;
 - Faculty participation in grant-funded research, enriching the educational process with new data.
- To successfully implement the Educational programme in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)," the organization has the resources to assess postgraduate doctors' practical skills through practice-oriented training. Postgraduate doctors gain comprehensive experience in critical healthcare settings, including emergency departments, emergency rooms, intensive care units, and ambulance services. Their participation covers key aspects of emergency medicine: from triage and emergency management to stabilizing critically ill patients, on-call duty, participating in consultations, and performing resuscitation. This approach ensures the development of competencies in providing medical care both in the hospital and prehospital settings.

Planning, developing, and approving Educational programmes, including specialty 7R01125 "Emergency Medicine (Adult, Pediatric)," presents certain challenges. Nevertheless, the expert assessment confirmed that this program complies with all legal requirements. This applies to both the qualification criteria for educational institutions and the rules for additional and informal training for

healthcare workers, ensuring its full compliance with paragraph 6 of Article 221 of the Code of the Republic of Kazakhstan "On Public Health and the Healthcare System."

The ratio between the independent work assignments (IWA) and the independent work assignments (IWA) in the total volume of independent work is determined by the advisor instructor. Monitoring of independent work and assessment of its results is organized as a combination of two forms: self-monitoring and self-assessment; monitoring and assessment by instructors; and others.

As part of the IWA, postgraduate doctors are trained in the skills of critically evaluating literature, articles, and scientific data by writing essays, presentations in accordance with the subject plan, and essays on current issues in the diagnosis and treatment of the most common diseases.

The syllabi for compulsory, major, and cognate disciplines and the Working Curricula specify the topics and types of independent work for postgraduate doctors. The postgraduate doctor's educational trajectory and step-by-step approach to mastering practical skills, based on the "from simple to complex" principle, are clearly outlined in all disciplines of the Educational programme. The residency curriculum does not include separate courses on research methodology, but the necessary skills are integrated into the training and assessment system (to motivate participation in research).

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

The leadership and faculty of the KMU "HSPH" provide postgraduate doctors with training to enable them to competently and reasonably apply scientific data and developments in practice, apply the principles of evidence-based medicine, and master the skill of critically evaluating literature, articles, and scientific data.

KMU "HSPH" operates in accordance with the clinical protocols of the Ministry of Health of the Republic of Kazakhstan, which are based on evidence-based medicine, which also positively impacts the quality of the Educational programme in emergency medicine.

The educational organization guarantees adjustments to the structure, content, and duration of the Educational programme in the event of any changes in various sciences, demographics, and in response to the needs of the healthcare system.

Postgraduate doctors confirmed that evidence-based medicine is integrated into their training. Specifically, by applying clinical protocols in patient care, postgraduate doctors become familiar with bibliographies based on evidence-based medicine.

The Higher School of Public Health (KMU) has a Young Scientists Council that promotes the publication and practical implementation of research results, as well as postgraduate doctors' participation in international and interuniversity scientific conferences.

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

A review of the curriculum for specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" revealed a lack of elective courses. We believe that the inclusion of topics such as "Artificial Intelligence in Emergency Medicine" in elective courses will open up new horizons for postgraduate doctors and significantly enrich the educational process, bringing it in line with current professional standards.

2.5 Learning Methods and Experience

The primary teaching methods in residency are **practical work under the supervision of a advisor**. Advising is provided in accordance with the Clinical Advising Regulations (approved by the Us Protocol No. 1 of August 29, 2024).

During dialogue with postgraduate doctors, it was revealed that faculty primarily provides preliminary preparation for classes through briefings, assessment of students' knowledge, and

provision of access to educational and methodological resources. These activities are aimed at improving the educational process and enhancing the effectiveness of clinical activities.

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

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

Simulation-based training technologies immerse students in a simulated professional environment to safely practice skills, decision-making, and teamwork. The process is carried out in specialized centers using simulators, mannequins, and virtual reality, culminating in mandatory debriefing (action analysis). Scenarios are created those closely approximate real clinical situations (or other professional tasks). Mannequins, simulators, training devices, and virtual technologies are used. Various types of simulations are used, from simple (tactile) to highly realistic (virtual, robotic). Training is conducted without risk to patients. Continuous monitoring and analysis of actions, as well as debriefing, are provided.

The following simulation equipment, which meets standard requirements, is available for postgraduate doctors of the accredited Educational programme. The database includes highly realistic mannequins, simulators for practicing practical skills (including cardiopulmonary resuscitation, intubation, intravenous injections), as well as virtual simulators (simulator patients (adults, children) for practicing emergency conditions, monitoring vital signs and teamwork, models for intravenous injections, catheterization, auscultation of the heart and lungs, cardiopulmonary resuscitation (CPR), simulators for endoscopy, laparoscopy, obstetrics and gynecology, as well as virtual reality equipment and equipment for debriefing, allowing for the analysis of the actions of postgraduate doctors after a simulation scenario).

https://drive.google.com/drive/folders/1kXcCT07a7ctbMODqMnhdDIZOJ1qpE_r8

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

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

<https://drive.google.com/drive/folders/1jR9KQHALxnw2f6V4zlyWhtr92m2rlEA>

Order of the Acting Rector of the Cabinet of Ministers of the Higher School of Economics and Public Administration No. 42-n of January 19, 2026 "On Amending and Supplementing the Order "On the Composition of the Quality Council"" all documents Quality

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

Experts conclude that the educational system provides postgraduate doctors with the necessary skills and abilities that can impact their personal development. Postgraduate doctors are based on the development of all key competencies. A wide range of educational activities and a well-thought-out incentive system enable postgraduate doctors to comprehensively develop, improve, and find application in their future careers (**ESG II Part 1.3**). This is confirmed by the results of a review of documents such as the "Self-Assessment Report," "Contractual Obligations with Partners," "Development and Improvement Plans," and "Interview Results and Interviews" with educational

participants. It is also confirmed by the results of class visits, meetings with master's students, advanced training students, and postgraduate doctor surveys.

<https://drive.google.com/drive/folders/1gEH3TgWTBmPI4jXENAEfOI4h1ARxC0uC>

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

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

Teaching and learning methods are regularly adapted to changing conditions (**ESG II Part 1.5**) and the requirements of practical healthcare. For example, the Educational programm management (Residency Department, Department of Specialty 7R01122 – Dermatovenerology (Adult, Pediatric)) included elective courses on "Rare Genetic Skin Diseases in Children" in the curriculum, developed based on the results of the first year of postgraduate doctor training. The choice of clinical training site for postgraduate doctors was also based on an analysis of postgraduate doctor training needs.

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

2.6 Curriculum delivery and training facilities

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

KMU "HSPH" does not have all the clinical sites, and postgraduate doctor training for the accredited Educational programme is conducted at large clinics in Almaty and throughout the regions. The list of clinical sites with which Cooperation Agreements have been signed is available at: <https://drive.google.com/drive/folders/1PRMRpoRX5w2TMNZFUM3XE2G3Bw5gk2gR>

This includes training at the primary, secondary, and tertiary levels of healthcare. Postgraduate doctors can work in laboratories with which agreements have been signed. An indefinite agreement has been signed with each clinical site since 2015. Each department located at the clinical sites is responsible for this agreement. A total of 101 agreements have been signed for the current year.

Residency program experts in their specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" clinics visited: State-owned utility enterprise based on the right of economic management "Ambulance Service" No. 6, Almaty Substation, 115 Kazybek Bi Street, State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital," 6 Zhandosov Street. Each clinic has two training rooms and one lecture/conference hall, and four advisors are involved in the educational process. Currently, there are no students enrolled in the accredited residency program for specialty 7R01125 "Emergency Medicine (Adult, Pediatric)." https://drive.google.com/drive/folders/1o33fvcqPC5h71BP_xYwffkTNhbTf8Z5T

The clinical sites were selected based on the structure of the Educational programmemeand cognate disciplines. The authority to select/determine a clinical site for postgraduate doctor training rests with higher and/or postgraduate education institutions (HEIs), in conjunction with the heads of clinical sites (medical organizations). Sites are determined in accordance with Educational programmes approved by the Ministry of Health. These medical organizations are accredited <https://docs.google.com/document/d/1GmWpOBWhDbC0PMaIK2Th7KMxYZ9S9g8j/edit>

The experts ensured that postgraduate doctors have access to medical facilities' resources. When interviewed, postgraduate doctors confirmed that they would have full access to all necessary resources, information systems, and patients during their training at clinical sites, provided all medical

facility requirements regarding sanitary, epidemiological, and safety regulations are met. The experts confirmed this during a visit to the emergency medicine clinical site.

