

To the Accreditation Council of the
Eurasian Centre 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
EVALUATION OF KAZAKHSTAN'S MEDICAL UNIVERSITY "KSPH" LLP
FOR COMPLIANCE WITH THE ECAQA STANDARDS FOR
INSTITUTIONAL ACCREDITATION OF MEDICAL ORGANISATIONS OF
POSTGRADUATE AND CONTINUING EDUCATION (CONTINUING
PROFESSIONAL DEVELOPMENT)**

period of external expert evaluation: 18-19 March 2026

Almaty, 2026

CONTENT

	List of symbols and abbreviations	2
1.	Composition of the external expert commission	3
2.	General part of the final report	5
2.1	Presentation of Kazakhstan Medical University “KSPH” LLP	7
2.2	Information on Previous Accreditation	7
2.3	Brief Description of the Self-assessment report of Kazakhstan Medical University “KSPH” LLP	7
3.	Description of external expert evaluation and conclusion	8
4.	Analysis of compliance with accreditation standards based on the results of the external evaluation of Kazakhstan Medical University “KSPH” LLP	9
5.	Recommendations for Institutional Improvement of Kazakhstan Medical University “KSPH” LLP	78
6.	Recommendation to the Accreditation Council	80
	Appendix 1. Institutional quality profile and external evaluation criteria of Kazakhstan Medical University “KSPH” LLP	81
	Appendix 2. List of documents reviewed as part of the external expert evaluation	82
	Appendix 3. Programme of the Site-visit to the organisation by the External Expert Commission	87

LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care
WFME	World Federation of Medical Education
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
PE	Postgraduate Education
ESG	Standards and Guidelines for Quality Assurance in the European Higher Education Area
EP	Educational programme
BS	Basic Standard
QIS	Quality Improvement Standard
KMU “KSPH”	Kazakhstan Medical University “Kazakhstan School of Public Health”

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 04 dated 14 January 2026, an External Expert Commission (hereinafter referred to as the EEC) was established to conduct the external institutional evaluation of Kazakhstan Medical University “KSPH” LLP during the period of 28–30 January 2026, with the following composition:

№	EEC Membership	Full name	Academic degree/title, position, place of work/study, year of study, specialty
1	Chairperson	Balmukhanova Aigul Vladimirovna	Doctor of Medical Sciences, Professor, Academician of the National Academy of Sciences of the Republic of Kazakhstan, Head of the Department of Surgical Disciplines, International Medical School, KOU
2	International Expert	Professor Peter Wushou Chang	MD, MPH, ScD, FRCP, FPH, Institute of Public Health, Institute of Environmental Sciences, College of Medicine, National Yang Ming University
3	International Expert	Yordanka Uzunova	Associate Professor, MD, PhD, Member of the Bulgarian Pediatric Association and the International Liver Transplantation Society, Head of the Pediatric Clinic, Lozenetz University Hospital
4	Academic Expert	Madyarov Valentin Manarbekovich	Doctor of Medical Sciences, Professor, Head of the Department of Surgery with a Course in Anesthesiology and Intensive Care, Kazakhstan-Russian Medical University
5	Academic Expert	Urazova Saltanat Nurgozhayevna	Doctor of Medical Sciences, Head of the Department of Family Medicine No. 3, Astana Medical University
6	Academic Expert	Zhunussova Aigul Bitimbayevna	Candidate of Medical Sciences, Director of the Department of Accreditation and Quality Management, NJSC Astana Medical University
7	Academic Expert	Yermukhanova Lyudmila Sergeyevna	Candidate of Medical Sciences, MBI, Associate Professor, Head of the Department of Public Health and Healthcare with a Course in Nursing, NJSC West Kazakhstan Marat Ospanov Medical University
8	Academic Expert	Khismetova Zaituna Abduzhassimovna	Candidate of Medical Sciences, Professor, Head of the Department of Public Health, Semey Medical University
9	Academic Expert	Sadykova Ainur Maralovna	Candidate of Medical Sciences, Associate Professor of the Department of Infectious and Tropical Diseases, NJSC Asfendiyarov Kazakh National Medical University
10	Academic Expert	Bacheva Irina Viktorovna	Master of Medicine, PhD, Associate Professor of the Department of Internal Diseases, NJSC Karaganda Medical University
11	Academic Expert	Shanayeva Gulnara Sattarovna	Candidate of Medical Sciences, Senior Lecturer of the Emergency Medical Care Course, Kazakhstan-Russian Medical University

12	Academic Expert	Tuksanbayeva Gulfariza Usenbayevna	Candidate of Medical Sciences, Docent, Associate Professor, Acting Professor of the Department of Neurology, Psychiatry, Rehabilitation and Neurosurgery, South Kazakhstan Medical Academy
13	Academic Expert	Sharapiyeva Alua Muratbekovna	PhD, Dean of the School of International Students, NJSC Semey Medical University
14	Academic Expert	Veliyeva Ainur Teimurovna	PhD, Acting Associate Professor of the Department of Obstetrics and Gynecology, NJSC Al-Farabi Kazakh National University
15	Expert-employer	Yesirkepova Gulnara Serikaliyevna	Master of Medicine, Healthcare Manager, Chief Physician, Asmed Turgut Ozal LLP
16	Expert-Master student	Sovetbek Mereke Kuanyshkyzy	Second-year Master's student in Global Health and Healthcare, NJSC Asfendiyarov Kazakh National Medical University
17	Expert-Postgraduate Doctor	Alpys Makpal Bakhytkyzy	Second-year resident in Neurology Adult and Pediatric, Kazakhstan-Russian Medical University
18	Expert learner	Musaeva Nazgul Nazarovna	Master of Public Health, Deputy Director for Organisational and Methodological Work, MSE on the REM "City Rheumatology Center"

The EEC Report includes a description of the results and conclusion of the external evaluation of the educational organisation for compliance with the Standards for Institutional Accreditation of Medical Organisations of Postgraduate and Additional Education (Continuing Professional Development) (hereinafter referred to as the Accreditation Standards), the EEC recommendations for further quality improvement, and recommendations on the accreditation of the educational organisation for the ECAQA Accreditation Council.

2. General Part of the Final Report

2.1 Presentation of Kazakhstan Medical University "KSPH" LLP

Organization Name, Legal Form of Ownership, BIN	LLP "Kazakhstan Medical University "KSPH" BIN: 011240001712
Governing Body	Ministry of Healthcare of the Republic of Kazakhstan
Full Name of Top Director	Auyezova Ardak Mukhanbetzhanovna
Date of Establishment	21 July 1997, on the basis of the Kazakhstan School of Public Health (Resolution of the Government of the Republic of Kazakhstan No. 1142)
Location and Contact Information	Republic of Kazakhstan 19A Uteпов Street, Almaty, 050060 Tel.: +7(727) 337 80 18 (Rector's Reception Office) +7(727) 337 80 28 WhatsApp number: +7(707) 102 24 88 E-mail: ksph@ksph.kz Official website: https://ksph.edu.kz/
State Licence for Educational	KZI8LAA0006861

Activities in Residency (date, number)	26 December 2023 7R011 Healthcare
Information on Branches and Subsidiary Organisations, if any	-
Year of commencement of educational activities in residency (postgraduate education) and total number of graduates	Year of commencement: 2024 Total number of graduates since the start of implementation of residency programmes: none
Duration of Residency Training	Educational Programme “Neurology” — 2 years Educational Programme “Nephrology” — 2 years Educational Programme “Pulmonology” — 2 years Educational Programme “Pediatric Surgery” — 3 years Educational Programme “Infectious Diseases” — 2 years Educational Programme “Emergency Medicine” — 3 years Educational Programme “Traumatology and Orthopedics” — 3 years
Number of Residents in the Current Academic Year — 258	Educational Programme “Neurology” — 4 persons Educational Programme “Nephrology” — 3 persons Educational Programme “Pulmonology” — 0 Educational Programme “Infectious Diseases” — 0 Educational Programme “Pediatric Surgery” — 0 Educational Programme “Emergency Medicine” — 0 Educational Programme “Traumatology and Orthopedics” — 4
Year of commencement of implementation of additional and non-formal education programmes , total number of programmes and number of trained learners	Year of commencement: 2021 Total number of additional education programmes: 163, with a workload of 60–250 hours Total number of non-formal education programmes: 46, with a workload of 8–48 hours Total number of trained learners: 63,735
Number of distance educational programmes	Total: 46, with a workload of 8–48 academic hours Hybrid forms of educational programmes were developed in the current year.
Number of Learners in the Current Year	21972
Full-time teaching staff / part-time teaching staff involved in the implementation of residency and additional education programmes, including percentage of academic degree holders	Total number of teaching staff: 118, including 45 full-time staff and 73 part-time staff. Percentage of academic degree holders: 73% Percentage of staff with professional categories: 30%
Availability of a unit responsible for the educational process	Name: Department of Master’s and Doctoral Studies; Department of Residency Year of establishment: 2021 and 2024 Heads: A.N. Kassymbekova; A.A. Abirova
Number of scientific projects over the past 5 years	11
Number of international agreements over the past 5 years	40

Website, Instagram and Facebook with Active Pages	https://ksph.edu.kz/ https://www.facebook.com/KSPH.kz https://www.instagram.com/kmu_ksph https://t.me/kmuk sph
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2.2 Information on previous accreditation

The institutional accreditation of KMU “KSPH” LLP was conducted in 2021; Certificate No. IA00035 is available on the website: <https://ksph.edu.kz/accreditations/>.

2.3 Brief description of the self-assessment report of KMU “KSPH” LLP and conclusions on its completeness

The institutional self-evaluation report of KMU “KSPH” LLP (hereinafter referred to as the report) consists of 167 pages of main text, appendices on 91 pages, and copies or electronic versions of 87 documents available via the link drive-shares-dm-noreply@google.com.

The report is characterised by comprehensive responses to all 9 basic accreditation standards and criteria, a structured format taking into account the recommendations of the ECAQA Guidelines for Conducting Self-assessment of Medical Educational Organisations, provided to the educational organisation by the accreditation centre, ECAQA, as well as internal consistency of information. The report is accompanied by a cover letter signed by the Director/Rector, Ardak Mukhamedzhanovna Auyezova, confirming the reliability of the quantitative data and information included in the self-evaluation report.

The report contains a list of 40 members of the internal self-evaluation commission, indicating the responsibility of each staff member, as well as information on the representative of the organisation responsible for conducting the institutional self-evaluation, Zh.B. Turykbayeva, Acting Director of the Department of Strategic Development and Quality Management System.

The institutional self-evaluation was conducted on the basis of Order of the Director/Rector No. 316-N dated 6 November 2025 “On Assigning Responsibility to the Heads of Structural Units for Describing the Standards as Part of the Preparation of the Self-Report for Institutional Accreditation of KMU ‘KSPH’ LLP”.

The report was reviewed by accreditation expert A.B. Zhunusova. The review identified strengths and areas for improvement, as well as recommendations for additions and changes, which were taken into account during feedback with the representative of the educational organisation, and the relevant changes and additions were made to the self-assessment report.

All standards describe the actual practice of the educational organisation in training residents in 27 specialties and learners in 163 additional and non-formal education programmes. The description in the self-evaluation report is sufficiently complete and updated in terms of the number of residents, learners, teaching staff and administration, information on selection and admission, learning outcomes, and the results of knowledge and skills assessment. The report includes information on its own material and technical base with a total area of 7,049.6 m², as well as external clinical sites, 92 in total, contractual obligations with partners, including universities, associations and clinical sites, financial information, development and improvement plans, and other relevant information.

The report was submitted to ECAQA in a completed form, with data corrected according to the above recommendations. It is written in competent language; the wording for each standard is clear and understandable and is described in accordance with the criteria of the standards. Tables and figures, including diagrams and photographs, contain references in the text and have continuous numbering.

3. Description of the External Expert Evaluation

The external expert work within the framework of the institutional evaluation of KMU “KSPH” LLP was organised in accordance with the ECAQA Guidelines for Conducting External Evaluation of

Educational Organisations and Educational Programmes. The visit to the organisation took place on 28–30 January 2026.

The sequence of the three-day visit is presented in detail in the Visit Programme (hereinafter referred to as the programme), which is kept in the documentation of the accreditation centre. The programme serves as evidence that all planned activities within the framework of the external expert evaluation were carried out.

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

- interview with the management and administrative staff — 15 persons;
- interview with residents — 26 persons,
- meeting with learners — 44 persons;
- review of the website: <https://ksph.edu.kz/accreditations/>;
- interviews with 12 employees, 31 teaching staff members and 7 mentors;
- survey of teaching staff and residents — 31 and 26 persons, respectively;
- observation of residents' training: attendance of 3 practical classes, including “Ischaemic Stroke: Risk Factors, Clinical Presentation, Diagnosis, Treatment and Rehabilitation”, delivered by K.G. Zhumagulova, Candidate of Medical Sciences, Associate Professor of the Neurology Course; duration of the class — 6 hours; 4 residents; clinical site — S. Kaishibayev Institute of Neurology and Neurorehabilitation; and a lecture within the cycle “Critical Conditions in Obstetrics and Gynaecology” — 60 hours (2 credits), delivered by L.K. Kaliyeva; Keruen-Medicus Medical Centre
- review of resources in the context of compliance with accreditation standards: three practical training/clinical training sites were visited, including Keruen-Medicus, where training in Obstetrics and Gynaecology and Surgery is conducted for trainees and residents with the participation of 2 full-time teaching staff members;
- review of 123 educational and methodological documents, both before the visit to the organisation and during visits to its structural units; the list of reviewed documents is provided in **Appendix 2**.

The staff of the organisation undergoing accreditation ensured the presence of all persons specified in the visit programme and in the lists of participants for interviews and meetings (Table 1).

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

№	Position	Number
1	KMU “KSPH” Management	7
2	Administrative and Management Staff	24
3	Interviews with Teaching Staff of CPD, Master's and Doctoral Programmes	38
4	Interviews with Residency Teaching Staff	27
5	Interviews with Learners of CPD Programmes	36
6	Interviews with master's and doctoral students	29
7	Interviews with residents of various specialties	31
8	Meeting with representatives of the clinical council	5
9	Meeting with scientific supervisors	7
10.	Interviews with graduates of master's and doctoral programmes	19
11.	Interviews with employers of graduates	42
12.	Meeting with national and international partners	22
13	Meeting with CPD Graduates	33

On the final day of the visit, the EEC members held a meeting to discuss the results of the external evaluation. The members of the EEC proceeded with the preparation of the draft final report.

The results of the external evaluation were summarised. The experts individually completed the “Institutional Quality Profile and External Evaluation Criteria of KMU ‘KSPH’ LLP for Compliance with the ECAQA Accreditation Standards.” No comments were raised by the EEC members. Recommendations for improvement were discussed for the educational organisation, and the Chair of the EEC, A.V. Balmukhanova, conducted the final open vote on the recommendations to the ECAQA Accreditation Council regarding the accreditation period.

Comfortable working conditions were created for the EEC. Access to all necessary information and material resources was provided. The Commission notes the high level of corporate culture demonstrated by the staff and the prompt provision of information to the EEC members.