Participation in the planning, development, discussion and approval of the Educational programme, as well as monitoring of its implementation, is ensured by the participation of employers and students in collegial bodies - "Employers' Council" No. 3 of 14.05.2024 (discussion of the Educational programme), Protocols of the Educational and Methodological Board No. 2 of 15.04.2024, "Quality Manual" No. 6 of 31.10.2025 (implementation of the Educational programme), in Protocol of the University No. 10 of 29.05.2025 (approval of the Educational programme). Employers are also involved in reviewing the Educational programme. The participation of students, in addition to participation in collegial bodies, is ensured through questionnaires and focus groups (**ESG II Part 1.2**). The following employees and stakeholders participated: 25 employers. <https://drive.google.com/drive/folders/14OCWtAHUXPJ5A8JBt9CsgEtQFsuWI8HS>

The residency program was approved at the meeting of the Educational and Methodological Board of the Cabinet of Ministers of the Higher School of Public Health on April 15, 2025.

Approval of the residency program includes the development and consolidation by regulatory acts (orders of the Ministry of Health) of educational standards defining the requirements for the content, duration of the three-year program, and learning outcomes. It includes theoretical training, clinical practice at clinical sites, and midterm and final assessments. <https://drive.google.com/drive/folders/1040CE-d0d4wxysSCFuvxKVdO1iWbINJC>

A positive review was received from A.M. Smagulov, Director of the State Clinical Hospital for Children and Youth Medical Care in Almaty. No. 43 of November 24, 2025, which serves as the basis for adding the program to the Register of Educational programmes. From this moment on, the Cabinet of Ministers of the KMU (HSPH) has the right to enroll students in this program. (Rules for maintaining a register of Educational programmes implemented by higher and/or postgraduate education institutions, as well as the grounds for inclusion in and exclusion from the register of Educational programmes (Order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated October 12, 2022, No. 106)

<https://drive.google.com/drive/folders/1sARrNVcPRcIoiDtcbt5vKy-qiFmmT>

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

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

During the visit, aimed at assessing the quality of the Educational programmes, the experts examined the work various departments, including the Department of Anesthesiology and Resuscitation, Almaty Emergency Medical Care Substation No. 6, as well as the clinical sites and library of the Almaty Municipal Medical University "HSPH" were visited. Several meetings and interviews were held covering key aspects of postgraduate doctor training. Cross-sectional interviews revealed that postgraduate doctors are constantly supervised and their progress is regularly monitored.

Postgraduate doctor training in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" is aimed at meeting the needs of practical healthcare, as there is a shortage of emergency medicine specialists. Thus, during discussions with the organization's management, experts obtained information from an external assessment of compliance with institutional accreditation standards aimed at improving quality. They also collected information confirming the involvement of key stakeholders (including postgraduate doctors and employers) in the process of developing the mission and strategic goals of the educational organization. Faculty members confirmed that postgraduate doctor training is carried out directly in clinical departments (the Department of Anesthesiology and Resuscitation of the City Clinical Hospital at the Central City Clinical Hospital, Substation No. 6 of the State Emergency Medical Service Substation at the Almaty Emergency Medical Services. There are no postgraduate doctors in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" at the time of accreditation.

During the practical session of the "Neurology in Adult Hospital" course, a seminar was held on "Ischemic Stroke: Risk Factors, Clinical Presentation, Diagnosis, Treatment, and Rehabilitation." The session lasted 6 academic hours. Instructor: K.G. Zhumagulova, PhD, Associate Professor of Neurology. Clinical location: Smagul Kaishibaev Institute of Neurology and Neurorehabilitation, LLP.) and discussions with postgraduate doctors revealed that the organization promotes the development of postgraduate doctors' practical competencies, including using simulation equipment. At the same time, postgraduate doctors deepen their theoretical knowledge and develop communication skills.

2.7 Opportunities for higher degrees and research

Current state standards do not provide for the award of an academic degree upon completion of residency. However, residency program graduates who have obtained the qualification of emergency medicine physician may continue their studies to a doctoral (PhD) program.

The university provides extensive support to successfully prepare for doctoral entrance examinations. This includes improving language proficiency to the level required for admission, as well as completing the necessary prerequisite courses, such as those in the Master's in Research and Teaching programs.

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

Furthermore, the management of the HSE welcomes postgraduate doctors' scientific publications and conference presentations.

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

The EEC's findings on the criteria. Comply with 28 standards: 28 are fully compliant, 0 are partially compliant, and 0 are not compliant.

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

Standard 3: ASSESSMENT

3.1 Assessment Policy and System

The assessment system for postgraduate doctors' academic achievements is presented in several key documents. Students' academic achievements are assessed in accordance with Order No. 125 of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008, "On Approval of the Model Rules for Conducting Current Progress Monitoring, Midterm and Final Assessment of Students for Secondary, Technical, Vocational, and Postsecondary Education Institutions" (https://adilet.zan.kz/rus/docs/V080005191_) and the Academic Policy of the KMU "HSPH" (link: Academic Policy of LLP KMU "HSPH").

At the university level, the general framework and rules are defined in the "Regulations on Conducting Midterm and Final Assessments," the "Regulations on Monitoring and Evaluating EPs,"

and the "Academic Policy." For the Healthcare (Medicine) program, the University Academic Board developed and approved a special appendix to the Academic Policy, "Program Regulations, Development, and Updates," and "Program Development Rules." The HSPH employs a comprehensive assessment policy that allows for a comprehensive study of postgraduate doctors' academic achievements. The details of this system, including all aspects of assessment, are set out in the "Residency Regulations" by the Academic Board, Protocol No. 1, dated August 29, 2024.

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

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

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

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

The educational institution has a practice of engaging external examiners to assess postgraduate doctors, which is documented in the "Regulations on Conducting Interim and Final Assessments," Resolution No. 10 of the Residency Council dated May 29, 2025. This ensures the independence and objectivity of assessment results. **(ESG II Part 1.3)**

Thus, to verify the data in Standard 3, experts questioned the Head of the Postgraduate Education Department of the Residency Department and reviewed the postgraduate doctor assessment documents and methods.

Final assessment in the form of an exam is conducted at the end of the course. A postgraduate doctor's performance in the course 7R01125 "Emergency Medicine (Adult, Pediatric)" is determined by the final grade, which consists of two components: the exam eligibility assessment and the exam

grade. The exam eligibility assessment is based on ongoing academic performance throughout the entire course period. It is calculated as the arithmetic mean of all grades received by the postgraduate doctor during this period. All aspects of the assessment policy, including the goals, methods, and principles of student assessment, are detailed in the **Academic Policy** (link: Academic Policy of KMU “HSPH”).

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

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

All departments have scheduled visits to faculty classes as part of their internal departmental control (IDC). These plans are implemented, and the results of the visits are discussed at departmental meetings.

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

During a site visit and interview with an employee of the Residency Department (Director Akmaral Adilkhanovna Abirowa and Deputy Director Ainur Imashevna Abdykalykova), the commission was convinced that the department has a transparent internal documentation mechanism that ensures accessibility of key management and regulatory documents (plans, reports, regulations, contracts) to staff. This ensures openness, compliance with accreditation standards, and enables the tracking of contractual obligations and departmental development, as well as educational and methodological documentation (work programs, curricula, syllabi, and journals), assessment tools (checklists, reports), certificates, and credentials.

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

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

During interviews with faculty regarding assessment methods, experts obtained convincing evidence that a variety of methods are used to assess students' knowledge, skills, and abilities, consistent with learning objectives and expected outcomes. These methods ensure the objectivity, reliability, and validity of assessments, and also promote the development of critical thinking and independence in postgraduate doctors, who actively use tests, situational tasks, case studies, presentations, oral surveys, and written work (essays, reports).

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

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

Employers stated that they are personally involved in postgraduate doctor assessments by including them on examination committees, internal audit processes, supervision, and evaluation of medical documentation, as well as in state certification. This ensures direct feedback and assessment of the practical skills of future specialists.

However, the educational organization did not provide systematic feedback to them. Employers value skills such as a desire to learn, determination, and drive in residency graduates. These personal qualities are considered key to successful professional growth, and in addition to the required level of

knowledge, skills, and competencies acquired during training, they are also considered particularly strong.

3.2 Assessment in support of learning (formative assessment)

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

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

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

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

The relevance and representativeness of the examination process is ensured by a detailed assessment matrix, which clearly defines the quantity, quality, format, and difficulty level of assignments for each topic. The objectivity of the assessment is guaranteed by the participation of faculty who have not taught the given group, the use of strict checklists, and a procedure for randomizing examination questions. When developing assignments, a principle of gradual decrease in difficulty is applied: current assignments are more difficult than benchmark assignments, and benchmark assignments are more difficult than exam assignments (this is especially relevant for test assignments, as selecting patients for mini-clinical exams with such a gradation of difficulty are difficult). In addition to knowledge and skills, the final assessment for the course includes aspects such as professionalism, ethics, research competencies, and the completion of specialized assignments. These include: maintaining medical records, writing and defending case histories, preparing clinical reviews and consultations, assessing behavior and professionalism using the 360° method, completing creative projects (e.g., creating medical simulations), research work (reflected in a portfolio), and advising undergraduate and intern students.

Expert evaluation confirmed that all assignments for the assessment materials are based on real clinical cases from the developers' practice. The comprehensive methods used in the postgraduate doctor assessment system are recognized and widely used in medical education worldwide. **(ESG II Part 1.3).**

The experts reached a consensus that testing is the most valid method for assessing knowledge and competencies in their practical application. The residency program includes the use of test tasks simulating typical and atypical clinical situations.

Clinical skills will be assessed through direct observation of postgraduate doctors performing clinical examinations of patients and their rationale for subsequent actions (examination plan, differential diagnosis, selection of therapeutic strategies, outcome prediction, and problem list creation). Particular attention will be paid to assessing communication skills and the validity of clinical decisions in real-world clinical settings. A 360° assessment will allow for a comprehensive assessment of postgraduate doctors' soft skills, their integrity, professionalism, and adherence to ethical standards.

3.4 Quality assurance of the assessment system

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

The educational organization engages independent examiners to evaluate postgraduate doctors.

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

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

All these reports form the basis for revising the assessment policy, changing the exam content, and improving the CIS. The CIS must be reviewed every semester. Patient safety requirements and risk assessment during examination and treatment are discussed during each postgraduate doctor's assignment (both formative and summative assessments). Errors and medical incidents are also analyzed (<https://www.coursera.org/specializations/patient-safety>).

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

The review is documented by the Residency Department at meetings of the Residency Program Management Committee, the Educational and Methodological Board, and the Consultative Committee of the KMU "HSPH." A faculty survey was conducted in 2004, which resulted in changes to the curriculum and postgraduate doctor assessments.

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

The results of the postgraduate doctor assessments for 2024 and 2025, which were shared with the experts, contain data on a specialist shortage of 417.2 full-time positions in 2024. The reports also

reflect the results of the external evaluation of Educational programmes and training performance indicators for the specified period. The report of the external expert commission for 2024 identified a staff shortage of 417.2 full-time positions http://www.ecaqa.org/docs/01/10_sxdf.pdf.

The EEC findings, based on the criteria, Comply with 15 standards: 15 are fully compliant, 0 are partially compliant, and 0 are not compliant

Standard 4: POSTGRADUATE DOCTORS

4.1 Selection and progression policy

Admission to residency in the specialty 7R01125 - "Emergency Medicine (Adult, Pediatric)" is carried out in accordance with the following regulatory and legal documents of the Republic of Kazakhstan, which guarantees the availability of criteria, the process of selection of students, takes into account the individual abilities of applicants (clause 5.1): 1) order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600 "On approval of the Model Rules for Admission to Study in Educational Organizations Implementing Educational programmes of Higher and Postgraduate Education" <https://adilet.zan.kz/rus/docs/V2000020841>; 2) Order of the Ministry of Health of the Republic of Kazakhstan dated May 25, 2021 No. RK MoH – 43; Registered in the Ministry of Justice of the Republic of Kazakhstan on May 28, 2021 No 22844 "On approval of the list of medical specialties of residency programs". 3) Order of the Ministry of Health of the Republic of Kazakhstan dated July 4, 2022 No. RK MoH-63 "On approval of state mandatory standards for levels of education in the field of healthcare"; 4) Order of the Ministry of Health of the Republic of Kazakhstan dated January 9, 2023 No. 4 "On approval of standard curricula for medical and pharmaceutical specialties"; 5) Order of the Ministry of Health of the Republic of Kazakhstan dated December 15, 2020 No. RK MoH -270/2020 - "On approval of the Rules for placing state orders, admission to training and training of medical personnel in residency" <https://adilet.zan.kz/rus/docs/V2000021802>; 6) SCES-2022; 7) Rules for admission to residency link: Rules for admission to residency.

The educational institution has a policy for accepting postgraduate doctors (License with an appendix for educational activities)

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

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

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

The document takes into account the requirements for residency applicants regarding their previous undergraduate and internship achievements (e.g., Section 4.1 of the "Residency Admission Rules" and the "Residency Regulations") <https://ksph.edu.kz/residency/>), and also describes safety requirements (e.g., Sections 10.1.4 and 10.2.1 of the "Residency Regulations"). **(ESG II Part 1.4)**

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

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

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

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

During the 2024-2026 period, 244 postgraduate doctors were accepted to all Educational programmes, but there are no postgraduate doctors in the specialty "7R01125 - Emergency Medicine (Adult, Pediatric)" as they are undergoing initial accreditation.

Thus, the experts validated the self-assessment report data against *Standard 4*. Overall, all criteria were met. However, some shortcomings were identified: "The Residency Regulations" and "Residency Admission Rules" do not address the following: approaches to admitting postgraduate doctors with disabilities (a barrier-free learning environment, including ramps, call buttons, elevators, and accessible restrooms, has not been created);

The experts reviewed the postgraduate doctor admissions documentation, including the Residency Admission Rules, regulatory documents, and the Academic Policy. These documents include regulations for Educational programmes, applicant requirements, and information on the number of postgraduate doctors accepted.

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

4.2 Performance improvement and exit from the programme

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

KMU "HSPH" has a clear and open assessment system that helps postgraduate doctors track their academic progress. This includes regular assessments (current monitoring), midterm exams, and final certification. All these procedures comply with state standards established by Order No. 125 of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008, "On Approval of the Model Rules for Conducting Current Monitoring of Academic Performance, Midterm and End-of-Course Assessment of Students..." (<https://adilet.zan.kz/rus/docs/V080005191>). These standards establish requirements for the postgraduate doctor's level of knowledge, skills, and abilities, as well as grounds for retakes and expulsion.

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

Academic advising is provided by the department's faculty, advisors, and clinical advisors appointed from among highly qualified physicians at clinical sites. Counseling includes support for

postgraduate doctors on all aspects of the educational process: choosing elective courses, mastering the educational workflow, creating individualized curricula, and analyzing current academic performance, as well as following the Academic Policy document (link: Academic Policy of LLP KMU "HSPH").

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

The following information was obtained from interviews with postgraduate doctors and graduates:

Are you satisfied with the teaching organization (amount of time for practical training, location of seminars, seminar topics)? Yes, completely – 96.15%, partially – 3.85%; Is there sufficient time for practical training (patient supervision, clinical rounds, clinical reviews, assisting with surgeries)? 96.15% completely agree, 3.85% partially agree.

How would you rate the organization of clinical training? 88.46% excellent, 11.54% good.

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

Thus, the academic advising system ensures timely responses to emerging issues, progress monitoring, error prevention, and support for postgraduate doctors in both academic and clinical aspects. Each postgraduate doctor is familiar with and applies informed consent for examination, treatment, and medical procedures in their clinical work. Before classes begin, postgraduate doctors are briefed by their instructor on the rules of conduct in a medical facility and sign the "Safety and Health Instructions" document.

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

This was confirmed by postgraduate doctors during meetings with experts.

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

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

Social support includes benefits and access to additional resources, such as medical services, dormitory accommodation (planned), and opportunities to participate in grant programs and international exchanges. Social, financial, and personal support for postgraduate doctors is provided in accordance with the "Regulations on the Intra-University Grant Competition of the Cabinet of Ministers of the Russian Federation "HSPH" (Decision No. 9 of April 27, 2023) https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

Academic Policy of the Cabinet of Ministers of the Russian Federation "HSPH" and is documented in the Residency Department.

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

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

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

Currently, there have been no postgraduate doctor placements due to the lack of graduating students.

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

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

4.3 International medical graduates

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

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

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

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

International graduates can provide feedback on the program and share concerns through a survey after each semester, consultations with supervisors and clinical advisors, and special consultation sessions where international postgraduate doctors can discuss their challenges and receive support.

4.4 Postgraduate doctor work and study

KMU "HSPH" provides postgraduate doctors with a structured program that carefully regulates their academic and workload, maintains a balance between clinical practice and education, and includes an advising system.

The residency Educational programme includes a clearly defined workload distribution: 20% classroom work, 60% independent clinical work under the supervision of a clinical advisor, and 20% independent work by the postgraduate doctor. This balance allows for a combination of theoretical training, clinical practice, and the consistent development of professional independence.