According to the survey of residents, 92.3% evaluated the work of the External Expert Commission positively, while 7.6% rated it as satisfactory. The majority of respondents (92.3%) believe that accreditation of educational organisations and educational programmes should be conducted.

According to 83.87% of the teaching staff surveyed, the questionnaire administered by ECAQA is useful for developing recommendations aimed at improving the key areas of activity of the educational organisation undergoing accreditation.

At the conclusion of the visit programme, the Chair of the EEC presented the recommendations resulting from the external evaluation to the management and staff of the educational organisation within the framework of the institutional accreditation process.

3. Analysis of compliance with accreditation standards based on the results of the external evaluation

Standard 1: MISSION AND OUTCOMES

1.1 Mission

(1.1.1) The mission of the education organisation has been developed and published on the website at the following link: <https://ksph.edu.kz/>. The wording of the mission reflects the needs of practical healthcare and society, as well as unity with science and education. This is the final version of the mission, and the latest update was made on 18 November 2025. The mission was approved at the meeting of the Academic Council, [Minutes No. 4 dated 26 November 2025](#).

During the implementation of the visit programme activities, namely based on the results of interviews with the first head of the organisation, members of consultative and advisory bodies, including the Academic Council, the Educational and Methodological Council, the Scientific Council, the Quality Council and the Clinical Council, as well as interviews with 11 students, 10 learners and 8 teaching staff members, compliance with the criteria of *Standard 1* was established.

The results of the documentation review demonstrate that KMU “KSPH” has a defined mission, and that the educational process is organised in accordance with the current regulatory legal acts in the fields of education and healthcare.

(1.1.2) The mission has been communicated to stakeholders and society through publication on <https://ksph.edu.kz/>. The experts confirmed that all participants in the educational process are aware of the mission of the education organisation and took part in developing proposals for its formulation. According to students and learners, they learned about the mission through the website, social networks, and information letters sent to organisations and institutions.

(1.1.3) A Strategic Development Plan for 2026–2030 has been developed, covering five areas. The plan has been published on the official website of LLP KMU “KSPH” as the [Development Programme of LLP KMU “KSPH” for 2026–2030](#). Based on this document, an annual operational work plan is developed each year.

The social responsibility of the education organisation includes the following: the University contributes to strengthening public health, improving the competencies of medical and scientific personnel, ensuring favourable working and learning conditions, supporting academic integrity, and developing partnerships with practical healthcare organisations and public authorities.

The experts reviewed the Strategic Development Plan. Based on interviews with students, learners and graduates, it was established that before the start of classes, teaching staff inform them about the mission and work plans of the education organisation and explain where they can obtain the necessary information about the educational programme, teaching staff and training sites.

(1.1.4 QIS) The education organisation supports students and learners in their efforts to improve their professional practice by supporting their professional growth, competency development and sustained motivation for continuous learning. The mission of the University — “Improving the health of society through quality education, applied science and effective consulting” — reflects its focus on developing highly qualified specialists who are ready for continuous professional development and improvement of the quality of medical care.

To guarantee high-quality learning, the management and staff make efforts to develop the best possible offers for educational activities and to provide appropriate conditions.

The experts noted the strengths of the education organisation, including:

- professional staff;
- clinical sites;
- the structure of the university;
- international partners.

At the same time, understaffing remains a problem area for expanding educational activities.

KMU “KSPH” has structural units directly related to the educational process, which may be noted as best practice in education, in particular, the Department of Methodology and Quality of Educational Programmes. This conclusion was made because, at present, it is an important stage in the modern evaluation of all educational programmes, as well as in ensuring their proper methodology and developing new programmes, taking into account the needs of practical healthcare, which is important for the educational process.

The results of the documentation review demonstrate that the mission of the education organisation and the educational process are structured in accordance with the SCES and current regulatory legal acts in postgraduate education and healthcare. With regard to continuing professional development, additional and non-formal education, a wide range of programmes and certification courses, including author’s courses, have been developed taking into account the needs of healthcare.

At the same time, during meetings with learners, the experts identified a number of issues, including the absence of some programmes on the University’s website, as well as the absence of performance indicators for research activities in the field of postgraduate education and continuing professional development.

1.2 Professionalism and professional autonomy

(1.2.1) The experts established that educational programmes and activities are aimed at achieving the goal of enabling students to acquire knowledge and skills in Master’s degree programmes, 9 programmes, doctoral programmes, 3 programmes, residency programmes, 7 programmes, and at improving the professional and personal development of learners in 163 training programmes.

Over the past five years, 1,276 postgraduate students have been trained, including 378 residents, 503 Master’s students, 395 doctoral students, and 63,635 learners.

A meeting was held with the head of LLP KMU “KSPH”. During the discussion, the experts asked the following question: how was it possible to open 27 residency specialties at the same time? In response, the Director of the organisation confirmed that this process did not take place simultaneously, but in several stages, and that the aim was to restore all specialties of the former Institute for Advanced Training of Physicians of KazMUNO.

During the survey of 26 residents and 122 Master’s and doctoral students, conducted through <https://webanketa.com/>, several of the 22 questions were devoted to the quality of the educational process and the educational programme. It was established that 92.3% of residents would recommend studying at this education organisation to their acquaintances, friends and relatives. In addition, 8.7% of respondents believe that the heads of educational programmes and teaching staff are aware of

students' problems related to learning. In response to the question "Do you think that this education organisation enables you to acquire the necessary knowledge and skills in your chosen specialty?", 96.15% of residents answered positively, while 3.85% were not sure.

During the discussion with learners, the following information was obtained: all course participants noted the usefulness and quality of certification courses and professional development programmes.

The surveyed 31 teaching staff members, who answered 21 questionnaire questions, also stated that 87.1% are satisfied with the organisation of work and workplace conditions in this education organisation, while 12.9% partially agree with this statement. The experts determined that the organisation has a healthy working environment, as the head is fully accessible both to residents and staff, responds promptly to requests and supports employees when this is genuinely necessary for their work. According to the survey, 87.1% of teaching staff are satisfied with the organisational climate, while 9.68% are partially satisfied. In the opinion of 100% of respondents, teaching staff in the education organisation have the opportunity to fulfil themselves professionally in their specialty. For information, a total of 31 people responded, out of 45 full-time staff members. Teaching experience was distributed as follows: up to 5 years — 32.26%, up to 10 years — 9.68%, and more than 10 years — 58.06%.

(1.2.2) The experts established that the education organisation has independence in decision-making with regard to the development of educational programmes, selection and admission of students and learners, recruitment of teaching staff, and allocation of resources. This is based on the Charter, approved by No. 01..12/23 dated 25 December 2023, the Regulation on Academic Activities, approved on 29 August 2024, as well as the Model Rules for the Activities of Organisations Implementing Higher and Postgraduate Education Programmes, Order of the [MES of the RK No. 595 dated 30 October 2018](#); the Model Admission Rules, Order of the [MES of the RK No. 600 dated 31 October 2018](#); the Rules for Awarding an Educational Grant for Payment for Higher or Postgraduate Education with the Award of a Bachelor's or Master's Degree, Order of the [MSHE RK No. 443 dated 25 August 2023](#); the State Compulsory Education Standards by levels of education in the field of healthcare, Orders of the [MoH RK No. 63 dated 4 July 2022](#) and the [MSHE RK No. 2 dated 20 July 2022](#); as well as Orders of the Minister of Health of the Republic of Kazakhstan No. 4 dated 9 January 2023 "[On approval of model curricula in medical and pharmaceutical specialties](#)" and No. 46 dated 25 January 2024 "[On approval of professional standards in the field of healthcare](#)".

(1.2.3) The experts established that students and learners have academic freedom on the basis of the Academic Policy and the Rules for Admission to Master's and Residency Programmes, approved on 29 August 2024.

1.3 Educational Outcomes

(1.3.1) The educational programmes define the expected final learning outcomes, which have been developed as follows: for Master's programmes — based on research activities, analytical and statistical skills, pedagogical competence and scientific project management; for doctoral programmes — based on advanced research work, scientific supervision and expertise, a high level of pedagogical excellence and leadership in healthcare; for residency programmes — based on competencies and learning outcomes; and for CPD programmes — taking into account the needs of healthcare in assessing the quality of medical services and maintaining medical documentation.

(1.3.2) The organisation informs all students and learners about the expected final learning outcomes through the following resources: the official website, social networks, publication of educational programmes, course annotations, curricula and descriptions of competencies.

Information on all educational programmes is posted on the website <https://ksph.edu.kz/>, which ensures public awareness. Postgraduate educational programmes undergo the relevant evaluation and are included in the Register of the Unified Higher Education Platform of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

The organisation has developed 163 continuing education programmes in 14 specialties, including 32 programmes in the specialty “Radiology”. Information on the number and variety of programmes is provided through <https://ksph.edu.kz/> <https://www.facebook.com/KSPH.kz> https://www.instagram.com/kmu_ksph <https://t.me/kmuksph>.

The 31 surveyed teaching staff members responded that 35.48% are fully satisfied with the level of students’ and learners’ prior training, while 58.06% are partially satisfied.

The experts established clear continuity between the final outcomes of previous education and the programmes offered by the accredited education organisation.

(1.3.3) The experts established clear continuity between the final outcomes of prior learning of Master’s and doctoral students, as well as residents, prerequisites, and residency training, and subsequent continuing professional development programmes. Continuity between levels of education is reflected in the logical integration of curricula. The Department of Continuing Professional Development ensures continuity between the outcomes of basic, postgraduate and continuing medical education by aligning the requirements for the structure of competencies at all levels. When developing professional development programmes and certification courses, the competencies formed at the levels of Bachelor’s degree programmes, internship, residency, Master’s and doctoral programmes are taken into account. This ensures the deepening of previously acquired professional knowledge, improvement of practical skills and acquisition of new areas of activity within the framework of retraining or expansion of specialisation.

Continuing professional education ensures the renewal and maintenance of qualifications, creating continuity with residency, Master’s and doctoral levels and supporting the principle of continuing medical education. Thus, educational programmes at all levels form a single consistent system for training specialists, reflecting the requirements of the sector and ensuring the professional growth of students and learners at each stage of their educational pathway.

For example, the organisation has developed 163 continuing education programmes, including programmes in 14 specialties. Students and learners are informed about this.

A total of 92.3% of teaching staff respondents believe that students and learners of this education organisation have a high level of knowledge and practical skills after completing the training programme, while 7.2% partially agree with this statement.

1.4 Participation in formulation of mission and outcomes

(1.4.1) (1.4.2 QIS) The mission has been formulated and the final learning outcomes for each educational programme have been defined, taking into account proposals from stakeholders such as students and learners, teaching staff, graduates, employers, professional medical associations and public organisations. For example, the 36-hour programme on endoscopic methods of surgery in gynecology was developed based on proposals from physicians in Almaty, as there is a shortage of gynecological surgeons in the country.

At the same time, during discussions with students, learners and employers, the experts did not receive a clear answer to the questions: “Do you participate in the formulation of the mission and goals of the organisation and the educational programme?” and “What is the personal contribution of learners, for example, to improving the content and teaching methods?” Learners answered that they are not always able to participate, while employers stated that they submit their proposed topics, but do not always further track their implementation.

The mission has been formulated and the final learning outcomes of residency programmes have been defined, taking into account proposals from stakeholders such as employers.

The experts identified the following shortcomings in the implementation of Standard 1: the mission and final outcomes should be the main guiding thread across all levels of training programmes.

EEC conclusions based on the criteria. Out of 12 standards they comply: fully - 11, partially - 1, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
1.3.2	Partially compliant	Activate the work of the University website, public information, regarding the availability of existing educational programmes, the opening of new educational programmes, their content and final learning outcomes.

Standard 2: EDUCATIONAL PROGRAMME

2.1 Model of educational programmes

(2.1.1) Postgraduate education programmes are modular and include relevant rotations. Thus, in the Master's programmes of the scientific and pedagogical track:

the EP "Public Health" includes 16 disciplines, with the theoretical component amounting to 70.6%;

the EP "Healthcare Management" includes 18 disciplines, with the theoretical component amounting to 70.6%;

the EP "Medical and Preventive Care" includes 15 disciplines, with the theoretical component amounting to 70.6%;

the EP "Medicine" includes 16 disciplines, with the theoretical component amounting to 70.6%;

the EP "Nursing" includes 16 disciplines, with the theoretical component amounting to 70.6%.

In the Master's programmes of the specialised track: the EP "Public Health" includes 3 modules and 11 disciplines, with the theoretical component amounting to 58%;

the EP "Healthcare Management" includes 4 modules and 12 disciplines, with the theoretical component amounting to 58%.

In doctoral programmes: the EP "Public Health" includes 4 modules and 12 disciplines, and the theoretical component amounts to 25%, 1,350 hours;

the EP "Medicine" includes 4 modules and 10 disciplines, and the theoretical component amounts to 25%, 1,350 hours.

Postgraduate residency educational programmes include the following EPs: "Pediatric Surgery", 3 years, includes 8 disciplines and 200 rotations; "Neurology, adult and pediatric", 2 years, includes 8 disciplines and 134 rotations; "Infectious Diseases, adult and pediatric", 2 years, includes 4 disciplines and 134 rotations; "Emergency Medicine, adult and pediatric", 3 years, includes 11 disciplines and 200 rotations; "Nephrology, adult and pediatric", 2 years, includes 8 disciplines and 134 rotations; "Pulmonology, adult and pediatric", 2 years, includes 8 disciplines and 134 rotations; "Traumatology and Orthopedics, adult and pediatric", 3 years, includes 6 disciplines and 200 rotations.

The consistency and transparency of training are based on the regulated Academic Policy, approved educational programmes, the academic calendar, and procedures for assessing learning outcomes described in the syllabi.

The content of the working programmes reflects the needs of the healthcare system, including participation in programmes for respiratory health protection and disease prevention, such as educating patients about risk factors, including smoking, air pollution and chronic respiratory diseases, or interacting with the patient, their environment and healthcare professionals as part of an interdisciplinary team to achieve better outcomes. It also reflects the specifics of research work and the scientific achievements of teaching staff. These include the development and implementation of educational programmes focused on the priority objectives of the healthcare system; the introduction of modules on disease prevention and healthy lifestyle promotion; the use of an interdisciplinary approach and teamwork in training; the involvement of students in research work, taking into account the profile topics of departments; the participation of teaching staff and students in applied and scientific research; the publication of research results in peer-reviewed national and international journals, including journals recommended by the Committee for Quality Assurance in Science and Higher Education, Web of Science and Scopus; participation in scientific and practical conferences,

seminars and educational projects; as well as the integration of teaching staff’s scientific achievements into the content of working programmes of disciplines.

During visits to practical classes, namely: 1. Professional development course: “Critical Conditions in Obstetrics and Gynecology”, 60 academic hours, 2 credits. Teaching staff member: Lira Kabbasovna Kaliyeva. Venue: “Keruen-Medicus” Medical Center, Almaty, Bukhar-Zhyrau Boulevard, 45/1.

2. Seminar-training: “Innovative Technologies in Pediatrics for Reducing Childhood Disability and Correcting Orthopedic Pathology in Children with Severe Neuromuscular Diseases”, 16 academic hours. Teaching staff members: Irina Vladimirovna Akizhanova and Pavel Vadimovich Yudin. Venue: “ORTOTIS – Central Asia” LLP, Almaty, Mailin Street, 79. It was established that training is conducted according to the plan. Before the start of the class, learners complete tests, receive feedback from the teaching staff member, and have the opportunity to improve their skills on the topic of the class. Situational tasks are also solved during the class. Learners of the professional development course in obstetrics and gynecology practised practical skills during the examination of patients.

(2.1.2) Compliance of the content of postgraduate education programmes with the requirements of state educational standards and model curricula is ensured:

- Master’s programmes have been developed on the basis of the State Compulsory Education Standards in the field of healthcare, approved by Order of the Minister of Health of the Republic of Kazakhstan No. RK MOH-63 dated 4 July 2022;

- doctoral programmes have been developed on the basis of the State Compulsory Education Standards in the field of healthcare, approved by Order of the Minister of Health of the Republic of Kazakhstan No. RK MOH-63 dated 4 July 2022;

- residency programmes have been developed on the basis of the State Compulsory Education Standards in the field of healthcare, approved by Order of the Minister of Health of the Republic of Kazakhstan No. RK MOH-63 dated 4 July 2022, model curricula in medical and pharmaceutical specialties, Order of the Minister of Healthcare of the Republic of Kazakhstan No. 4 dated 9 January 2023, as well as professional standards in the field of healthcare, approved by Order of the Minister of Health of the Republic of Kazakhstan No. 46 dated 25 January 2024, taking into account the requirements for clinical training and learning outcomes of resident physicians.

Table 2.1.2 — Number of postgraduate education programmes

Level of study	Specialty	Workload in hours	Number of students in 2025
Master’s degree and pedagogical direction	7M10108 “Healthcare Management”	3600	6
	7M10106 “Public Health”	3600	15
	7M10104 “Medical and Preventive Care”	3600	5
	7M10144 “Medicine”	3600	11
Master’s degree profile direction	7M10141 “Public Health”	1800	47
	7M10107 “Healthcare Management”	1800	47
	7M10114 “Healthcare Management”, 1.5 years	2700	28
	7M10145 “Medicine”	1800	16
	Total		175
PhD doctoral programme	8D10101 “Public Health”	5400	35
	8D10141 “Medicine”	5400	53
	Total		88

(2.1.3) The goals and objectives have been defined for each postgraduate education programme.

Patient care practice, including contact hours, is integrated into residency and Master's programmes in Medicine through the organisation of clinical practice and practice-oriented training at city, regional and republican medical organisations; the inclusion of clinical modules, practical classes, duty shifts and internships in individual curricula; the participation of students in the diagnostic and treatment process under the supervision of clinical mentors; and the staged acquisition of professional competencies in a real clinical environment in accordance with model curricula and the requirements of the SCES.

Methods of independent learning for Master's students include independent work with scientific, educational and methodological literature; analysis of current scientific publications and clinical guidelines; conducting research work; preparation of abstracts, essays and analytical reviews; development and defence of projects; participation in scientific seminars and conferences; work in electronic educational systems and databases; as well as planning and implementation of an individual educational trajectory.

Methods of independent learning for residents include independent management of clinical cases under the supervision of mentors; analysis of clinical situations and medical documentation; solving situational and clinical tasks; studying and applying clinical protocols and treatment standards; preparing practice reports; participating in clinical case discussions, medical consultations and duty shifts; as well as mastering practical skills and procedures within the framework of an individual training plan.

The mentoring system, described in the document "Regulation on the Clinical Mentor", was evaluated. There are 76 clinical mentors in total. Their tasks include ensuring the acquisition of professional skills by resident physicians, organising work with resident physicians, and ensuring the proper study of regulatory documentation relevant to the training profile by resident physicians. Clinical mentors contribute to the acquisition of medical ethics standards, as well as to improving the general educational and cultural level of residents. Clinical mentors contribute to the development of a high level of responsibility among resident physicians for the work performed, a commitment to continuous professional improvement, and the acquisition of modern methods of diagnosis, treatment and disease prevention. They also support the involvement of resident physicians in practical and research activities at the clinical site, including the analysis of morbidity, medical documentation, case histories and other clinical data, as well as the development and improvement of residents' communication skills in the process of interaction with medical staff at clinical sites, patients and their relatives. The approaches to the selection of Master's theses were evaluated. These approaches are regulated by the Regulation on Master's Programmes, approved by the decision of the Academic Council dated 29 August 2024, Minutes No. 1.

The approaches to the selection of PhD doctoral dissertations were evaluated. These approaches are regulated by the Regulation on Doctoral Programmes, approved by the decision of the Academic Council dated 29 August 2024, Minutes No. 1.

The experts reviewed the following documents: Order "On approval of clinical mentors for residents" No. 293 dated 16 September 2025; Regulation on Residency; Regulation on Master's Programmes; Regulation on Doctoral Programmes; Regulation on Clinical Mentors; syllabi for residency programmes; and educational programmes at the levels of residency, Master's programmes and doctoral programmes.

(2.1.4) The qualification obtained as a result of completing a residency educational programme corresponds to Level 7 of the National Qualifications Framework in medical education and, therefore, to the Framework of Qualifications for the European Higher Education Area; Master's programmes correspond to Level 7; doctoral programmes correspond to Level 8. (ESG 1.2) A clear definition of the qualification level is set out in the internal regulation — the Academic Policy of LLP "Kazakhstan Medical University 'KSPH'", approved on 29 August 2024.

The interviewed students know that the University provides training within a three-cycle system in accordance with the principles of the Bologna Process, and they know what diploma they will receive upon graduation from the University. The heads of the Department of Residency and the

Department of Master's and Doctoral Programmes are responsible for providing explanations on this matter. The experts identified problems in this area, including in the development of the Catalogue of Elective Disciplines, since there are disciplines that do not correspond to the stated learning outcomes and qualification level.

(2.1.5) Training of learners is conducted in accordance with the current policy of the state and professional organisations, including on the basis of external regulations: regulatory legal acts of the Ministry of Health of the Republic of Kazakhstan governing the system of continuing professional development, CPD, for medical workers; state requirements for professional development and retraining of healthcare specialists; professional standards in the field of healthcare; as well as requirements for lifelong learning, including the planning of an individual educational pathway in accordance with Order No. 303 of the Ministry of Healthcare of the Republic of Kazakhstan. **(ESG 1.2)**

All educational programmes, 17 in total, were provided to the experts for review.

The management of the educational process, reflected in the self-assessment report, *Standard 2*, and the general approaches to management were confirmed during visits to the Department of Methodology and Quality Control, the Department of Master's and Doctoral Programmes and the Department of Residency, as well as during discussions with the heads and staff of these departments. Evidence was provided on the implementation of residents' electronic portfolios, as well as the use of Google Workspace for Education for psychometric analysis of responses.

The experts familiarised themselves with the work of the structural units, including the Department of Methodology and Quality of Educational Programmes, Director — Lyazzat K. Sarsenova; the Department of Continuing Professional Education, Director — Roza Zh. Rgynbayeva; the Department of Digitalisation and Technical Support, Director — Askar Z. Kazakbayev; the HR Department, specialist — Dinara S. Mynbayeva; the Administrative Department represented by the Commercial Director, Fatima A. Kadirbekova; the Department of Economics and Finance, Chief Accountant — Diana M. Mazhitova; and the Educational and Clinical Center, specialist — Z aure U. Dospanbetova.

The experts also visited the library, medical office, computer classrooms, media center and dormitory. A total of 20 meetings were held, including an interview with the University management, online discussions with partners, both national and international, and meetings with employers. During cross-interviews, it was established that educational programmes are developed and implemented taking into account the needs of the healthcare system and the professional community.

Employers confirmed close interaction with the University in the development and implementation of educational programmes, as well as their participation in discussing programme content. At the same time, during the external evaluation, it was noted that the materials presented are predominantly descriptive and are not fully supported by factual evidence, such as minutes, analytical materials and documented results of employer participation, confirming the systematic and regular nature of this interaction.

(2.1.6) The programmes are implemented in cooperation with professional associations, professional communities and expert groups in the field of healthcare, including representatives of practical healthcare, employers and specialists in relevant medical fields who participate in the discussion and updating of educational programmes. Partner organisations include practical healthcare organisations, including city, regional and republican medical organisations, which serve as clinical and practical training sites of the University, including:

- JSC “National Center for Pediatrics and Pediatric Surgery”;
- MSE on the REM “Center for Children’s Emergency Medical Care”;
- MSE on the REM “Children’s City Clinical Hospital No. 2”;
- MSE on the REM “City Clinical Hospital No. 1”;
- “Keruen-Medicus” Medical Center;
- Persona International Clinical Center for Reproductology;
- ORTOTIS Prosthetic and Orthopedic Center;

as well as other medical organisations with which agreements have been concluded for the practical training of students and learners and cooperation in the implementation of educational programmes.

(2.1.7) Ethical aspects are observed in the delivery of training, and the education organisation applies the developed document “Code of Academic Integrity of Students and Learners of KMU ‘KSPH’”, approved on 28 January 2025. The procedure for informing learners about their rights and responsibilities is reflected in the Academic Policy of LLP “Kazakhstan Medical University ‘KSPH’”, the admission rules and agreements for the provision of educational services, and is also communicated to learners through the official website of the University and information resources. During the interviews, students and learners stated that they were informed about the content of this document. At the same time, the experts’ review of the website revealed that educational programmes are not posted on the University website, although this is a means of informing stakeholders about the mission of educational programmes, their goals, learning outcomes, teaching methods and other relevant information.

The procedure for informing residents about their rights and responsibilities is reflected in the Academic Policy of LLP “Kazakhstan Medical University ‘KSPH’”, the Rules for Admission to Residency and the agreement for the provision of educational services. However, there are areas for improvement in terms of communicating this information to residents through the official website of the University and information resources.

The principles of equality with regard to gender, cultural and religious characteristics are clearly observed, as the education organisation follows such legislative acts as the Law of the Republic of Kazakhstan “On Education” dated 27 July 2007 No. 319-III; the Law of the Republic of Kazakhstan “On Languages in the Republic of Kazakhstan” dated 11 July 1997 No. 151; the Law of the Republic of Kazakhstan “On Religious Activity and Religious Associations” dated 11 October 2011 No. 483-IV; and Article 13 of the Constitution of the Republic of Kazakhstan.

The surveyed students and learners confirmed that there is no discrimination on the grounds of gender, nationality or religion. The education organisation does not have a prayer room; there is no harassment or restriction related to wearing the hijab.

According to the social support programme, developed in accordance with paragraph 11 of the Academic Policy of KMU “KSPH” and approved in 2024, assistance was provided to 211 students and learners. Within the framework of social support, discounts are provided for first- and second-year residents: 5% of the tuition fee for those with less than 5 years of work experience, and 10% for those with more than 5 years of work experience. For second-year residents studying on a fee-paying basis, the University pays for a mobile communication tariff. In addition, a named scholarship in honour of Musrep Yesenzhanov is awarded to Ainur Zhanatkyzy Zhatkanbayeva, a second-year resident in Radiology, in accordance with the minutes of the meeting of the Competition Commission for the award of the “Joe Eirik Asvall Grant”, the “Bekmakhan Sybanbayevich Kuralbayev Grant” and the “Musrep Yesenzhanov Residency Scholarship” dated 29 September 2025.

In compliance with the principles of quality and academic integrity described in the Academic Policy, the organisation operates an anti-plagiarism system. Agreement No. 452 for “Plagiat.pl” dated 30 September 2025 was presented.

(2.1.8 QIS) Interaction of students, learners and teaching staff with colleagues is carried out through educational and professional social networks and communication channels, including the official University website, corporate email, messengers and professional communities on social networks, such as Telegram, WhatsApp, Instagram and Facebook, as well as through digital educational platforms, including Platonus.

2.2 Scientific method

(2.2.1) The residency educational programmes include elements of evidence-based medicine and scientific methodology, integrated into the content of clinical disciplines and residents’ research work. At the same time, disciplines such as “Fundamentals of Evidence-Based Medicine”, presented in the Catalogue of Elective Disciplines, mainly correspond to the Bachelor’s level and do not fully

correspond to the level of complexity and professional tasks of residency. During interviews with residents, the experts found that they use scientific data in their learning and are familiar with the fundamentals of evidence-based medicine. The elective disciplines include hours devoted to evidence-based medicine and medical research methodology, integrated with the clinical component of the disciplines. Three credits are allocated to the clinical component of the discipline, and one credit is allocated to evidence-based medicine, methodology and scientific research.

For example, in the EP “Gastroenterology, adult and pediatric”, the discipline “Principles of Clinical Nutrition in Intensive Medicine and Fundamentals of Evidence-Based Medicine” includes the following topics: 1. Application of the principles of evidence-based medicine in the clinical practice of a gastroenterologist. 2. Clinical guidelines and levels of evidence: interpretation and implementation in practice. The total number of hours is 10.

The analysis of educational activities showed that the scientific basis and all scientific achievements in the relevant disciplines are taken into account. Additions have been made to the bibliography of the EMCD, with the oldest textbook dating from 2020 and the newest from 2024, as well as to the syllabi, and teaching staff use them during classes. Residents and learners are provided with access to updated scientific and clinical data, as the education organisation has arranged access to modern educational and information resources, including electronic library systems, scientific and professional databases, up-to-date educational, methodological and scientific literature in printed and electronic formats, the University’s internal digital educational platforms, as well as departmental methodological materials and clinical guidelines used in the educational process. Access is available to the Kazakhstan National Electronic Library and international information resources, including SpringerLink, Springer, Web of Science, Thomson Reuters, and others. The GEOTAR-Media electronic library is also available, including the “Doctor’s Consultant” and “Student’s Consultant” series.

During the survey of residents, it was established that the education organisation provides access to participation in research work. Residents are expected to engage in research activities. In response to the survey, 53.8% indicated that they are already engaged in research work, 30.77% plan to start, 11.54% are searching for a research topic, and 3.85% are not engaged in research work.

(2.2.2 QIS)

Access to research results has been organised, as research is being conducted within the framework of 3 scientific projects: 1. AP22684892 “Epidemiological and socio-economic factors affecting the reproductive and mental health of women in Kazakhstan before and during the COVID-19 pandemic” — within the framework of grant funding for scientific and/or scientific and technical projects of young scientists “Zhas Galym” for 2024–2026 under the Ministry of Science and Higher Education of the Republic of Kazakhstan.

2. AP25794073 “Long-term consequences of COVID-19 on women’s reproductive health: comprehensive analysis, prevention and rehabilitation” — within the framework of grant funding for scientific and/or scientific and technical projects of young scientists “Zhas Galym” for 2025–2027 under the Ministry of Science and Higher Education of the Republic of Kazakhstan.

3. AP26102083 “Development and implementation of a system for managing aggressive behaviour among adolescents in educational institutions” — within the framework of grant funding for scientific and/or scientific and technical projects for 2025–2027 under the Ministry of Science and Higher Education of the Republic of Kazakhstan. Students and learners may continue to participate in scientific projects by:

- preparing scientific publications jointly with scientific supervisors and research groups;
- presenting at conferences, including poster and oral presentations.