Class hours are set from 8:00 AM to 4:00 PM and are regulated by the State Educational Institution of the Republic of Kazakhstan, sanitary and epidemiological standards, curricula, and recommendations of healthcare authorities. Postgraduate doctors work in accordance with occupational safety requirements and the internal regulations of their clinical sites, with each activity carried out under the supervision of a clinical advisor. The program includes mandatory on-call shifts (including night shifts), on-call work in outpatient clinics, participation in clinical rounds, conferences, and case reviews. On-call shifts are scheduled for 12 hours each, under the supervision of a advisor or, in their absence, the department physician on duty.

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

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

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

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

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

Postgraduate doctors are informed about their advisors. Currently, **75 clinical advisors at 101 clinical sites are participating in postgraduate doctor training under the accredited program.**

Postgraduate doctors are informed about the number and timing of ongoing assessments and final examinations. Information about the examinations is published on the KMU "HSPH" website.

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

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

The Department of Anesthesiology and Resuscitation with the Emergency Medicine Unit is responsible for developing the plan for the specialty program 7R01125. All of this is regulated in the document "the requirements of Order No. RK MoH-178/2020 of the Minister of Health of the Republic of Kazakhstan, which outlines the working conditions of the postgraduate doctor, his responsibilities, as well as the requirements for advising and safety measures when working at clinical sites."

Department faculty informs postgraduate doctors of the conditions for their participation in providing medical care through advisors based on the Residency Regulations and the Clinical Advisor Regulations.

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At the same time, the Residency Department, through faculty and clinical advisors, regulates the program to ensure that postgraduate doctor participation in providing medical care does not dominate.

If a postgraduate doctor is forced to interrupt their studies (due to pregnancy, maternity leave, illness, or military service), the educational institution has the following mechanisms in place to allow postgraduate doctors to continue their training during any forced interruptions related to pregnancy, maternity leave, child care, long-term illness, military service, or business trips. All procedures are governed by regulatory documents, including Order No. 595 of the Ministry of Education and Science

of the Republic of Kazakhstan dated October 30, 2018, "On Approval of the Model Rules for the Activities of Institutions of Higher and/or Postgraduate Education" and the Academic Policy of the KMU "HSPH."

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

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

Currently, there are **244** such students, including 10. **59** are postgraduate doctors under the accredited program.

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

4.5 Postgraduate doctor safety

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

https://drive.google.com/drive/folders/1o33fvcqPC5h71BP_xYwffkTNhbTf8Z5T

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

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

Postgraduate doctors' physical safety during training is regulated by the Safety Procedures, which postgraduate doctors sign before beginning training, as well as by clinic documents, including the clinical site's internal regulations, safety and health briefings, medication handling rules, and the briefing log.

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

4.6 Postgraduate doctor remuneration and fees

Starting September 1, 2025, postgraduate doctors of Kazakhstan will receive a monthly stipend of 134,664 tenge in accordance with the Government of the Republic of Kazakhstan decree increasing

stipends and amendments to education legislation. This amount is set for postgraduate doctor physicians studying under state Educational programmes. <https://www.zakon.kz/pravo/6431043-na-skolko-kazakhstanskim-studentam-i-magistrantam-povysyat-stipendii-v-2025-godu>.

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

This year, there are **244** such postgraduate doctors, including **59** postgraduate doctors in the accredited program.

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

4.7 Postgraduate doctor health and welfare

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

Conclusions of the EEC on the criteria. Comply with 19 standards: 18 are fully compliant, 1 are partially compliant, and 0 are not compliant

Standard	Standard Compliance	Recommendations for improvement
4.7	Partially Complied	To accommodate postgraduate doctors with disabilities, a barrier-free learning environment should be provided, including ramps, call buttons, elevators, and accessible restrooms.

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teacher and clinical supervisor establishment

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

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

The HR Department carries out ongoing procedures for the hiring, registration, and dismissal of faculty and staff. Faculty recruitment is carried out through a competition for vacant positions, the procedure for which is regulated by the Regulation on the Procedure for Competitive Filling of Faculty and Research Staff Positions at KMU "HSPH" LLP (link: Regulation on the Procedure for Competitive Filling of Faculty).

In accordance with Order No. 606 of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018, "On Approval of the Average Student-to-Faculty Ratio for Calculating the Total Headcount of Faculty at Institutions of Higher and/or Postgraduate Education, with the Exclusion of the Academy of Justice, Military, Specialized Educational Institutions, and Cultural Educational Organizations," the university's faculty staff is determined annually for the new

academic year. The faculty is formed based on the needs for the effective implementation of Educational programmes, as well as the overall teaching load.

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

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

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

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

Clinical advisors are hired based on the requirements for clinical advisors in the "Residency Regulations" and "Clinical Advisor Regulations" (Decision of the Management Board, Protocol No. 1, dated August 29, 2024)
https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

The department has 10 faculty members. Three faculty members are involved in the implementation of the Educational programme in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)", of which one holds a Doctor of Medical Sciences degree and one holds a Candidate of Medical Sciences degree (see Appendix, Tables No. 9 and No. 10). Overall, the academic degree rate of faculty teaching postgraduate doctors in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" is 100%. The percentage of faculty holding the highest/first category in their major disciplines is 100%.

The management of the KMU "HSPH" is responsible for the recruitment of faculty.

The academic degree rate is 60%, with 11 people holding the highest category (100%), 0 (%) holding the first category, and 0 (%) holding the second category. postgraduate doctor training in the specialty "7R01125 "Emergency Medicine (Adult, Pediatric)" is carried out by the following staff: State-owned utility enterprise based on the right of economic management "Central City Clinical Hospital" at 6 Zhandosov Street, based in the Anesthesiology and Resuscitation Department, Admissions Room; State-owned utility enterprise based on the right of economic management "Ambulance Service" Substation No. 6, Almaty, at Kazybek Bi Street, 115.

The experts reviewed the job descriptions of the teaching staff and the "Regulations on Advisoring." The experts were familiarized with the personnel policy of the Cabinet of Ministers of the Higher School of Public Health and the "Regulations on Clinical Advisoring."

The KMU "HSPH" plans to recruit department heads from clinical hospitals as clinical advisors.

The faculty staffing level is calculated based on the average student-to-faculty ratio (the average number of students per faculty member) of 3:1. The distribution of faculty by discipline category directly corresponds to the number of teaching hours approved for each discipline. The faculty staffing level and teaching load calculation are approved annually.

The incentive system for faculty and clinical advisors includes a combination of material (salaries, bonuses, onboarding bonuses for newcomers, and psycho-emotional support) and non-material incentives (recognition, training, and career advancement opportunities).

The principles of faculty ethics and academic integrity are reflected in the documents "Academic Policy" and "Academic Integrity."

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

During interviews with faculty, they confirmed their awareness of the issue of "Academic Integrity of the Faculty and Staff of the KMU "HSPH."

Technical and administrative staff are available to support the Educational programme (**ESG II Part 1.5**), including IT specialists.

An oral survey of faculty revealed that they are completely satisfied with the work organization and workplace at this educational institution. At this educational institution, faculty have the opportunity to engage in research and publish their research results 100% of the time.

At this stage of implementing the new Educational programme in emergency medicine, two faculty members are sufficient. However, staff with specialization in emergency medicine is required.

5.2 Ethics and conduct of teachers and clinical supervisors

The University has developed mechanisms and criteria for systematically assessing faculty performance, their level of competence, the professional potential of the staff, and their readiness to address the strategic objectives of our organization.

The primary assessment methods include certification, interviews, identifying potential candidates, and observation. In accordance with the University's plans, departments conduct annual audits of their educational and methodological work, in accordance with regulatory documents. To monitor and evaluate the quality of teaching, mutual visits to classes and open lectures are held, the results of which are discussed at department meetings. The quality of classes and the teaching materials used, the timeliness of assignments for independent work, and the organization of monitoring and assessment of student performance are analyzed at department meetings.

Faculty performance is assessed based on the results of certification. The main purpose of certification is to determine the suitability of faculty for their positions based on a comprehensive and objective assessment of their qualifications, professional competence, and professional qualities. Faculty certification is carried out among full-time faculty of KMU "HSPH" and is based on the Regulations for the Procedure for the Certification of the Faculty of LLP "Kazakhstan Medical University "HSPH".

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

The monitoring system and process for improving the performance of teachers (**ESG II Part 1.5**) and clinical advisors is regulated by the document "Regulations on Clinical Advising" (Decision of the Management Board, Protocol No. 1 of August 29, 2024), "Regulations on the Procedure for Competitive Filling of Teaching Staff and Researcher Positions" https://drive.google.com/drive/folders/1Qg5MLf8FGTHHD33Ovq3S_i9iR7yq0mac

Teachers are certified in accordance with the Order of the Ministry of Health of the Republic of Kazakhstan dated November 3, 2025. In 2017, amendments were made to the Rules for Certification of Professional Competence of Healthcare Specialists, and a faculty survey was also included.