Despite the absence of its own clinical base, KМУ “KSPH” provides students and learners with access to practical experience through concluded cooperation agreements with more than 100 leading medical organisations.

The teaching staff stated that they teach residents methods of critical appraisal of literature, articles and scientific data, as well as the application of scientific developments. This form of training is organised as a “journal club”, which is held once a month.

Methods of critical appraisal are included in Master’s programmes in the form of analysis of scientific publications and clinical guidelines, completion of analytical assignments and essays, preparation and defence of scientific projects, participation in research work, and discussion of research results during seminars and practical classes.

The formation and development of critical appraisal skills among learners is carried out through scientific seminars and discussions, analysis of clinical and management cases, work with scientific sources and databases, preparation of analytical reviews, participation in conferences, round tables and professional discussions.

However, the following shortcomings were identified: the predominance of a basic level of analysis without sufficient differentiation by levels of training; and limited integration of advanced evidence-based medicine methods into practice-oriented assignments.

2.3 Teaching and learning methods

(2.3.1) Teaching and learning methods are based on modern principles of education, and their definition and implementation in the educational process are carried out based on the results of professional development of the teaching staff.

The teaching methods to be applied in a particular educational programme, taking into account the level of education, are determined during the development and updating of educational programmes on the basis of the SCES and model curricula, with the participation of teaching staff, employers and students. This is documented in educational programmes, working curricula, syllabi of disciplines and the Catalogue of Elective Disciplines.

Thus, in residency, the most in-demand approach is the use of interactive teaching methods, including analysis of clinical cases and problem-based situations. This was confirmed by the annual survey of residents conducted by the University. A total of 81% of respondents were satisfied with the teaching methods. In the 2024–2025 academic year, the first cohort of residents was admitted; therefore, there were no graduates during these years. The final assessment of residency graduates is planned to be conducted in the current year. An external representative, A.N. Baimakhanov, Dean of Postgraduate Education of S.D. Asfendiyarov KazNMU, has been involved as Chairperson of the Attestation Commission. The relevant decision was approved by the Academic Council.

In Master’s programmes, methods of research-based, analytical and problem-oriented learning are mainly used, as Master’s educational programmes are aimed at developing professional and research competencies, critical thinking, analytical skills, independent decision-making and preparation for scientific and managerial activities. In 2022–2025, 157 teaching staff members completed training on the following topics: 1. Methodology of scientific research: quantitative and qualitative methods of data collection and analysis; 2. Development of educational programmes in accordance with ECTS; 3. Methodology of medical education. This made it possible to introduce new teaching and assessment methods, such as project-based assessment, the flipped classroom and workplace-based assessment methods, WPBA. GenAI tools, such as NotebookLM, are actively used. During visits to clinical sites, including “Keruen-Medicus” Medical Center, MSE on the REM “Center for Children’s Emergency Medical Care”, MSE on the REM “Children’s City Clinical Hospital No. 2”, MSE on the REM “City Clinical Hospital No. 1”, Persona International Clinical Center for Reproductology, and ORTOTIS Prosthetic and Orthopedic Center, the experts met with full-time teaching staff of the Department of Obstetrics and Gynecology and part-time teaching staff, 20 people in total. They described the methods they use, including bedside teaching, BST, case-based learning, CBL, interactive discussions and elements of problem-based learning, PBL.

During the visit to the practical class on “Critical Conditions in Obstetrics and Gynecology”, 60 academic hours, 2 credits, delivered by Lira Kabbasovna Kaliyeva at “Keruen-Medicus” Medical Center, Almaty, Bukhar-Zhyrau Boulevard, 45/1, as well as the seminar-training “Innovative Technologies in Pediatrics for Reducing Childhood Disability and Correcting Orthopedic Pathology in

Children with Severe Neuromuscular Diseases”, 16 academic hours, delivered by Irina Vladimirovna Akizhanova and Pavel Vadimovich Yudin at “ORTOTIS – Central Asia” LLP, Almaty, Mailin Street, 79, with 15 learners and the teaching staff member present, the experts were able to observe that the teaching staff member used bedside teaching, BST, case-based learning, CBL, and that learners were provided with situational tasks, clinical cases and the opportunity to work with patients.

Before the start of the class, learners are surveyed, tested, followed by a discussion of methods for correcting orthopedic pathology in children. At the end of the class, *feedback is provided to learners in the form of a summary of the results. When surveying the learners, the experts asked: “Are the grades announced by the teaching staff member?” The response received was: “Yes, the teaching staff member provides feedback on each learner’s activity and on the correct use of scales”.*

To ensure the successful implementation of educational programmes, the organisation has resources for assessing students’ practical skills, in particular the Simulation Center. However, there are difficulties in the planning, development and approval of educational programmes, including the evidence base for employers’ participation in the discussion of educational programmes and the consideration of their proposals.

The organisation does not have its own clinical base; however, *it has concluded 105 agreements with various organisations, including 40 international agreements, for example with Smolensk Medical University, Kyrgyz Medical University, Samarkand Medical University and others.*

In response to the survey question “Is there sufficient time for practical training, including patient supervision and other activities?”, 96.15% of respondents fully agreed, while 3.85% expressed doubts. At the same time, 100% of respondents stated that after the completion of classes, the teaching staff member provides feedback, listens to their opinion, conducts a mini-survey and works on mistakes.

At the same time, during the interview, in response to the question “Do representatives of students participate in the development of educational programmes?”, the experts received the following answer: student representatives are members of collegial bodies, but they did not personally develop the programmes.

The surveyed students are fully satisfied with the class schedule, 100%.

Virtual learning methods, including digital, distance and electronic learning, are used in the educational programmes “Healthcare Management” and “Public Health”.

The Department of Digitalisation and Technical Support, headed by Director Askar Z. Kazakbayev, operates and provides support for distance learning technologies. There is Software Agreement NQ No. 268 dated 25 April 2025, and Accession Agreement No. 04-09-688 dated 10 December 2025 to the Terms of Service for the “Documentolog PLATFORM” information system for electronic document management and business process automation.

(2.3.2) Patient safety and rights are ensured through informed consent for medical procedures and other health-related actions. In cases where patients are not involved in educational programmes, the safety of the educational environment is ensured through compliance with sanitary and epidemiological requirements, the use of distance and simulation-based forms of learning, educational cases and virtual trainers, as well as the regulation of the educational process by the University’s internal regulatory documents. The premises of the education organisation undergo periodic sanitary and technical assessment by employees of the sanitary and epidemiological service, as well as by responsible technical and administrative units of the University. Fire safety is ensured through compliance with the requirements of the current regulatory legal acts of the Republic of Kazakhstan in the field of fire safety, the conduct of briefings, and the availability of alarm systems and primary fire extinguishing equipment.

(2.3.3 QIS) A plan for individual independent development of students and learners is prepared in accordance with their different professional roles in the healthcare system, such as physician, manager, researcher, teacher and others, as well as in society.

The opinions of employers are important in the development of educational activities and are collected through surveys, round tables, active visits to medical organisations and other institutions where potential learners work.

Thus, in 2025, a survey was conducted among employer representatives, with a total of 25 respondents, and information was obtained on their satisfaction with the responsiveness of the management of KMU “KSPH”. According to the survey results, 80%

Teaching and learning methods are regularly adapted and improved, taking into account changing conditions (**ESG II Part 1.5**) and the requirements of practical healthcare. For example, over the past five years, teaching methods such as PBL, CBL, BSL and the use of standardised patients, SP, have been introduced.

The initiator of the implementation of new teaching methods is the Department of Methodology and Quality of Educational Programmes.

Of the 98 surveyed learners, 53% answered that teaching staff use active and interactive teaching methods during classes and that they are fully satisfied; 42% are satisfied with their use; 3% are not satisfied with the use of interactive methods; and another 3% found it difficult to answer. During the visit to the education organisation, the experts identified problems in the implementation of new teaching methods, including an insufficient number of clinical scenarios in the Simulation Center and the formal use of checklists, which are included in the syllabus but are not always used by teaching staff.

Teaching staff provide learners with methodological and didactic materials, as well as additional literature for preparation for classes. In this regard, 88.46% are fully satisfied, 7.69% are partially satisfied, and 3.85% are not satisfied.

2.4 Programme structure, content and duration

(2.4.1) In total, the University implements 38 educational programmes in residency, Master’s programmes, doctoral programmes and certification courses:

1. 7R01102 Pediatrics
2. 7R01103 Neonatology
3. 7R01105 Angiosurgery, adult and pediatric
4. 7R01107 Cardiology, adult and pediatric
5. 7R01108 Infectious Diseases, adult and pediatric
6. 7R01109 Gastroenterology, adult and pediatric
7. 7R01111 Neurology, adult and pediatric
8. 7R01112 Ophthalmology, adult and pediatric
9. 7R01114 Pulmonology, adult and pediatric
10. 7R01116 Psychiatry, adult and pediatric
11. 7R01118 Therapy
12. 7R01119 Nephrology, adult and pediatric
13. 7R01121 Traumatology and Orthopedics, adult and pediatric — 3 years
14. 7R01122 Dermatovenereology, adult and pediatric — 2 years
15. 7R01123 Radiology — 2 years
16. 7R01124 Otorhinolaryngology, adult and pediatric — 3 years
17. 7R01125 Emergency Medicine, adult and pediatric — 3 years
18. 7R01126 Anesthesiology and resuscitation, adult and pediatric — 3 years
19. 7R01128 General Surgery — 3 years
20. 7R01129 Neurosurgery, adult and pediatric — 4 years
21. 7R01130 Cardiac Surgery, adult and pediatric — 4 years
22. 7R01131 Urology and Andrology, adult and pediatric — 3 years
23. 7R01132 Physical Medicine and Rehabilitation, adult and pediatric — 2 years
24. 7R01133 Obstetrics and Gynecology, adult and pediatric — 3 years
25. 7R01134 Pediatric Surgery — 3 years
26. 7R01136 Endocrinology, adult and pediatric — 2 years
27. 7R01135 Oncology, adult — 2 years
28. 7M10141 / 7M10106 — Public Health

29. 7M10107 / 7M10114 / 7M10108 — Healthcare Management
30. 7M10145 / 7M10144 — Medicine
31. 7M10104 — Medical and Preventive Care
32. 7M10112 / 7M10113 — Nursing
33. 8D10101 — Public Health
34. 8D10141 — Medicine
35. Certification course “Traumatology and Orthopedics, pediatric”
36. Certification course “Urology and Andrology, pediatric”
37. Certification course “Epidemiology of Infectious Diseases”
38. Certification course “Healthcare Management”

The experts reviewed the general curriculum for the 2025–2026 academic year, which included 216 credits for a three-year period of study, of which 200 credits were allocated to the compulsory component of major disciplines, 8 credits to the elective component, and 8 credits in total to intermediate and final assessment.

For the two-year period of study, the curriculum includes 138 credits for the compulsory component, 4 credits for the elective component, and 6 credits in total for intermediate and final assessment. The experts compared the document with the staffing schedule for the 2025–2026 academic year and concluded that the share of full-time teaching staff exceeds the permissible level.

In total, there are 5 Master’s educational programmes, 2 PhD doctoral programmes, 27 residency programmes and 4 continuing professional development programmes.

In terms of content corresponding to the specialty and year of study, workload, sequence of courses, and such curriculum elements as the compulsory and elective components, intermediate and final assessment, all educational programmes comply with the requirements of regulatory acts, namely the SCES. The experts noted that interdisciplinary teams are widely used in professional development programmes, including pediatric neurologists, rehabilitation specialists and orthopedists.

(2.4.2) The experts established the compliance of the objectives of educational programmes with the institutional strategy and the availability of clearly defined expected learning outcomes (**ESG G1.2**). The requirements of national legislation have been taken into account, and the specific features of the national and regional healthcare system are considered, see item 2.1.2.

The following practical classes were attended: 1. Professional development course: “Critical Conditions in Obstetrics and Gynecology”, 60 academic hours, 2 credits. Teaching staff member: Lira Kabbasovna Kaliyeva. Venue: “Keruen-Medicus” Medical Center, Almaty, Bukhar-Zhyrau Boulevard, 45/1.

2. Seminar-training: “Innovative Technologies in Pediatrics for Reducing Childhood Disability and Correcting Orthopedic Pathology in Children with Severe Neuromuscular Diseases”, 16 academic hours. Teaching staff members: Irina Vladimirovna Akizhanova and Pavel Vadimovich Yudin. Venue: “ORTOTIS – Central Asia” LLP, Almaty, Mailin Street, 79. The class for professional development learners at the seminar-training was conducted in the form of an interactive seminar, while the class in obstetrics and gynecology was mainly conducted at the patient’s bedside with the practice of practical skills. Overall, the class was conducted at a high practical and methodological level. However, it should be recommended to use the checklists specified in the syllabus for assessment, as well as to apply effective feedback techniques.

(2.4.3) The diversity and individuality of the content of educational programmes are ensured by the focus of the education organisation, which has concentrated its training activities in the field of healthcare. The education organisation has placed emphasis on training specialists in healthcare organisation and healthcare management, essentially being a leading university in this field. It should be noted that over the past three years, the University has carried out extensive work to obtain a licence for 27 residency programmes, 20 of which have already undergone accreditation, while 7 have been submitted together with institutional accreditation.

For the implementation of continuing professional development, additional and non-formal education programmes, the organisation’s documents include internal regulations and normative documents,

including the Regulation on the Activities of the Department of Continuing Professional Education, as well as the Academic Policy of LLP KMU “KSPH”, approved by orders of the Rector in the established manner. These documents define the procedure for the development, approval and implementation of professional development, retraining and non-formal education programmes; requirements for the content of educational programmes; selection of learners; formation of the teaching staff; organisation of the educational process; assessment of learning outcomes; and ensuring the academic freedom of learners. The implementation of continuing professional development, additional and non-formal education programmes is carried out on the principles of institutional autonomy, practice orientation and compliance with the needs of the healthcare system, with the involvement of practising specialists and independent experts. The goals are defined, and the integration of practical and theoretical components, as well as independent work, is taken into account. Compliance with model programmes and model requirements has been established.