5.3 Continuing professional development for teaching and clinical supervisory staff

To verify the data in Standard 5, during a meeting with the head of the HR department and interviews with faculty, experts obtained opinions on approaches to developing faculty pedagogical competence, motivation to work with postgraduate doctors, and advising. Advising includes appropriate support in the postgraduate doctor's professional and personal development, sharing experience and knowledge, and supporting the mentee in an effective and efficient manner, fostering

independence by thoroughly studying the young specialist's abilities, inclinations, interests, and attitude toward the team. The experts determined that faculty and postgraduate doctors have sufficient time for teaching, advising, and training. Faculty work schedules are set in accordance with the internal regulations and the curriculum. Work hours are from 8:00 AM to 4:00 PM. Faculty conduct seminars lasting 2 weeks. It is about hours twice a week. Time for clinical reviews and clinical rounds is 1.5 hours per day. On-call shifts are organized according to a schedule and may include night shifts and weekends, providing around-the-clock support for postgraduate doctors and patients.

Experts determined that faculty and postgraduate doctors have sufficient time for teaching, advising, and teaching.

Experts found that faculty initiates research topics for postgraduate doctors, stimulating the need for additional training and independent work with literature and medical documentation.

The personnel policy (ESG II Part 1.5) and approaches to engaging clinical advisors are reviewed annually in accordance with the changing needs of postgraduate medical education. The last review was conducted in 2025, based on the updated "Qualification Requirements for the Educational Activities of Organizations Providing Higher and Postgraduate Education, and a List of Documents Confirming Compliance Therewith" (Order of the Ministry of Medical and Higher Education dated January 8, 2024). (g.).

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

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

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

The EEC's findings based on criteria. Comply with 8 standards: 8 are fully compliant, 0 are partially compliant, and 0 are not compliant

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities for teaching and learning

Postgraduate doctor training is provided at 1) the Central City Clinical Hospital, 6 Zhandosov Street, and 2) the Emergency Medical Service, Almaty Substation No. 6, 115 Kazybek Bi Street, https://drive.google.com/drive/folders/1o33fvcqPC5h71BP_xYwffkTNhbTf8Z5T

There were no candidates for residency training under the accredited Educational programme "7R01125 "Emergency Medicine (Adult, Pediatric)" during the current admissions campaign.

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

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

At these clinical sites, postgraduate doctors supervise patients, conduct outpatient appointments, work in laboratory and diagnostic departments, and master all necessary theoretical and practical skills in the inpatient, outpatient, and emergency care settings under the supervision of faculty and clinical advisors.

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

<https://onlinelibrary.wiley.com/>, <https://www.cochranelibrary.com/>, the Web of Science platform <http://apps.webofknowledge.com/>, the Scopus database www.scopus.com, the Science direct database www.sciencedirect.com, and Springer Link (Springer) <https://link.springer.com/>

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

A safe environment is ensured by a security system, video surveillance, access control, and functioning fire alarm and emergency response systems. All clinical sites adhere to sanitary standards, infection control is ensured, and regular training on safety, fire safety, occupational health, and civil defense is conducted. Postgraduate doctors are permitted access to the clinic only with a health certificate. All necessary occupational health and safety documentation, including *mandatory safety rules and a log of all training sessions*, is stored in a specially designated section. This section also contains an accident log, *knowledge assessment reports*, and *a list of instructions*, which are key to maintaining and monitoring safety standards. "Residency Regulations," "Occupational Health and Safety Instructions" (ESG II Part 1.6)

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

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

Postgraduate doctors interviewed confirmed their awareness of these documents.

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

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

In 2025, one project received funding directly from the MHE RK, and two projects received funding through the "Zhas Galym" program.

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

<https://drive.google.com/drive/folders/1h0nZyu7QvKJPtmBBGuAo6Y1qsvEyMhW>.

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

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

In 2025, one project will receive funding directly from the Ministry of Health and Higher Education of the Republic of Kazakhstan, and two projects will receive funding through the "Zhas Galym" program.

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

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

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

6.2 Postgraduate medical education based on clinical training

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

A review of the resources showed that they meet the goals and objectives of educational activities. For example, clinical sites of the State-owned utility enterprise based on the right of economic management were visited. The Central City Clinical Hospital, located at 6 Zhandosova Street, has a total capacity of 550 beds, including 20 beds for emergency medicine in the intensive care unit (ICU).

https://drive.google.com/drive/folders/1o33fvcqPC5h71BP_xYwffkTNhbTf8Z5T, and the staff of the KMU "HSPH" ensure collegial and ethical relationships with medical staff and clinical site management to achieve the final results of postgraduate doctors.

A sufficient number of specialized patients (e.g., emergency medicine postgraduate doctors) are provided, modern equipment is demonstrated and accessible to students, and faculty members ensure high-quality education in compliance with ethics and deontology.

During a visit to the clinical sites of 1) the Central City Clinical Hospital, 6 Zhandosov Street, and 2) the Emergency Medical Service, No. 6 Almaty Substation, 115 Kazybek Bi Street, https://drive.google.com/drive/folders/1o33fvcqPC5h71BP_xYwffkTNhbTf8Z5T, experts assessed resources, their compliance with the curriculum, accessibility for faculty and postgraduate doctors, and the modernity of the equipment and its relevance to the needs of students and practical healthcare.

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

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

Postgraduate doctors in the Educational programme "7R01125 Emergency Medicine (Adult, Pediatric)" can practice practical skills using medical simulators, mannequins, and hardware and software systems.

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

Postgraduate doctors demonstrated their commitment to the HSPH, actively responded to questions from external experts, and demonstrated their judgment regarding the organization of

training, skill assessment, advisory support, opportunities to participate in research, and funding. Experts reviewed postgraduate doctors' documents (portfolios, postgraduate doctor assessment checklists, and postgraduate doctor survey results). To provide postgraduate doctors with practical experience in teamwork, the KMU "HSPH" implements a range of activities, including joint case reviews in clinical databases, interdisciplinary consultations, interactive role-playing games and simulations, project-based tasks, and involvement in research.

Training in an interdisciplinary/interprofessional team is based on the principles of membership, integration, and teamwork, which helps each postgraduate doctor think effectively in various challenging situations. Working in a team of various specialists will not only teach collegiality, which is essential for future work, but will also significantly enhance postgraduate doctors' knowledge in related specialties; it will allow them to assess the role of a team leader and develop management skills essential for everyday medical practice.

Postgraduate doctors can conduct health education activities for patients and training sessions for interns. For example, postgraduate doctors at the MSE on the REM Clinical Hospital participate in interdisciplinary consultations and joint clinical case reviews, forming part of the clinical base.

In the survey, postgraduate doctors noted that they have free access to patients at clinical sites and are provided with all the necessary conditions for improving their practical skills. 88.46% of faculty members completely agreed, 16.13% partially agreed, and 0% were undecided.

Regular updates of equipment at clinical sites and other educational resources are carried out in accordance with the changing needs of postgraduate doctor training. The planned and current number of postgraduate doctors is taken into account to achieve a 3:1 ratio of postgraduate doctors to faculty. The profile of clinical advisors is determined by Department 7R01125 "Emergency Medicine (Adult, Pediatric)", and the Residency Department evaluates their compliance with the goals and objectives of the residency, their level of education, and their proficiency in teaching methods. Thus, for the period 2022-2025, clinical advisors (76 in total) completed training at the seminar "Methodology of Medical Education. This made it possible to introduce new teaching methods." Clinical advisors are provided with the following materials for training postgraduate doctors: 7R01125 "Emergency Medicine (Adult, Pediatric)".

The Residency Department for Education staff conducts annual monitoring of the quality of Educational programmes, and the results include: an internal audit of the QMS of departments and clinical sites; an analysis of the needs of faculty, postgraduate doctors, and departments; adjustments to the provision of clinical sites with specialized equipment; Replenishment of the library collection and electronic library; modernization of the simulation center. Equipment and infrastructure upgrades are being implemented taking into account the number of postgraduate doctors, the profile of clinical advisors, and the volume and complexity of clinical cases. The simulation module is designed to improve safety, quality, and postgraduate doctor confidence, but does not replace clinical experience.

Social surveys are a good way to independently assess the quality of education. They help understand the opinions of postgraduate doctors, faculty, advisors, and employers about the learning environment, programs, and learning outcomes. These surveys complement standard testing by demonstrating how people perceive quality, the learning environment, and how graduates' skills align with market demands.