Table 2.4.3 — Number of educational activities in 2025

No.	Title	Format	Workload in hours	Category of learners
1	Current aspects of the activities of an operating room nurse	Full time	120 hours / 4 credits	Nursing staff
2	Current issues in pediatrics	Full time	120 hours / 4 credits	Physician
3	Current issues in outpatient pediatrics	Full time	120 hours / 4 credits	Physician
4	Current issues in angiosurgery	Full time	120 hours / 4 credits	Physician
5	Current issues in obstetrics and gynecology	Full time	120 hours / 4 credits	Physician
6	Current issues in nursing	Full time	120 hours / 4 credits	Nursing staff
7	Current issues for general practitioners	Full time	120 hours / 4 credits	Physician
8	Current issues in laboratory diagnostics	Full time	120 hours / 4 credits	Nursing staff
9	Current issues in oncology	Full time	2 credits / 60 academic hours	Physician
10	Current issues in occupational pathology	Full time	120 hours / 4 credits	Physician
11	Current issues in modern anesthesiology and intensive care	Full time	120 hours / 4 credits	Physician
12	Current issues in therapy	Full time	150 hours / 5 credits	Physician
13	Current issues in surgery	Full time	150 hours / 5 credits	Physician
14	Issues of coloproctology	Full time	120 hours / 4 credits	Physician
15	Issues of coloproctology	Full time	240 hours / 8 credits	Physician
16	Activities of the Patient Support and Internal Expert Review/Audit Service	Blended format	120 hours / 4 credits	Physician
17	Selected issues in oncology	Full time	60 hours / 2 credits	Physician
18	Innovations and clinical approaches in	Full time	150 hours / 5	Physician

	obstetrics and gynecology		credits	
19	Innovative technologies in obstetrics and gynecology	Full time	240 hours / 8 credits	Physician
20	Innovative technologies in the diagnosis and treatment of surgical diseases	Full time	150 hours / 5 credits	Physician
21	Innovative technologies in the diagnosis and treatment of surgical diseases	Full time	60 hours / 2 credits	Physician
22	Innovative technologies in medical rehabilitation	Full time	120 hours / 4 credits	Physician
23	Innovative technologies in nursing	Full time	120 hours / 4 credits	Nursing staff
24	Innovative technologies in traumatology and orthopedics	Full time	150 hours / 5 credits	Physician
25	Innovative technologies in traumatology and orthopedics, adult and pediatric	Full time	60 hours / 2 credits	Physician
26	Infection safety and prevention of healthcare-associated infections	Blended format	60 hours / 2 credits	Physician
27	Clinical ECG	Full time	120 hours / 4 credits	Physician
28	Clinical aspects of diagnosing heart failure in various types of cardiomyopathy	Full time	120 hours / 4 credits	Physician
29	General practice nurse	Full time	120 hours / 4 credits	Nursing staff
30	Models of social work in the Republic of Kazakhstan	Blended format	120 hours / 4 credits	Physician
31	Emergency pre-medical care	Full time	120 hours / 4 credits	Physician
32	General nursing technologies with a course in emergency pre-medical care	Full time	120 hours / 4 credits	Nursing staff
33	Organisation of the work of a nutrition nurse in preschool and school institutions	Full time	120 hours / 4 credits	Nursing staff
34	Organisation of the work of a nutrition nurse in school organisations	Full time	60 hours / 2 credits	Nursing staff
35	Organisation of expert activity in healthcare, independent expert review	Blended format	240 hours / 8 credits	Physician
36	Fundamentals of therapeutic nutrition	Full time	120 hours / 4 credits	Nursing staff
37	Acute surgical and vascular diseases in pregnant women	Full time	60 hours / 2 credits	Physician
38	Family planning	Full time	60 hours / 2 credits	Physician
39	Nursing technologies in anesthesiology and intensive care	Full time	120 hours / 4 credits	Nursing staff
40	Work of a treatment room nurse	Full time	120 hours / 4 credits	Nursing staff
41	Work of a functional diagnostics nurse	Full time	120 hours / 4 credits	Physician
42	Work of a blood service nurse	Full time	120 hours / 4 credits	Nursing staff
43	Work of an emergency medical assistant	Full time	120 hours / 4	Nursing

			credits	staff
44	Resuscitation and intensive care in emergency conditions	Full time	120 hours / 4 credits	Physician
45	X-ray diagnostics in dentistry	Full time	120 hours / 4 credits	Physician
46	Nursing competencies in oncology	Full time	120 hours / 4 credits	Physician
47	Nursing in radiology	Full time	120 hours / 4 credits	Nursing staff
48	Modern aspects of obstetric care in maternity care institutions	Full time	120 hours / 4 credits	Nursing staff
49	Modern aspects of nutrition science and dietetics	Full time	120 hours / 4 credits	Physician
50	Modern aspects of endoscopic surgery	Full time	120 hours / 4 credits	Physician
51	Modern statistical methods for analysing and evaluating the activities of medical organisations	Full time	120 hours / 4 credits	Physician
52	Social worker in healthcare	Blended format	60 hours / 2 credits	Physician
53	Standards of emergency care provision	Full time	60 hours / 2 credits	Physician
54	Stigma and discrimination against people living with HIV and key populations	Blended format	60 hours / 2 credits	Physician
55	Ultrasound diagnostics in gynecology	Full time	120 hours / 4 credits	Physician
56	Ultrasound diagnostics in uronephrology	Full time	120 hours / 4 credits	Physician
57	Ultrasound diagnostics of the breast and thyroid gland	Full time	120 hours / 4 credits	Physician
58	Ultrasound diagnostics of abdominal organs	Full time	120 hours / 4 credits	Physician
59	Ultrasound diagnostics of superficial organs and soft tissues	Full time	120 hours / 4 credits	Physician
60	Ultrasound diagnostics in gynecology	Full time	120 hours / 4 credits	Physician
61	Ultrasound diagnostics of congenital heart defects in children	Full time	120 hours / 4 credits	Physician
62	Ultrasound screening in the second and third trimesters of pregnancy	Full time	60 hours / 2 credits	Physician
63	Examination of alcohol and drug intoxication	Full time	120 hours / 4 credits	Physician
64	Nursing in functional diagnostics	Full time	120 hours / 4 credits	Nursing staff
65	Work of a nurse in infectious disease hospitals	Full time	120 hours / 4 credits	Nursing staff
66	Work of a nurse in an ultrasound diagnostics room	Full time	120 hours / 4 credits	Nursing staff
67	Organisation of nursing at the primary healthcare level	Full time	120 hours / 4 credits	Nursing staff

68	Acute surgical and vascular diseases in pregnant women	Full time	60 hours / 2 credits	Physician
69	Implementation of the chronic non-communicable disease management programme	Blended format	60 hours / 2 credits	Physician
70	Extragenital pathology in pregnant women	Full time	60 hours / 2 credits	Physician
71	Modern principles of organising epidemiological surveillance of healthcare-associated infections in the Republic of Kazakhstan	Blended format	90 hours / 3 credits	Physician
72	Infection safety and infection control	Blended format	120 hours / 4 credits	Physician
73	Nursing care for patients with surgical diseases and traumatic injuries	Full time	120 hours / 4 credits	Nursing staff
74	Infection safety and infection control	Blended format	150 hours / 5 credits	Physician
75	Improvement of maternity care services	Full time	150 hours / 5 credits	Physician
76	Fundamentals of laboratory biosafety	Full time	60 hours / 2 credits	Physician
77	Disease management programme	Blended format	90 hours / 3 credits	Physician , nursing staff
78	Work of a nurse with oncology patients	Full time	120 hours / 4 credits	Nursing staff
79	Occupational pathology. Preliminary and periodic medical examinations	Full time	120 hours / 4 credits	Physician
80	Patient Support and Internal Expert Review/Audit Service in medical organisations under the compulsory social health insurance system	Blended format	120 hours / 4 credits	Physician
81	Biosafety in particularly dangerous infections of pathogenicity groups 1–2	Blended format	240 hours / 8 credits	Physician
82	Patient Support and Internal Expert Review/Audit Service in medical organisations under the compulsory social health insurance system	Blended format	90 hours / 3 credits	Physician
83	Current issues in general medical practice	Full time	120 hours / 4 credits	Physician
84	Early detection, diagnosis and prevention of tuberculosis in the primary healthcare network	Full time	60 hours / 2 credits	Physician
85	Current issues in pediatrics	Full time	60 hours / 2 credits	Physician
86	Universal-progressive model of patronage care for pregnant women and young children	Full time	60 hours / 2 credits	Physician , nursing staff
87	Antenatal care for pregnant women	Full time	120 hours / 4 credits	Physician , nursing staff
88	Models of social work in the Republic of	Blended	120 hours / 4	Physician

	Kazakhstan	format	credits	
89	Ultrasound diagnostics of hip joint pathology and the thymus gland	Full time	120 hours / 4 credits	Physician
90	Ultrasound examination, colour duplex scanning, of head and neck vessels	Full time	60 hours / 2 credits	Physician
91	Selected issues in cardiology	Full time	120 hours / 4 credits	Physician
92	Emergency conditions in obstetrics	Full time	120 hours / 4 credits	Physician
93	New technologies and development pathways in thoracic surgery	Full time	240 hours / 8 credits	Physician
94	Ultrasound diagnostics in cardiology	Full time	240 hours / 8 credits	Physician
95	Nursing management	Full time	60 hours / 2 credits	Nursing staff
96	Critical and intensive care in obstetrics	Full time	150 hours / 5 credits	Physician
97	Patient Support and Internal Expert Review/Audit Service in medical organisations under the compulsory social health insurance system	Blended format	60 hours / 2 credits	Physician
98	Innovative methods in pediatric surgery	Full time	150 hours / 5 credits	Physician
99	Modern approaches to the diagnosis, treatment and rehabilitation of oncological diseases	Full time	150 hours / 5 credits	Physician
100	Current principles of palliative care for oncology patients	Full time	120 hours / 4 credits	Physician
101	Current issues in oral surgery, including pediatric oral surgery, and implantology	Full time	240 hours / 8 credits	Physician
102	Current issues in independent medical expert review	Blended format	60 hours / 2 credits	Physician
103	Current issues in pediatrics	Full time	150 hours / 5 credits	Physician
104	Ultrasound diagnostics in emergency conditions, FAST protocols	Full time	120 hours / 4 credits	Physician
105	Development of the public health service	Blended format	120 hours / 4 credits	Physician
106	Statistical analysis in healthcare	Blended format	120 hours / 4 credits	Physician
107	Strategic management in healthcare	Blended format	60 hours / 2 credits	Physician
108	Human resource management in healthcare	Blended format	60 hours / 2 credits	Physician
109	Healthcare management	Blended format	60 hours / 2 credits	Physician
110	Quality management in healthcare	Blended format	120 hours / 4 credits	Physician
111	Health policy	Blended format	60 hours / 2 credits	Physician
112	Project management in healthcare	Blended	60 hours / 2	Physician

		format	credits	
113	Management psychology	Blended format	60 hours / 2 credits	Physician
114	Resource management in healthcare	Blended format	60 hours / 2 credits	Physician
115	Strategic management in healthcare	Blended format	60 hours / 2 credits	Physician
116	Financial management in healthcare	Blended format	60 hours / 2 credits	Physician
117	Selected issues in pediatric endocrinology	Full time	120 hours / 4 credits	Physician
118	Principles of organising work and training in the Diabetes School	Full time	120 hours / 4 credits	Physician
119	Modern clinical urology. Endourology and laparoscopy	Full time	90 academic hours / 3 credits	Physician
120	Modern cardiac surgery	Full time	150 academic hours / 3 credits	Physician
121	Issues of urology and nephrology	Full time	150 academic hours / 5 credits	Physician
122	Pediatric cardiac surgery: new methods	Full time	120 academic hours / 4 credits	Physician
123	Body liposuction. Surgical correction of abdominal deformities	Full time	120 academic hours / 4 credits	Physician
124	Plastic, reconstructive and restorative breast surgery	Full time	240 hours / 8 credits	Physician
125	Endoscopic diagnosis of diseases of the pancreatobiliary zone	Full time	120 academic hours / 4 credits	Physician
126	Aesthetic blepharoplasty	Full time	120 hours / 4 credits	Physician
127	Oncological alertness and early diagnosis of malignant neoplasms	Full time	60 academic hours / 2 credits	Physician
128	Methods of minimally invasive endoscopic interventions for bleeding from the upper gastrointestinal tract	Full time	120 academic hours / 4 credits	Physician
129	Modern methods of endoscopic diagnostics in gastroenterology	Full time	240 academic hours / 8 credits	Physician
130	Features of ultrasound diagnosis of vascular pathology	Full time	240 academic hours / 8 credits	Physician
131	Diagnosis and treatment tactics for chronic dermatoses and specific inflammatory infections of the urogenital tract in adults and children	Full time	120 academic hours / 4 credits	Physician
132	Modern methods of diagnosis and treatment of skin diseases and sexually transmitted infections in children	Full time	240 academic hours / 8 credits	Physician
133	Current issues in ultrasound diagnostics in oncology	Full time	120 academic hours / 4 credits	Physician
134	Ultrasound diagnostics of the hip joint and thymus gland	Full time	60 academic hours / 2 credits	Physician
135	Ultrasound diagnostics in cardiology	Full time	120 academic	Physician

			hours / 4 credits	
136	Neurosonography with Doppler ultrasound of cerebral vessels	Full time	120 academic hours / 4 credits	Physician
137	Acute kidney injury. Renal replacement therapy	Full time	60 hours / 2 credits	Physician
138	Nutritional support for patients in critical conditions	Full time	60 academic hours / 2 credits	Physician
139	Current issues in resuscitation and intensive care in pediatrics	Full time	120 academic hours / 4 credits	Physician
140	Current issues in anesthesiology and intensive care in pediatrics	Full time	120 academic hours / 4 credits	Physician
141	Current issues in transfusiology	Full time	60 hours / 2 credits	Physician
142	Rational antibacterial therapy for upper and lower respiratory tract infections in adults	Full time	120 academic hours / 4 credits	Physician
143	Modern approaches to the diagnosis and treatment of ophthalmological diseases	Full time	120 academic hours / 4 credits	Physician
144	Modern approaches to the diagnosis and management of newborns and young children	Full time	120 academic hours / 4 credits	Physician
145	Modern approaches to the diagnosis and management of newborns and young children	Full time	150 academic hours / 5 credits	Physician
146	Diseases and infections of the gastrointestinal tract	Full time	60 hours / 2 credits	Physician
147	Innovations and clinical approaches in obstetrics and gynecology	Full time	120 academic hours / 4 credits	Physician
148	Stroke and stages of post-stroke rehabilitation	Full time	120 hours / 4 credits	Physician
149	Integrative approaches in restorative treatment: modern methods of traditional therapy and medical rehabilitation	Full time	60 academic hours / 2 credits	Physician
150	Comorbid conditions in patients with cardiovascular diseases: an integrative approach in the practice of therapists, general practitioners and cardiologists	Full time	60 academic hours / 2 credits	Physician
151	Comprehensive management of patients with chronic diseases	Full time	60 academic hours / 2 credits	Physician
152	Psychoses in the structure of organic disorders	Full time	120 academic hours / 4 credits	Physician
153	Early diagnosis and screening of urological oncological diseases: the role of the urologist and oncologist	Full time	60 academic hours / 2 credits	Physician
154	Rational antibacterial therapy for upper and lower respiratory tract infections in adults	Full time	60 academic hours / 2 credits	Physician
155	Chronic dermatoses and allergic conditions: modern standards of patient management	Full time	120 academic hours / 4 credits	Physician
156	Current issues of statistics in medicine and healthcare	Full time	120 academic hours / 4 credits	Physician
157	Organisation of expert activity in healthcare, independent expert review	Full time	240 academic hours / 8 credits	Physician
158	Selected issues in gastroenterology	Full time	120 academic	Physician

			hours / 4 credits	
159	Algorithm for the management of patients after bariatric surgery: features of clinical nutrition and supportive therapy	Full time	120 academic hours / 4 credits	Physician
160	Current problems of pediatrics in the work of a general practitioner	Full time	120 academic hours / 4 credits	Physician
161	Intensive care and resuscitation of newborns	Full time	120 academic hours / 4 credits	Physician
162	Current issues in pediatrics	Full time	120 academic hours / 4 credits	Physician
163	Perinatal infections in newborns	Full time	60 academic hours / 2 credits	Physician

The education organisation has adapted training to the needs and preferences of individual learners, for example through individual schedules. This indicates compliance with *Standard 2* in terms of adapting training to the needs of learners. Independent learning of learners is presented as follows: students and learners receive assignments for project work, and the syllabi also specify assignments and topics for independent work. To enable learners to study in CPD programmes without prejudice to their main work, the education organisation plans individual and convenient class schedules, taking into account the working hours of learners and based on the internal regulation, namely the Academic Policy.

The educational process for continuing professional education programmes at the University is regulated by legislative acts, as well as by the Regulation on the Department of Continuing Professional Education, approved by the Rector of KMU “KSPH” on 17 September 2025, external and internal regulatory documents, and other local acts determining the procedure for the implementation of educational activities.

The training of residents in the 27 specialties listed above is aimed at meeting the needs of practical healthcare, since the analysis of the shortage of specialists for 2022–2024 identified a lack of narrow-profile specialists in a number of specialties, especially in rural areas. It should be noted that the first graduation from residency programmes will take place in 2026.

At the same time, this organisation is specialised in the field of healthcare management, training Master’s and doctoral graduates in this area, and provides numerous opportunities and conditions for the qualified training of specialists in healthcare organisation. Thus, during discussions with the organisation’s management, the experts obtained information on the expansion of residency programmes from 20 to 27, the strengthening of partnerships with clinical sites and the expansion of international partnerships. Teaching staff confirmed that residents are trained directly in clinical departments of more than 100 healthcare institutions in the city of Almaty.

This is supported by the mentoring system implemented in the organisation.

Of the 26 surveyed residents, 96.15% responded that teaching staff use active and interactive teaching methods quite often during classes, while 3.85% believe that this is partially the case.

The experts reviewed the analysis of the achievements of Master’s and doctoral graduates based on the study of their careers, media sources and other information sources, examined the results of employer surveys, and listened to feedback from graduates of different years during interviews conducted as part of the External Expert Commission site visit programme.

2.5 Organization of training

(2.5.1) (2.5.1) Overall management of academic activities is carried out by the Vice-Rector for Academic and Scientific Affairs, I.K. Tulebayeva, who has held this position since 18 August 2025. Over the past five years, four Vice-Rectors for Academic and Scientific Affairs have changed.

The University has the Department of Methodology and Quality Control of Educational Programmes, the Department of Residency, and the Department of Master’s and Doctoral Programmes, established in accordance with the approved organisational structure by the decision of the Academic Council

dated 2 July 2024, Minutes No. 11. Their authority includes management of the educational process and educational programmes at the relevant levels.

The Department of Residency is responsible for residency programmes.

The Department of Master's and Doctoral Programmes manages Master's and PhD doctoral programmes. All structural units operate on the basis of Regulations, and staff members are guided by job descriptions. The experts reviewed the following documents: Regulations on the Department of Residency, the Department of Methodology and Quality Control of Educational Programmes, the Department of Master's and Doctoral Programmes, and the Department of Continuing Professional Education. The authority of these structural units includes planning, implementation and monitoring of educational programmes. The experts were provided with the results of the 2025 student survey. The survey data from residents, Master's students and doctoral students demonstrate a high level of satisfaction with the educational process, above 80%, which was confirmed during oral interviews with students and graduates.

There is also an Educational and Methodological Council, which includes 11 teaching staff members and 3 students. In total, the University has 6 advisory bodies, whose activities cover all specialties. A total of 12 students and 2 employers, representatives of practical healthcare, are involved in the management of educational programmes at all levels and in all specialties.

(2.5.2) Taking into account the diversity of disciplines within each postgraduate education programme, the education organisation ensures the implementation of each programme component at appropriate training sites. Thus, for Master's, doctoral and residency programmes, there are more than one hundred clinical sites, with agreements in place. Some of these sites are accredited and have a valid certificate of accreditation as healthcare organisations.

The experts reviewed 10 agreements out of 100. According to an employee of the Department of Residency, the agreements with clinical sites contain requirements for the organisation of practical training for resident physicians, staffing and material and technical provision, as well as the participation of clinical mentors in the educational process.

The compliance of clinical sites with these requirements is subject to regular monitoring and analysis using clinical site assessment checklists within internal quality control procedures.

At the end of the academic year, a consolidated assessment of clinical sites is conducted using a general checklist, and its results are considered at a meeting of the Clinical Council. Based on the decisions of the Clinical Council, management decisions are made regarding the continuation of cooperation, updating the terms of interaction, or concluding or terminating agreements with clinical sites.

The results of the annual assessment are used for management decision-making and improvement of educational programmes.

Planning and implementation of innovations in the educational process are carried out through the Department of methodology and quality control of educational programmes, which consists of a Director and a methodologist.

(2.5.3) Experienced teaching staff with methodological expertise, employers, as confirmed during oral interviews with employers, as well as students and learners participate in the development of educational programmes. The experts met with the student representatives and asked them about their participation in the development of educational programmes. The following response was received: "My supervisor, the Chief Physician of Polyclinic No. 17, is a member of the Academic Council and participates in discussions of educational programmes".

2.6 Process of educational programme development

(2.6.1) The process of developing, agreeing and officially approving educational programmes (**ESG G1.2**) is described in the Academic Policy of LLP KMU "KSPH", as well as in internal regulatory documents governing the procedure for the development, updating and approval of educational programmes, approved by orders of the Rector of LLP KMU "KSPH".

The University conducts external reviews and other quality checks of the implementation of educational programmes, including peer observation, open classes, collection of feedback, surveys

upon completion of a discipline or the entire educational programme, and the work of expert groups reviewing classes, in order to introduce additions and improvements to educational programmes.

The experts confirmed this by attending open classes and visiting clinical sites, as well as by reviewing the results of surveys of students and learners, department reports, minutes of meetings of graduating departments and the Educational and Methodological Council.

The experts reviewed documents reflecting the process of developing, agreeing and approving educational programmes (**ESG II G1.2**). During discussions with teaching staff and heads of departments, the experts obtained information on the development of educational programmes, while meetings with students, learners and employers provided evidence that their proposals and feedback are taken into account when updating the content of educational programmes.

(2.6.2) There is a procedure for collecting recommendations from stakeholders in the process of developing and writing educational programmes, which is regulated by the Academic Policy and local regulatory acts of the University approved by orders of the Rector. The experts reviewed survey materials, minutes of department meetings, minutes of the Employers' Council and working materials related to the updating of educational programmes.

At the same time, the experts note that the education organisation is recommended to ensure documented recording and analysis of stakeholders' recommendations during the development and updating of educational programmes, reflecting the decisions made and their impact on the content and learning outcomes.

2.7 Procedure for approval of educational programmes

(2.7.1) (2.7.1) Educational programmes are approved by the Rector of KMU "KSPH". Responsibility for approval is regulated by the document "Regulation on Educational Programme: Development and Updating".

(2.7.2) There is a quality control system for clinical sites and other educational resources, as well as material and technical equipment. It is regulated by agreements with clinical sites and is implemented by the Vice-Rector for Clinical Activities and the Clinical Council.

EEC conclusions based on the criteria. Out of 24 standards they comply: fully - 20, partially - 4, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
2.1.4	Partially compliant	Review the Catalogue of Elective Disciplines and bring it into compliance with the stated learning outcomes and qualification level of postgraduate education, excluding or revising Bachelor's-level disciplines and ensuring their compliance with the National Qualifications Framework and the Framework of Qualifications of the European Higher Education Area.
2.1.8	Partially compliant	Publish the educational programmes on the website.
2.2.1	Partially compliant	Include in the Catalogue of Elective Disciplines disciplines that develop critical thinking, scientific methodology and advanced evidence-based medicine skills, with integration into clinical practice and access to up-to-date data.
2.6.2.	Partially compliant	The education organisation is recommended to ensure documented recording and analysis of stakeholders' recommendations during the development and updating of educational programmes, reflecting the decisions made and their impact on the content and learning outcomes.

Standard 3: COMPETENCY ASSESSMENT AND DOCUMENTATION

3.1 Assessment methods

(3.1.1) The education organisation has formulated and documented an appropriate assessment policy that allows for a comprehensive evaluation of the learning achievements of students and learners.

The experts reviewed the documents regulating the assessment of residents, Master's students, PhD doctoral students and learners of CPD programmes, including the Academic Policy and the Regulation on Mid-Term and Final Assessment. The syllabi were presented, where the experts could see checklists for assessing both knowledge and skills. In total, 5 internal documents on the assessment of students and learners were reviewed. As a rule, the documents were approved at meetings of the Academic Council and by the Rector, which is recorded on the title pages of the documents. The assessment system is regularly updated in accordance with the main requirements of the country's regulatory legal acts, item 2.6 of these Standards, including updates based on teaching staff training in testology.

The review of assessment tools, including 10 tests, 5 tasks and 3 clinical scenarios, showed that the organisation has implemented an appropriate assessment policy that enables a comprehensive evaluation of residents' learning achievements. *During the interviews, residents described the forms of assessment, such as Mini-Clinical Evaluation Exercise, Case-Based Discussion, CbD, and stated that they were satisfied with all aspects of assessment. They also receive regular feedback from teaching staff.*

The results of learners' assessment are documented as follows: an attendance register is maintained, and feedback is provided following the discussion of each topic.

An anti-plagiarism system has been introduced through the conclusion of an agreement and the checking of written works for plagiarism.

(3.1.2) The review of assessment tools, including 10 tests, 5 tasks and 3 clinical scenarios, showed that the organisation has implemented an appropriate assessment policy that enables a comprehensive evaluation of learners' academic achievements. During the interviews, students and learners described the forms of assessment, such as analysis of clinical scenarios, solving situational and problem-based tasks, project assessment, and stated that they were satisfied with all aspects of assessment. They also receive regular feedback from teaching staff.

Thus, to verify the data under *Standard 3*, the experts asked questions to the Head of the Department of Residency and the Head of the Department of Master's and Doctoral Programmes, and reviewed documents and methodologies for assessing students and learners. The organisation has 615 assessment tools for mid-term assessment and 139 assessment tools for final state attestation, which were developed by departments and approved at the meeting of the Educational and Methodological Council, Minutes No. 2 dated 12 April 2025 and No. 5 dated 16 October 2025. The assessment tools were reviewed by representatives of practical healthcare, checklists, and by methodologists of the University's Department of Methodology and Quality of Educational Programmes. The Head of the Department of Methodology and Quality of Educational Programmes stated that additions and updates to the assessment tools for final state attestation are planned to be introduced by April 2026, while updates to assessment tools for mid-term assessment are made annually in September–October.

Tests, situational tasks, examination tickets and checklists have been developed for learners.

For residents' self-assessment, checklists are used for Mini-CEX, DOPS, CbD, assessment of documentation management, assessment of patient presentation, and others.

The results of assessing the reliability and validity of assessment methods are documented in the audit template for assessment tools. The experts were shown the following documents: audit minutes of assessment tools in urology and angiosurgery.

During interviews with 16 teaching staff members regarding assessment methods, the experts obtained convincing evidence that the teaching staff systematically improve their qualifications in teaching and assessment methods, as well as in the development of test items. Students also shared their opinions on the timely provision of tests, the organisation of consultations before pass/fail assessments and the certification examination, and the clarity and fairness of the entire assessment procedure. For example, respondents stated that all teaching staff members provide consultations in a timely manner and are responsive to students' requests. Students also expressed their opinion regarding assessment

methods: the use of checklists makes it possible to objectively assess learning outcomes, and all checklists are known to them, as they are published in the syllabi.

The experts inspected the resources available for organising the assessment of knowledge and practical skills, namely testing rooms and the Simulation Center for assessing clinical skills.

The 15 surveyed employer representatives also indicated that the training of learners corresponds to the current development of medical practice and science, as the educational programmes are focused on practice-oriented training, the use of modern clinical guidelines, the principles of evidence-based medicine and the involvement of practising specialists. At the same time, the education organisation has not conducted systematic feedback with them. Employers noted that they would like to see the following skills of their employees strengthened: clinical reasoning and decision-making, professional communication and work in an interdisciplinary team, as well as knowledge of modern clinical protocols, regulatory and legal requirements of the healthcare system and evidence-based medicine. *During the visit to the organisation, the management was asked the following question: “Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?” The answer received was yes; external examiners are included in the commission for mid-term assessment.*

(3.1.3) To verify the data under Standard 3, the experts asked questions to the heads of the Department of Residency and the Department of Master’s and Doctoral Programmes and reviewed documents and methodologies for assessing residents, Master’s students, doctoral students and learners. The organisation has 615 assessment tools for mid-term assessment and 139 assessment tools for final state attestation, which were developed by departments and approved at meetings of the Educational and Methodological Council, Minutes No. 2 dated 12 April 2025 and No. 5 dated 16 October 2025. The assessment tools were reviewed by representatives of practical healthcare, checklists, and methodologists of the University’s DMQEP. The Head of the Education Department stated that additions and updates to the assessment tools for final state attestation are planned to be introduced by April 2026, while updates to assessment tools for mid-term assessment are made annually in September–October.

Tests, situational tasks, examination tickets and checklists have been developed for learners.

For residents’ self-assessment, checklists are used for Mini-CEX, DOPS, CbD, assessment of documentation management, assessment of patient presentation and other areas. Personal learning portfolios have been introduced in residency educational programmes.

Since 2019, the Dissertation Council has been functioning in the specialty 6D110200 / EP 8D10101 “Public Health”, and since 2022 in the specialty 6D110100 / EP 8D10141 “Medicine”. The permanent members of the Dissertation Council, including the Chairperson, Deputy Chairperson, Academic Secretary and one permanent member, comply with the Model Regulation on the Dissertation Council, Order of the Minister of Education and Science of the Republic of Kazakhstan No. 126 dated 31 March 2011, and the Regulation on the Dissertation Council of LLP “Kazakhstan Medical University ‘KSPH’”.

During the operation of the Dissertation Council, 12 defences were held in the specialty 6D110100 / EP 8D10141 “Medicine”, including 2 from other organisations of higher and postgraduate education, and 17 defences were held in the specialty 6D110200 / EP 8D10101 “Public Health”, including 2 from other organisations of higher and postgraduate education.

(3.1.5) The system for appealing assessment results is reflected in the document “Regulation on appeals”, and during the period of operation of the education organisation, there have been no precedents of appeals.

The system for appealing the results of PhD dissertation defences is reflected in the Regulation on Appeals and the Regulation on Doctoral Programmes.

During the period from 2021 to 2025, there was one case of revision and one repeated defence in each Dissertation Council. There were no refusals by the Committee for Quality Assurance in Science and Higher Education of the MSHE of the Republic of Kazakhstan to award the PhD degree.