The purpose of this assessment is to conduct an in-depth analysis of residency Educational programmes, examining the workforce needs of the healthcare system and existing teaching methods to determine the success of innovations in postgraduate education. The assessment is conducted through an analysis of specialist needs and postgraduate doctor teaching methods, and the results allow us to draw conclusions about the quality of innovative changes in postgraduate education. For example, an external audit serves this purpose: a commission examines the residency program's compliance with real market needs, the implementation of simulation technologies, and the objectivity of skills assessment.

To stimulate research activity and maintain the interest of postgraduate doctors and faculty in postgraduate education, comprehensive approaches are key. These include financial incentives (in the

form of bonuses and grants) and the creation of conditions for career advancement and professional development. Equally important are the creation of a favorable research atmosphere, official recognition of achievements, and, of course, the specialists' inherent desire for self-improvement.

This is documented in the Regulation "On the Organization of the Remuneration and Incentive System" of the Cabinet of Ministers of the Higher School of Public Health dated February 2, 2023, and the Regulation "On Key Performance Indicators of the Faculty" (Resolution of the Executive Board, Protocol No. 4, dated November 26, 2025).

6.3 Training postgraduate doctors at alternative clinical bases

KMU "HSPH" implements a policy of academic mobility and provides postgraduate doctors with the opportunity to study at alternative clinical sites both within the country and abroad. This policy is reflected in university documents and is supported by the administration, departments, partner clinical sites, and external healthcare organizations.

At the same time, postgraduate doctor training in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" is conducted at the Central City Clinical Hospital, a state-owned enterprise on the right of economic management, located at 6 Zhandosova Street. The hospital has a total capacity of 550 beds, including 20 beds for emergency medicine in the intensive care unit (ICU).

https://drive.google.com/drive/folders/1o33fvcqPC5h71BP_xYwffkTNhbTf8Z5T

The preparation of scientific publications is carried out under the supervision of a faculty member and does not require additional training facilities. As part of its international mobility program, the university has entered into memoranda and cooperation agreements with foreign medical universities and research centers (Russia, Turkey, Uzbekistan, Kyrgyzstan, Belarus, and others), enabling temporary training for postgraduate doctors at partner institutions' clinical sites.

The system of credit transfer and offsetting is implemented upon transfer or reinstatement of a student from another university or Educational programme. It is developed taking into account the scope and content of the Educational programme. A document on the transfer and offset of learning outcomes between educational institutions at the national level exists. Mobility is supported by agreements with leading medical organizations in the country, including the S.D. Asfendiyarov Kazakh National Medical University. (ESG II Part 1.2) Residency Regulations

<https://daqar.org/storage/folder/10368/22211/NrWvgOQBbysQbalKKBl2NdHKcee1f0YdJ4K70hkX.pdf>

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

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

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

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

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

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

6.4 Information sources, resources, and use

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

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

Faculty and students have been provided with all the necessary conditions for using information and communication technologies at and beyond the HSE University.

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

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

To support the educational process and methodological work, training and student support resources have been created and utilized: the Platonus educational management system and the Moodle educational portal. The Platonus AIS contains course syllabi for all Educational programmes, and instructors assign grades for ongoing and final assessments.

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

In accordance with Order No RK MoH-63 of the Minister of Health of the Republic of Kazakhstan dated July 4, 2022, "On Approval of State Mandatory Standards for Levels of Education in Healthcare," departments implementing educational activities for residencies in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" will develop syllabi that will be uploaded to the Platonus automated information system, which postgraduate doctors have access to.

Postgraduate doctors have full access to all library resources in both print and electronic formats. For independent study, users are provided with the library's electronic resources, including purchased electronic and multimedia textbooks, training programs, and subscription databases.

The library's collection contains the necessary educational, methodological, and scientific literature in the specialties, in accordance with the established qualification requirements for licensing, accreditation, and certification of educational activities. Thus, the university creates a safe, ethical, and technologically advanced digital environment that fully supports the mission of postgraduate medical education and promotes the development of postgraduate doctors' professional competencies. **(ESG II Part 1.8)**

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

At clinical sites, postgraduate doctors, under the supervision of advisors, have access to medical information systems (MIS), allowing them to work with patient data, prepare documentation, and practice clinical reasoning skills in real-world practice. The University regularly upgrades its technical infrastructure, implements modern educational technologies, expands digital resources, and introduces elements of distance learning where methodologically justified and does not replace clinical contact with patients. This ensures compliance with ESG requirements and modern principles of specialist training **(ESG II Part 1.6)**.

The experts reviewed the following documents regulating these processes: the Library Regulations, the Agreement on Double-Degree Education in the Field of Preparation of the Educational programme "Healthcare Management" (Poland, Higher School of Economics and Innovation in Lublin (Poland), the Cooperation Agreement with Kazan State Medical University, Agreement No. 452 on the Provision of Services (Anti-Plagiarism), the Master Agreement on Expanded Online Access with Wiley, Instructions for Teachers and Students - Distance Learning System (DLS) on the MOODLE Platform, Time Standards for Calculating the Volume of Academic Workload Performed by the Faculty of Kazan Medical University "HSPH" for the 2025-2026 Academic Year, the Regulation on the Organization of the Remuneration and Incentive System of Kazan Medical University "HSPH", the Regulation on Key Performance Indicators of the Faculty (Faculty), the Regulation on the Personnel Training Procedure, the Procedure for Conducting Faculty Certification, Memorandum - First Affiliated hospital (China) and other high-risk medical institutions.

EEC findings based on criteria. Comply with 15 standards: 15 are fully compliant, 0 are partially compliant, and 0 are not compliant

Standard 7: QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE EDUCATION

7.1 The quality improvement system

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

The change management process includes several levels:

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

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

The experts evaluated the program for monitoring the processes and results of the Educational programme, which includes a review of Educational programme 7R01125 "Emergency Medicine (Adult, Pediatric)" (familiarized with the review of the State Commission for Emergency Medicine (SCEM) of the Center for Children's and Youth Medical Care (CDSMC) No. 43, dated November 24, 2025), program discussions at a meeting of the Educational and Methodological Board (Minutes No. 1, dated April 15, 2025), and feedback collection on various elements of the residency program through a survey of employers and postgraduate doctors. <https://drive.google.com/drive/folders/1040CE-d0d4wxysSCFuvxKVdOliWblNJC>

A postgraduate doctor survey was not conducted due to the lack of postgraduate doctor admissions; this was an initial accreditation process.

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

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

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

Collecting and analyzing feedback at KMU "HSPH" is a mandatory part of the quality assurance system and involves all key participants in the educational process. The University systematically receives feedback from instructors, clinical advisors, postgraduate doctors, employers, and representatives of clinical sites, allowing it to develop a comprehensive understanding of the quality of training for specialists in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)".

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

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

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

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

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

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

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

All changes to the Educational programme are discussed at department meetings, the Residency Department, the Educational and Methodological Board, and the Academic Board. Based on the

analysis, decisions are made to adjust syllabi, curricula, teaching methods, the list of clinical sites, strengthen practical skills, and update educational and methodological documentation.

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

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

The university is systematically reviewing and updating all key elements of program 7R01125 "Emergency Medicine (Adult, Pediatric)." Departments continuously evaluate the structure and content of the curricula, ensuring that disciplines comply with current healthcare system requirements, scientific and medical development trends, specialist qualification requirements, and professional standards.

The program is updated based on an analysis of the results of ongoing monitoring, midterm and final assessments, independent assessment data from the National Center for Neurological Expertise, postgraduate doctor and faculty surveys, and feedback from clinical advisors and employers. All proposals and identified deficiencies are discussed at department meetings, the Educational and Methodological Board, and advisory bodies, after which they are documented and included in future corrective action plans.

An important part of the process is the review of clinical sites and educational and methodological resources. If necessary, the list of clinical sites is expanded, syllabi are updated, the literature is adjusted, and practice-oriented components are strengthened. The university allocates resources to improve its physical infrastructure, develop its IT infrastructure, and enhance the qualifications of faculty and clinical advisors.

At the time of accreditation, there are no residency students enrolled in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" (ESG II Part 1.10).

Faculty participates in international and national educational events.

7.2 Patient Safety

KMU "HSPH" operates a quality assurance system that covers all processes of the residency program in specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" and is aimed at ensuring patient safety and preventing postgraduate doctor errors during clinical training. This system includes monitoring of the educational process and clinical practice, regular assessment of postgraduate doctor performance, analysis of midterm and final assessment results, and an external independent evaluation (NCIE).

Patient safety is considered a mandatory component of training quality. At the clinical sites where postgraduate doctors are trained, strict access control is in place, and postgraduate doctors work under the constant supervision of faculty and clinical advisors, minimizing the risk of errors and ensuring a safe environment for patients. The advisor physician is personally responsible for the postgraduate doctor's clinical performance, and their work results are documented in an electronic journal and portfolio. Internal quality control mechanisms are implemented through internal university audits (IUC), departmental monitoring, class visits, and analysis of postgraduate doctor reports, which enable the timely identification and mitigation of potential errors in clinical practice. postgraduate doctor and faculty surveys, as well as feedback from clinical sites, play an important role, ensuring timely adjustments to the educational process and enhancing the safety of the clinical environment.

EEC findings based on criteria. Comply with 10 standards: 10 are fully compliant, 0 are partially compliant, and 0 are not compliant.

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

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

<https://drive.google.com/drive/folders/1XuN-Z6TqmnD6MMuQK3yzZKIhY6kVLAcp>

The key structural unit responsible for training residency students in the specialty 7R01125 "Emergency Medicine (Adult, Pediatric)" is the specialized department of therapy with courses in gastroenterology, psychiatry, medical rehabilitation, and gerontology.

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

The experts reviewed the documents on completion of postgraduate doctor training, including the IDC.

The issuance of state-issued educational documents is carried out in accordance with the order of the Minister of Science and Higher Education of the Republic of Kazakhstan dated February 10, 2023 No. 47. "On approval of the types of documents on higher and (or) postgraduate education, the forms of documents on higher and (or) postgraduate education of the state standard and the rules for their registration and issuance, the basic requirements for the content of documents on higher and (or) postgraduate education of our own sample and the rules for their registration and issuance" <https://adilet.zan.kz/rus/docs/V2300031894>

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

The assignment of qualifications in the relevant residency specialty is carried out in accordance with Order No. RK MoH-63 of the Minister of Healthcare of the Republic of Kazakhstan dated July 4, 2022, "On Approval of State Compulsory Standards for Education Levels in Healthcare" (<https://adilet.zan.kz/rus/docs/V2200028716>).

Therefore, the educational organization complies with the recommendations of national authorized bodies, including the Ministry of Science and Higher Education of the Republic of Kazakhstan and the Ministry of Healthcare of the Republic of Kazakhstan. Thus, in accordance with the classifier of residency specialties (*On approval of the nomenclature of specialties and specializations in the field of healthcare, the nomenclature and qualification characteristics of healthcare worker positions. Order of the Minister of Health of the Republic of Kazakhstan dated December 21, 2020 No. RK MoH-305/2020.*)

8.2 Shared Governance

The following are also involved in organizing the training of students in the Educational programme:

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

Department of International Activities – responsible for organizing academic mobility and scientific internships in neighboring and distant countries;

The Department of Economics and Finance handles stipend payments, contracts with the Ministry of Health of the Republic of Kazakhstan for training under state procurement, contracts with local executive authorities, healthcare organizations, and students, including those paid for with their own funds, as well as the generation of certificates of completion and invoices.

The Department of Digitalization and Technical Support provides technical support for Platonus, video lecture and presentation recordings.

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

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

The educational organization evaluates the educational process management and staff in relation to the achievement of the residency program mission and expected learning outcomes through feedback with postgraduate doctors and faculty (see Section 7.2 of the report) and certification based on the document. Internal quality control mechanisms are implemented through internal university audits (IUC), departmental monitoring, class visits, and analysis of postgraduate doctor reports, which enables the timely identification and elimination of potential risks of errors in clinical practice. postgraduate doctor and faculty surveys, as well as feedback from clinical sites, play an important role, ensuring timely adjustments to the educational process and enhancing the safety of the clinical environment.

To the survey question "Do the organization's management listen to your opinions regarding issues related to the educational process, research, and clinical work?", faculty members responded "systematically," 74.19% answered "sometimes," 22.58% "rarely," and 0% "never."

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

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

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

8.3 Postgraduate doctor and staff representation

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

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

8.4 Administration

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

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

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

The administrative and managerial staff is formed in accordance with the approved university structure. The staffing schedule is determined according to the structural divisions within it. The staffing schedule is approved by the rector.

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

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

Acting Director of the Department of SR and QMS, Zh.B. Turykbaev, is responsible for the implementation and monitoring of the QMS.

Faculty members are familiar with the QMS, as confirmed by interviews. The key QMS documents are the Quality Manual, the Strategic Plan of the Cabinet of Ministers of the Higher School of Public Health, and other regulatory legal acts.

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

The assessment of the administration and management of the educational process as a whole and the educational programme for the residency program in the specialty "7R01125 Emergency Medicine (Adult, Pediatric)" is conducted through a faculty survey, interviews with administration and postgraduate doctors, an analysis of educational and methodological documentation, clinical sites, and a consumer satisfaction assessment to ensure educational quality. The results demonstrate achievements such as improved quality of medical record evaluation, the implementation of clinical protocols and standard operating procedures, and the development of postgraduate doctors' ability to independently conduct diagnostics, select appropriate treatment, prepare documentation, and work in a team. (ESG II Part 1.9)

Conclusions of the EEC based on the criteria. Comply with 8 standards: 8 are fully compliant, 0 are partially compliant, and 0 are not compliant.

CONCLUSION: The external evaluation of the educational programme revealed that 108 of the 109 standards fully comply with the accreditation standards. One standard was partially met. No non-compliance with the standards was identified.

Considering that the initial accreditation of the educational programme in the specialty "7R01125 'Emergency Medicine (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 (program) accreditation without a postgraduate doctor contingent. Therefore, the tasks of the external expert commission included assessing the university's readiness to accept postgraduate doctors, examining existing principles and approaches to postgraduate doctor training, quality assurance mechanisms, and residency program management using the example of other educational programmes. Nevertheless, the EEC specifically examined the organization of training in the specialty "7R01125 'Emergency Medicine (Adult, Pediatric)'," including documentation, faculty, educational resources, and other important issues related to compliance with accreditation standards.

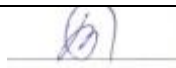
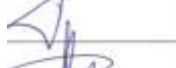
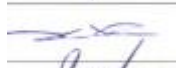
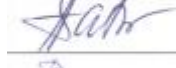
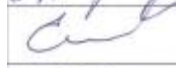
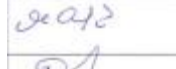
The EEC concluded that, despite achievements in postgraduate doctor training and the expected educational outcomes for the accredited Educational programme "7R01125 'Emergency Medicine (Adult, Pediatric)'," there were a number of issues that the university must address within the first or second quarter of 2026.

5. Recommendations for improving the educational programme "7R01125 'Emergency Medicine (Adult, Pediatric)'":

Standard	Standard Compliance	Recommendations for improvement
2.4.4	Completed	The introduction of elective courses, especially "Artificial Intelligence in Pediatric Surgery," will provide postgraduate doctors with broad perspectives and significantly enrich the educational programme, meeting modern requirements for specialists.
4.7	Partially Complied	For postgraduate doctors with disabilities, ensure a barrier-free learning environment, including ramps, call buttons, elevators, and accessible restrooms.

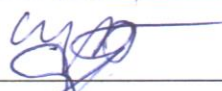
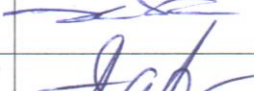
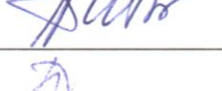
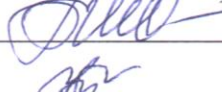
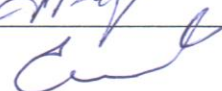
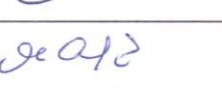
6. Recommendation to the Accreditation Council

The members of the EEC established the compliance of the educational program of the residency in the specialty "Emergency Medicine (Adult, Pediatric) of the Kazakhstan Medical University "HSPH" with the Accreditation standards of the postgraduate medical education program and came to a unanimous opinion to recommend that the Accreditation Council of the ECAQA to accredit this program for a period of 3 years.