The University has a procedure for submitting complaints from students regarding assessment methods and results. The practice of submitting and reviewing complaints during student admission is provided for and regulated by the documented procedure “Management of claims, complaints, suggestions and feedback”. During the period from 2021 to 2025, no complaints were received from applicants to residency and Master’s programmes. Heads of structural units are responsible for identifying and investigating the causes of claims or complaints, as well as for monitoring the results of the investigation.

(3.1.6) The practice of involving external examiners is established in the document “Regulation on Mid-Term and Final Assessment”, approved on 29 August 2024. In 2023, two external examiners were involved in the assessment of Master’s students: representatives of employers, A.E. Tazhiyeva, Doctor of Medical Sciences, Professor, Chief Physician of City Polyclinic No. 17, and a representative of a specialised higher education institution, S.B. Kalmakhanov, Candidate of Medical Sciences, Acting Associate Professor of the Department of Health Policy and Organisation of Al-Farabi Kazakh National University.

In 2024, two external examiners were involved in the assessment of Master’s students: representatives of employers, Saule Galimovna Nukusheva, Doctor of Medical Sciences, Professor, President of the Association of Clinics of Almaty, and a representative of a specialised higher education institution, S.B. Kalmakhanov, Candidate of Medical Sciences, Acting Associate Professor of the Department of Health Policy and Organisation of Al-Farabi Kazakh National University.

In 2025, examination questions used in Master’s programmes were reviewed for 10 disciplines of the educational programmes “Healthcare Management”, “Medicine”, “Public Health” and “Nursing”.

During the visit to the organisation, the management was asked the following question: “Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?” The answer received was yes, and the relevant orders were provided.

Assessment methods and results take into account *conflicts of interest*, and this is documented in the Regulation on Mid-Term and Final Assessment and in the Code of Academic Integrity. This process includes the selection of examiners from organisations that are not affiliated with the University.

The absence of conflicts of interest among invited external examiners is ensured by involving independent experts from practical healthcare organisations that do not participate in the implementation of the University’s educational programmes, as well as by formalising their participation on the basis of agreements and orders of the Rector, with mandatory compliance with the principles of objectivity and independence of assessment.

To avoid conflicts of interest with University teaching staff who provide training to residents, the University applies the separation of teaching and assessment functions, as well as the formation of examination and final attestation commissions with the participation of external specialists.

The openness and accessibility of examination results are ensured by communicating the results to students in the established manner through the University’s information systems and students’ personal accounts, as well as by publishing final minutes and orders on attestation results on the University’s official information resources and information boards of structural units.

The University uses a system for *appealing assessment results*. **(ESG II Part 1.3)** The system for appealing assessment results is reflected in the document “Regulation on Appeals”, and no appeals have been submitted over the past five years.

The number of permitted retakes is regulated by the documents “Academic Policy”, approved in 2024.

(3.1.7) Feedback on assessment results is provided regularly to students and learners by teaching staff and mentors.

During interviews, residents noted that the assessment methods were objective and that teaching staff assess them using checklists.

The 15 surveyed employer representatives also indicated that the training of graduates corresponds to the current development of medical practice and science, as the educational programmes are focused on practice-oriented training, the use of modern clinical guidelines, principles of evidence-based medicine and the involvement of practising specialists. Employers stated that they themselves

participate in the assessment of residents, as they are included in examination commissions. However, the education organisation has not conducted systematic feedback with them. There has not yet been a graduation of residents at KSPH; the first graduation will take place in 2026.

The education organisation has approaches to working with underperforming students, including the identification of academic difficulties at the early stages of training, individual consultations with teaching staff and mentors, the development and implementation of individual learning plans, the organisation of additional classes and retakes within established deadlines, as well as monitoring the dynamics of academic achievements and providing methodological support from departments and structural units of the University. There are no such students in the current year. Over the past five years, 1 Master's student did not defend their Master's thesis. A total of 49 doctoral students did not complete their doctoral dissertations.

3.2 Documentation of continuing and non-formal education

(3.2.1) During the visit to the organisation and the interview with the Director of the Department of Continuing Professional Education, Roza Zhetpisbayevna Rgynbayeva, the Commission confirmed that there is a documentation system that is transparent and accessible to all teaching staff and employees. It includes documents such as annual operational plans, annual reports, regulations on structural units, agreements with teaching staff and learners, and educational and methodological documentation, including the working programme, working curricula, syllabi and journals; assessment tools, including checklists and assessment sheets; as well as certificates and other confirming documents. The review of the website showed that its pages contain the documents necessary for learners, regulating the procedure for training, admission conditions, rights and responsibilities of learners, the Academic Policy, assessment and attestation rules, as well as educational and methodological materials. There is also information on educational programmes, the training schedule, contact details of structural units and University news, which is regularly updated. This information was obtained during the interview with the Director of the Department of Continuing Professional Education, Rgynbayeva.

Records management is organised in such a way as to ensure the systematisation, registration, storage and accessibility of documents related to the educational, administrative and human resource activities of the education organisation. The main documents are placed in the centralised archive and electronic databases of structural units. The file nomenclature includes organisational and administrative, educational and methodological, human resource, financial and economic, and reporting documents, and is updated once every three years. Documents are available in the state and Russian languages.

However, the experts identified the following shortcomings: the file nomenclature has not been updated for all areas of activity, some documents are stored separately, and uniformity in the formatting and labelling of files is not ensured in all cases.

Storage and disposal of documents are carried out in accordance with the requirements of the Regulation on Archival Storage and Records Management at LLP KMU "KSPH", approved in 2023. Information security is ensured through compliance with personal data protection requirements, differentiation of access rights to information systems, and the use of secure electronic resources. For this purpose, the document "Information Security and Personal Data Protection Policy", approved in 2023, has been developed.

(3.2.2) There is a portfolio of postgraduate education, continuing professional development, additional and non-formal education programmes, which includes handout materials and didactic materials.

(3.2.3) Feedback on the compliance and quality of educational programmes is collected in the form of surveys. It should be noted that no document regulating the feedback procedure was provided. The survey results are not published on the website, but were presented to the experts. The quality of assessment procedures and methods is ensured through internal review of assessment tools. This mechanism is established in an internal document regulating the procedure for the development, review and approval of assessment materials within the framework of the University's Academic Policy. Thus, in Master's programmes, this is carried out through internal review of examination materials and test items at the level of departments and graduating structural units, followed by

consideration by the Educational and Methodological Council. For example, in 2024, the final tests of the educational programme in the specialty “Healthcare Management” were reviewed by teaching staff of specialised departments and independent internal experts who were not the developers of these materials. Examination materials for residency programmes in the specialties of Therapy, Surgery, Pediatrics, and Obstetrics and Gynecology were reviewed by heads of departments and members of examination commissions with the participation of representatives of clinical sites. Examination tests and questions used in Master’s programmes were reviewed by teaching staff with academic degrees and experience in implementing the relevant educational programmes, taking into account the requirements of the State Compulsory Education Standards and the results of previous assessment procedures.

According to teaching staff, during the interviews, internal review makes it possible to improve test items, while external review of assessment tools allows additions and improvements to be made.

3.2.4 QIS) (3.2.4 QIS) The experts confirmed that documentation in the form of diplomas, certificates and other confirming documents verifies the actual training of residents, Master’s students, doctoral students and learners, and is registered in journals in the Platonus system. The following documents regulate the issuance of education documents:

- Master’s programmes — Regulation on Master’s Programmes, paragraph 11.14;
- Doctoral programmes — Regulation on Doctoral Programmes, paragraph 5.29;
- Residency — Regulation on Residency, paragraph 8.4;
- CPD — Order No. 303/2020 dated 21 December 2020, Chapter 2, paragraphs 13–14.

EEC conclusions based on the criteria. Out of 11 standards they comply: fully - 10, partially - 1, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
3.2.2.	Partially compliant	1. Introduce a portfolio for learners.

Standard 4: STUDENTS AND LEARNERS

4.1 Admissions Policy and Selection

(4.1.1) (4.1.1) The organisation has a policy for the admission of residents, Master’s students, doctoral students and learners of CPD programmes. The experts reviewed the following documents: Rules for Admission to Residency, Rules for Admission to Master’s Programmes and Rules for Admission to Doctoral Programmes. The admission rules for students have been developed on the basis of the Model Rules for Admission to Higher and Postgraduate Education Organisations, Order No. 600 of the MSHE of the Republic of Kazakhstan.

During the period from 2022 to 2025, 244 residents were admitted in 20 specialties, 176 Master’s students in 7 specialties, and 75 doctoral students in 2 specialties. Over the past five years, 63,735 learners completed professional development programmes and 29,985 learners completed non-formal education programmes of less than 60 hours at the University.

Table — Student contingent

Level of education	Year				
	2021	2022	2023	2024	2025
Residency				120	258
Master’s programmes	57	55	70	143	178
Doctoral programmes	71	70	85	81	88

The heads of the Department of Residency and the Department of Master’s and Doctoral Programmes described the policy for the admission of residents. The approaches to the admission of residents are based on national requirements and internal regulatory acts, namely the Rules for Admission to Residency. During the period from 2021 to 2025, 244 residents were admitted to educational programmes in 20 specialties. The first graduation from residency programmes is expected in 2026. Upon admission to residency, the resident signs an Agreement for the Provision of Educational Services and is familiarised with their rights and responsibilities, which is confirmed by their personal signature. In addition, at the beginning of the academic year, explanatory meetings are held with clinical mentors and heads of departments, during which residents are informed about their rights, responsibilities and the procedure for organising the educational process.

(4.1.2) Admission of learners is carried out on the basis of an application submitted by those wishing to improve their qualifications and a concluded agreement. During the admission of learners, their physical abilities are taken into account in order to organise a barrier-free environment, including a lift and ramp. The admission requirements for learners include qualification level, compliance with the declared specialty, professional experience/length of service and other relevant criteria. The table below presents information on the number of admitted learners over five years.

Table 4.1.2 — Dynamics of the learner contingent by year

Year	2021	2022	2023	2024	2025
Number of learners	6543	5690	8953	20577	21972
Including:	3186	2731	3737	11960	11455
- physicians					
- nursing staff	3357	2959	5119	8522	10469
Non-medical personnel			97	95	48

During the period from 2021 to 2025, 63,735 learners were admitted, including 30,846 people to continuing education programmes and 29,985 people to non-formal education programmes. A total of 63,735 people successfully completed training. For example, the most in-demand programmes were the certification courses “Healthcare Management” and “Nursing in School Medicine”; professional development cycles in the following theoretical areas: “Healthcare Management”, “Activities of the Patient Support Service”, “Expert Review of the Quality of Medical Care” and “Infection Safety”; and, among clinical areas, the most in-demand were “Ultrasound Diagnostics”, “Obstetrics and Gynecology” and “PHC Activities: Disease Management Programme, Dispensary Follow-Up, IMCI, Universal Progressive Model of Patronage Care”. Among non-formal education programmes, the most in-demand were “Basic Life Support in Adults and Children, BLS” and “Advanced Cardiovascular Life Support, ACLS”, in which 46% of learners were trained in 2025.

(4.1.3) A balance is ensured between the existing capacity of the education organisation, its training opportunities, and the admission of students and learners, as the organisation has partners and clinical sites, including more than 100 healthcare organisations in the city of Almaty.

The experts confirmed that, in developing the policy for the selection and admission of students, the stages of admission and selection described in the Admission Rules, approved in 2024, are taken into account. The ratio between the number of admitted students, including international students, and the existing material, technical and human resources is considered at all stages of training. In the current year, there are 524 students and 118 teaching staff members across all educational programmes, 37 programmes in total. There are 4 sq. m. per student. The appropriate ratio of teaching staff to students is ensured in accordance with the document “Time Standards”.

For 27 residency and Master’s programmes, there are 105 clinical/practical sites with which agreements have been concluded. The Commercial Director, who works in accordance with the job

description, is responsible for the material and technical support of educational activities. The education organisation has one academic building with a total area of 7,049.6 sq. m., which is described in more detail in Standard 6.1.

Over the past 3 years, the number of Master's educational programmes has increased from 7 to 9, while the staffing composition has remained unchanged.

There are 27 residency educational programmes, with no changes.

The dynamics of admission to Master's programmes over the past five years are as follows: the total number of students increased from 57 in 2021 to 178 in 2025. The dynamics of admission to doctoral programmes in 2 programmes over the past five years do not show significant growth. Thus, the total number of doctoral students was 71 in 2021 and 88 in 2025. Different admission figures depended on the allocated state educational order and the number of applicants wishing to enrol on a fee-paying basis.

National requirements for healthcare human resources influence the number of residents, Master's students and doctoral students.

The number and contingent of admitted Master's students are determined by the availability of full-time teaching staff, available facilities, literature and training sites. Over the past three years, the number of Master's educational programmes has increased from 7 to 9, while the staffing composition has remained unchanged.

There are 27 residency educational programmes, with no changes.

In the 2024–2025 academic year, admission to residency was carried out in 17 educational programmes, while in the 2025–2026 academic year the list of educational programmes was expanded, resulting in an increase to 27 programmes.

Before preparing an application for the number of residency places, the availability of teaching staff and clinical sites is taken into account, and an analysis of shortages and surpluses in the relevant specialties in the region and in the country as a whole is conducted. This analysis is carried out by the Department of Residency and reported to the Educational and Methodological Council and the Quality Council, which include the senior management of the University.

(4.1.3) The education organisation observes the principles of equality in the admission of students at all levels of education, as the document “Admission rules” is applied (**ESG II Part 1.4**). There is no analysis of gender differences among students and teaching staff; however, according to the interviewed students, they have not observed any preference in relation to either gender. *The surveyed teaching staff confirmed the existence of equal opportunities for everyone.*

Admission of students with disabilities is carried out on the basis of the Rules for Admission to Residency, Master's and Doctoral Programmes. There are currently no students with special health needs studying at the University. Over the past five years, the University has not provided training for persons with special educational needs related to health. The absence of students in this category during the reporting period is due to the absence of applications and requests from the relevant groups.

(4.1.4) Representatives of practical healthcare participated in the development of the student assessment policy.

(4.1.5) The practice of submitting and reviewing complaints during the admission of students is provided for and regulated by the DP “Management of claims, complaints, suggestions and feedback”. During the period from 2021 to 2025, no complaints were received from applicants to residency and Master's programmes. Heads of structural units are responsible for identifying and investigating the causes of claims or complaints, as well as for monitoring the results of the investigation.

The rules for re-submitting applications and postponing admission deadlines are described in the documents “Rules for admission to residency” and “Rules for admission to master's and doctoral programmes”. Appeals against admission decisions are regulated by the same documents. For this purpose, a commission is established, which includes experienced teaching staff. There were no cases of appeals during the accredited period.

(4.1.6) The rules for transferring students from other educational programmes, medical schools within the country and from countries of the near and far abroad are regulated by the Academic Policy. During the period from 2021 to 2025, transfers of students from other education organisations and to other universities were isolated cases and were carried out in accordance with the established procedure for transfer and reinstatement of students. Summary quantitative data on transfers of residents and Master's students are not aggregated in the self-assessment report.