Chairman	Balmukhanova Aigul Vladimirovna	
International Expert	Professor Peter Wushou Chang	
International Expert	Yordanka Uzunova	
Academic Expert	Madyarov Valentin Manarbekovich	
Academic Expert	Urazova Saltanat Nurgozhayevna	
Academic Expert	Zhunussova Aigul Bitimbayevna	
Academic Expert	Yermukhanova Lyudmila Sergeyevna	
Academic Expert	Khismetova Zaituna Abduzhassimovna	
Academic Expert	Sadykova Ainur Maralovna	
Academic Expert	Bacheva Irina Viktorovna	
Academic Expert	Shanayeva Gulnara Sattarovna	
Academic Expert	Tuksanbayeva Gulfariza Ussenbayevna	
Academic Expert	Sharapiyeva Alua Muratbekovna	
Academic Expert	Veliyeva Ainur Teimurovna	
Expert-employer	Yesirkepova Gulnara Serikaliyevna	
Expert-Master's student	Sovetbek Mereke Kuanyshtyzy	
Expert-Postgraduate Doctor	Alpys Makpal Bakhytkyzy	

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК установили соответствие образовательной программы резидентуры по специальности «Неотложная медицина (взрослая, детская)» ТОО «Казахстанский медицинский университет «ВШОЗ» Стандартам аккредитации программы последипломного 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	15		-
4.	РЕЗИДЕНТЫ	19	18	1	-
5.	ПРЕПОДАВАТЕЛИ И КЛИНИЧЕСКИЕ НАСТАВНИКИ	8	8		-
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	15		-
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЯ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	10		-
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	8		-
	Всего:	109	108	1	-
			109		

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

№	Наименования документов	Кол-во
1	Устав КМУ «ВШОЗ» утвержден решением общего собрания участников Протокол №01.12/23 от 25.12.2023 года	1
2	Лицензия на образовательную деятельность №KZ18LAA00006861 от 21 апреля 2016г. https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
3	Соглашение о двудипломном образовании по направлению подготовки образовательной программы «Управление в здравоохранении» (Польша, Высшая Школа Экономики и Инноваций в Люблине (Польша) https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
4	Договор о сотрудничестве с Казанским государственным медицинским университетом https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
5	Свидетельство о международной институциональной аккредитации №IA00035 от 25.05.2021г. (ESAQA) https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
6	Свидетельства международной специализированной аккредитации по образовательным программам магистратуры и докторантуры от 25.05.2021г. (ESAQA)	5
7	Приложение к лицензии на занятие образовательной деятельностью 7R011 – Здравоохранение от 26 декабря 2023 года https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
8	Международная специализированная аккредитация по образовательным программам резидентуры	20
9	Свидетельство о международной институциональной аккредитации Медицинского колледжа «HSPH» при ТОО Казахстанский Медицинский Университет «ВШОЗ» IANo0365 от 30.12.2024	1
10	Лицензия на образовательную деятельность в сфере начального, основного среднего, общего среднего, технического и профессионального, послесреднего образования, духовного образования, образовательно-оздоровительные услуги несовершеннолетним №KZ59LAM00001174 https://drive.google.com/drive/folders/1QppAvPA6idoKa7mwbVtLWwIwUdLuGbbC	1
11	Каталог элективных дисциплин на 2025-2026 учебный год по образовательным программам магистратуры и докторантуры	8
12	Каталог элективных дисциплин на 2025-2026 учебный год по образовательным программам резидентуры	1
13	Академическая политика	1
14	Договор №0068AB/0824 с АО «Научный центр педиатрии и детской хирургии»	1
15	Договор о совместной деятельности №57/2-02.22 с ГКП на ПХВ «Детская городская клиническая больница №2»	1
16	Договор о совместной деятельности №69-06.21 с ГКП на ПХВ «Центр детской неотложной медицинской помощи»	1
17	Отчет по исполнению операционного плана ТОО КМУ «ВШОЗ» за первое полугодие 2025 года	1
18	Положение о приемной комиссии Казахстанского медицинского университета «ВШОЗ»	1

19	Положение о резидентуре	1
20	Правила приема в резидентуру	1
21	Правила приема в магистратуру и докторантуру	1
22	Положение об академической честности	1
23	Договор №452 о предоставлении услуг (антиплагиат)	1
24	Кодекс академической честности обучающегося ТОО «Казахстанский медицинский университет «ВШОЗ»	1
25	Заседание Совета работодателей Протокол №3 от 14.05.2024	1
26	Заседание Ученого Совета Протокол №4 от 26.11.2025	
27	Перечень клинических баз Университета	1
28	Положение о портфолио врача-резидента	1
29	Положение «Образовательная программа: разработка и обновление»	1
30	Мастер-соглашение по расширенному онлайн-доступу с компанией Wiley	1
31	Анализ удовлетворенности обучающихся ТОО «Казахстанский медицинский университет «ВШОЗ» качеством образовательных услуг за первый семестр 2025-2026 учебного года	1
32	Анализ удовлетворённости обучающихся на предмет объективности итоговых экзаменов в ТОО «Казахстанский медицинский университет «ВШОЗ» за 2024-2025 учебный год	1
33	Положение о проведении промежуточной и итоговой аттестации Врачей-резидентов	1
34	Положение об апелляционной комиссии	1
35	Результаты электронного анкетирования для оценки удовлетворенности слушателей сертификационного курса «Менеджмент здравоохранения»	1
36	Инструкция для обучающихся – Система дистанционного обучения (СДО) на платформе MOODLE	1
37	Инструкция для преподавателей – Система дистанционного обучения (СДО) на платформе MOODLE	1
38	Инструкция – Пользования организационной техникой, локальной компьютерной сетью и информационными данными сети ТОО КМУ «ВШОЗ»	1
39	Положение о библиотеке	1
40	Положение о клиническом наставничестве	1
41	Положение о приемной комиссии Казахстанского медицинского университета «ВШОЗ»	1
42	Положение о совете молодых ученых	1
43	Должностная инструкция Доцента кафедры	1
44	Кадровая политика	1
45	Нормы времени для расчета объёма учебной нагрузки, выполняемой профессорско-преподавательским составом ТОО КМУ «ВШОЗ» на 2025-2026 учебный год	1
46	Положение об организации системы оплаты и стимулирования труда ТОО «Казахстанский медицинский университет «ВШОЗ»	1
47	Положение о ключевые показатели эффективности профессорско-преподавательского состава (ППС)	1
48	Положение о педагогической нагрузке ППС ТОО КМУ «ВШОЗ»	1
49	Положение о порядке обучения персонала ТОО «Казахстанский медицинский университет «ВШОЗ»	1
50	Порядок проведения аттестации профессорско-преподавательского состава ТОО «Казахстанский медицинский университет «ВШОЗ»	1
51	Положение о порядке конкурсного замещения должностей профессорско-	1

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

88	Правила проведения анкетирования слушателей циклов повышения квалификации	1
89	Инструкция по получению свидетельства ПК ВШОЗ	1
90	Инструкция по работе на платформе Moodle для слушателей ПК/СК	1
91	Сводная таблица по ОП, количество программ дополнительного образования по специальностям	1
92	Контингент слушателей за 5 лет	1
93	Антикоррупционная политика	1
94	Приказ о составе Диссертационного Совета	1
95	Приказ о составе Клинического совета	1
96	Приказ о состав Научного Совета	1
97	Отчеты по повышении квалификации за 2022 год	1
98	Отчеты по повышении квалификации за 2023 год	1
99	Отчеты по повышении квалификации за 2024 год	1
100	Сертификаты по повышению квалификации сканированные документы (скан)	8
101	Приказ «Об утверждении учебной нагрузки ППС на 2025-2026 учебный год» (копия)	1
102	Должностная инструкция старшего преподавателя	1
103	Силлабус	1
104	Образовательная программа резидентуры	1
105	Портфолио резидентов	1
106	Стандартная операционная процедура порядок разработки, экспертизы, переработки и утверждения силлабусов образовательных дисциплин	1
107	Инструкция для преподавателей Экспресс-Валидация результатов тестирования с помощью Gemini	1
108	Договор №NQ-492 на оказание услуг (антивирус)	1
109	Договор присоединения к Условиям предоставления сервиса информационной системы электронного документооборота и автоматизации бизнес-процессов «Documentolog PLATFORM»	1
110	Договор на оказание услуг No NQ-268 Программное обеспечение Office LTSC Standard 2024 Education Perpetual	1
111	Положение об организации работы студии видеозаписи	1
112	Техпаспорт	1
113	Сведения по движению контингента магистрантов и докторантов за декабрь 2025 года.	1
114	Положение о мониторинге и оценке образовательных программ ТОО Казахстанского медицинского университета «ВШОЗ»	1
115	Положение о докторантуре	1
116	Положение о магистратуре	1
117	Протоколы кафедрального заседания	3
118	Рецензии на КИСы	13
119	Положение о совете молодых ученых	1
120	Свидетельство о внесении сведений в государственный реестр прав на объекты, охраняемые авторским правом	1
121	Приказ – Состав молодых ученых	1
122	Контрольно-измерительные средства по дисциплине «Методология качественных типов исследований» ОП:8D10101 «Общественное здравоохранение» (научно-педагогическое) «Методология качественных типов исследований»	1
123	Силлабус ОП:8D10101 «Общественное здравоохранение» (научно-	1

	педагогическое)	
124	Силлабус ОП :7М10145 «Медицина» (профильная) Управление безопасностью пациентов	1