(4.1.7) The University periodically reviews its student admission policy, with the latest review conducted in 2024. The Directors of the Departments of Residency, Master's and Doctoral Programmes are responsible for this process.

(4.1.8 QIS) The working conditions and employment of learners at their main place of work are taken into account when enrolling them in training programmes. The education organisation provides an individual and flexible training schedule. As a rule, groups of learners are formed with 1 to 12 people, while theoretical classes may include up to 20 people. However, in 2023, 301 people received individual training; in 2024, 536 people; and in 2025, 618 learners.

The working conditions and employment of learners at their main place of work are taken into account when enrolling them in training programmes. The education organisation provides an individual and flexible training schedule.

4.2 Number of students and learners

(4.2.1) Learners' motivation for training is ensured through a flexible pricing policy described in the Regulation on Paid Educational Services and training agreements, approved in the established manner. There is a system of discounts for certain categories of learners, including employees of healthcare organisations, learners referred by employers, as well as for group training. The education organisation can simultaneously admit up to 500 learners, taking into account its material and technical base and the number of teaching staff.

The document that guarantees each learner's responsibility for participation in training is the agreement for the provision of educational services, drawn up in accordance with the requirements of the civil legislation of the Republic of Kazakhstan and the University's internal regulatory documents. Agreements are registered in the established manner by the financial and economic service and the records management office of the education organisation. Records are maintained both electronically and in paper format.

The experts reviewed the documentation related to the enrolment of learners, including applications for training, agreements for the provision of educational services, enrolment orders and registers of the learner contingent.

Counselling on issues related to the choice of educational programmes and continuing professional development activities is provided by an employee of the unit responsible for additional and non-formal education, the Department/Division of Continuing Professional Education. Contact information is posted on the official website of the University and is accessible to all stakeholders. WhatsApp chats are available for prompt interaction with learners.

(4.2.2) A balance is ensured between the existing capacity of the education organisation, its training opportunities and the admission of learners, as the organisation has sufficient material and technical resources, modern educational and clinical sites, as well as qualified teaching staff.

When selecting learners, such applicant abilities as the basic level of professional training, motivation for learning, correspondence of the educational background to the chosen programme and readiness to master the educational programme are taken into account.

To record the number of learners, the following documentation is maintained and was reviewed by the experts: enrolment orders, training agreements, registration journals and electronic learner record databases, as well as reports of structural units on the learner contingent.

4.3 Support and counselling

(4.3.1) Academic counselling of students is carried out through individual and group consultations, support provided by curators and academic mentors, as well as through information provided via the official information resources of the University. The choice of electives is regulated by the University's Academic Policy and the working curricula of educational programmes and is documented in students' individual study plans. The graduating departments and educational programme curators are responsible for organising and ensuring the correctness of the choice of elective disciplines (**ESG II Part 1.4**).

Counselling on preparation for admission to residency is provided by the Department of Residency, which operates on the basis of the University's internal regulatory documents and Academic Policy.

Counselling on admission to Master's programmes is provided by the Department of Master's and Doctoral Programmes. The experts reviewed the document "Rules for Admission to Master's Programmes of LLP KMU 'KSPH'", approved in 2023.

Career-related issues of Master's and doctoral students are handled by the Department of Master's and Doctoral Programmes jointly with scientific supervisors and graduating departments. A total of 97% of Master's graduates are employed.

Learners of continuing professional development programmes are attracted through information posted on the official website of the University, distribution of information materials, interaction with medical organisations and professional communities, as well as through social networks and messengers. The Department of Continuing Professional Education of the University is responsible for this.

In total, over the past five years, 63,735 learners completed continuing professional development, additional and non-formal education programmes from 2021 to 2025.

At the same time, the distribution by categories of learners is not explicitly presented in the self-assessment report, physicians / nursing staff / non-medical workers; therefore, this indicator is aggregated in the report only as the total number of learners.

There is a learner motivation system, which includes a flexible pricing policy, the possibility of free training under budget-funded programmes, training through the portal on a competitive basis, as well as the provision of discounts based on official memos and applications.

Tutors are appointed from among the teaching staff and clinical mentors assigned to educational programmes in accordance with the student and learner contingent. In the current year, clinical mentors are involved in the clinical mentoring system, with one mentor supervising, on average, 3–4 residents.

The system of individual counselling is supported through regular planned and unscheduled consultations, monitoring of academic progress, and support for students provided by tutors, clinical mentors and the Department of Residency. Teaching staff of clinical departments and students of residency and Master's programmes are involved in this process. The regulating document is the "Regulation on clinical mentoring".

(4.3.2) The social, financial and personal needs of students are met through the provision of financial assistance. In 2025, a total of KZT 8,757,420 was allocated for student events, while in 2024, KZT 12,159,109 was allocated. Students participate in national, 9, and international, 10, events funded by the University. Thus, in 2025, support was provided to 5 Master's students in the amount of KZT 2,490,000 and to 6 residents in the amount of KZT 1,452,000. Financial support for residents and Master's students is provided in the form of grants, tuition discounts and reimbursement of mobile communication expenses. Doctoral students are funded for internships both outside and within Kazakhstan. In total, KZT 62,459,857 was spent over 5 years.

(4.3.3) Career counselling is provided by the Department of Master's and Doctoral Programmes, and during the reporting period, 97% of Master's graduates were employed.

The system for studying graduate employment and demand includes meetings with employers. The experts reviewed the results of the 2025 employer survey, according to which the vast majority, more than 89%, are satisfied with Master's graduates. The first graduation of residents will take place in 2026.

Since residency programmes were first introduced in the 2024–2025 academic year, no significant

changes based on employer survey results have been noted.

During discussions with employers, the experts obtained evidence of their participation in collegial bodies, as well as their satisfaction with the knowledge and skills of Master's graduates and current students of residency programmes.

(4.3.4) Emergency assistance to students and employees in the event of personal psychological trauma or a critical situation is provided through the existing medical office. There is no psychologist on staff; however, according to staff members, students have not had such a need.

4.4 Representation of students and learners

(4.4.1) The University has 6 advisory bodies in which student participation is provided. Thus, the Educational and Methodological Council includes E.B. Sandybek, a first-year doctoral student of the educational programme 8D10101 "Public Health"; A.M. Enprbekova, a third-year doctoral student of the educational programme 8D10141 "Medicine"; and T.B. Bimagambetov, a second-year Master's student of the educational programme 7M10107 "Healthcare Management". The Academic Council includes Aiya Kairbekovna Katayeva, a first-year Master's student of the educational programme "Medical and Preventive Care" of the scientific and pedagogical track; Maira Serikovna Alimbetova, a second-year doctoral student of the educational programme "Public Health" of the scientific and pedagogical track; and A.M. Egshrbekova. The Quality Council includes a third-year doctoral student of the educational programme 8D10141 "Medicine" and T. Bimagambetov, a second-year Master's student of the scientific and pedagogical Master's programme 7M10108 "Healthcare Management" at KMU "KSPH". The Clinical Council includes Bayan Dauren Zhumabekuly, a first-year resident of the educational programme "Otorhinolaryngology, adult and pediatric", and Assel Urazovna Dzhapparkhanova, a second-year doctoral student of the educational programme "Medicine". In total, 9 students participate in the work of advisory bodies. The experts were provided with orders approving the composition of these advisory bodies for the current academic year.

Student self-government is implemented in the form of the Council of Young Scientists. The Council consists of 15 members, including 7 students enrolled in residency programmes, which ensures their participation in the scientific and public life of the organisation. The main activity of the Council of Young Scientists is primarily aimed at organising and supporting students' participation in scientific and practical conferences, seminars and other scientific events that contribute to the development of research competencies and professional growth. The activities of the Council are carried out in accordance with Order No. 25-N dated 8 January 2025 "On the composition of the council of young scientists".

The legal and regulatory framework for the activities of the Council of Young Scientists is based on the following documents:

Regulation on the Council of Young Scientists;

Rector's Order No. 25-N dated 8 January 2025, which determines the composition of the Council and regulates the procedure for its activities.

The Council of Young Scientists operates in accordance with approved local regulatory acts and interacts with the University's structural units on issues related to the scientific and professional development of students.

The participation of students and teaching staff in the processes of planning and implementing educational programmes, assessing students, and quality evaluation activities is ensured through their representation in the Educational and Methodological Council and the Academic Council, where educational programmes are discussed and approved.

The University follows its practice of student representation and their participation in the development, management and evaluation of educational programmes. This is reflected in meeting minutes; for example, the experts were shown the minutes of the Clinical Council meetings No. 1 dated 10 October 2025 and No. 2 dated 12 October 2025.

Assistance and support for student activities and student organisations are provided through

financial support.

In 2025, a total of KZT 8,757,420 was allocated for student events, while in 2024, KZT 12,159,109 was allocated. Students participate in national, 9, and international, 10, events funded by the University. Thus, in 2025, support was provided to 5 Master's students in the amount of KZT 2,490,000 and to 6 residents in the amount of KZT 1,452,000. Financial support for residents and Master's students is provided in the form of grants, tuition discounts and reimbursement of mobile communication expenses. Doctoral students are funded for internships both outside and within Kazakhstan. In total, KZT 62,459,857 was spent over five years.

Due to the small size of the student contingent, approximately 500 students in total in residency, Master's and doctoral programmes, the University has not established a separate support unit; all these functions are assigned to the Department of Residency and the Department of Master's and Doctoral Programmes.

4.5 Learning strategies

(4.5.1) The education organisation develops the ability of each individual student and learner to systematically plan, carry out and document their practice-based learning in order to meet their learning needs.

(4.5.2 QIS) Blended distance learning technologies are used in professional development programmes. The Moodle platform is used.

The following teaching methods are applied in the training of learners: project-based assessment, the flipped classroom and workplace-based assessment methods, WPBA. GenAI tools, such as NotebookLM, are actively used. Training is also conducted taking into account the learners' previous level of education and experience. For this purpose, before the start of classes, learners are surveyed to determine their level of preparation and knowledge gaps. The experts reviewed 20 questions and tests designed to assess the initial level of knowledge.

4.6 Working conditions

(4.6.1) The working conditions and employment of learners at their main place of work are taken into account when enrolling them in training programmes. The education organisation provides an individual and flexible training schedule. As a rule, groups of learners are formed with 1 to 12 people, while theoretical classes may include up to 20 people. However, in 2023, 301 people received individual training; in 2024, 536 people; and in 2025, 618 learners.

The working conditions and employment of learners at their main place of work are taken into account when enrolling them in training programmes. The education organisation provides an individual and flexible training schedule.

(4.6.2) The policy on student funding, scholarships and financial incentives is published in the document "Academic Policy of KMU 'KSPH'", approved by the Rector on 28 August 2024, and is based on external documents, orders and minutes of meetings.

Among residents, 40.6% receive a scholarship in the amount of KZT 134,664 in 2025. In addition, second-year resident Ainur Zhanatkyzy Zhatkanbayeva, specialising in Radiology, receives a named scholarship in the amount of KZT 50,000. On the basis of Order of the Minister of Healthcare of the Republic of Kazakhstan No. RK MOH-305/2020 dated 21 December 2020 "On approval of the nomenclature of specialties and specialisations in the field of healthcare, and the nomenclature and qualification characteristics of positions of healthcare workers", the position of resident physician was introduced. The qualification requirements provide for higher education in the field of training "Healthcare". In this regard, residents work in parallel with their studies at 0.25–0.5 positions, and their employment is paid by employers. The scholarship for Master's students in 2025 is KZT 134,664. The scholarship for doctoral students in 2025 is KZT 262,500.

The amounts and procedure for awarding state scholarships are regulated by Resolution of the Government of the Republic of Kazakhstan No. 116 dated 7 February 2008, with amendments, including those introduced by Resolution No. 518 dated 28 June 2024.

Resident physicians and Master's students in the field of training "Healthcare" receive KZT 134,664.

Doctoral students, including doctoral students in the field of training "Healthcare", receive KZT

262,500.

An order is issued by the University on the award of scholarships to Master's students based on the results of the intermediate examination session by the Department of Master's and Doctoral Programmes.

Responsibility for the timely and full payment of scholarships to all categories of students lies with the Department of Residency and the Department of Master's and Doctoral Programmes, which are supervised by the Vice-Rector for Academic and Scientific Affairs. Official information on scholarships is not published on the website. The experts reviewed the following documents: Academic Policy, Rules for Admission to Master's Programmes, Rules for Admission to Doctoral Programmes and Rules for Admission to Residency.

(4.6.3) Students' participation in all medical activities at clinical sites is ensured through their inclusion in the diagnostic and treatment process in accordance with individual study plans, clinical training schedules and agreements with clinical sites, under the supervision of clinical mentors and teaching staff of departments, with compliance with the established levels of access and patient safety requirements.

(4.6.4) Training under an individual programme is carried out in cases where applications are submitted. This is regulated by the document "Regulation on Master's and Doctoral Programmes", approved in 2024.

(4.6.5 QIS) The Department of Continuing Professional Education of KMU "KSPH" applies a system of incentives for students and learners, and this procedure is regulated by the Regulation on the System of Incentives for Students and Learners of Continuing Professional Education Programmes, approved in November 2023. This Regulation governs measures for encouraging and supporting participants in the educational process. Within the implementation of certification courses, mainly for initial training groups, first and second cohorts, a system of incentives for learners is applied, including the following forms:

- provision of a certificate for a discount of up to 20% on the University's educational services;
- distribution of branded products, including bags, pens and notebooks;
- consultative support for learners for up to 3 months after completion of the certification course and/or professional development cycles;
- discounts on textbooks, methodological recommendations and educational-methodological manuals authored by teaching staff and professors of the University.

The application of these measures is aimed at increasing learners' motivation, building loyalty to the University's educational programmes and supporting the professional development of graduates.

EEC conclusions based on the criteria. Out of 22 standards they comply: fully - 21, partially - 1, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
4.1.4	Partially compliant	Ensure the participation of representatives of professional associations and student organisations in the development and review of the admission policy by including them in working and advisory bodies, with documented consideration of their proposals.

Standard 5: ACADEMIC STAFF/TEACHERS

5.1 Selection and admission policy

(5.1.1) In the current year, the education organisation has 118 employees, including 45 full-time teaching staff members and 73 part-time teaching staff members.

There are 66 teaching staff members involved in residency programmes, 39 in Master's and doctoral programmes, and 75 teaching staff members involved in CPD programmes. There are 18 scientific supervisors of doctoral students, who work in accordance with the Regulation "On the Procedure for Competitive Replacement of Positions of the Teaching Staff and Research Workers of LLP KMU 'KSPH'".

The experts reviewed the Human Resource Policy, dated 2 February 2023, and the Regulation on Mentors, dated 2 February 2023. In order to verify the data under *Standard 5*, the external experts obtained the opinions of teaching staff on the human resource policy, including issues related to professional development, financial incentives and incentive allowances.

The discussion with A.S. Kultayev, Head of the Department of Radiology, included questions such as how the department was organised and how the issue of recruiting staff was addressed. This allowed the experts to learn about approaches to involving staff from clinical sites in teaching, 5 such teaching staff members in total, the strategy and tactics for recruiting residents, the information support of the educational programme, and also to identify issues related to human resource management and development, since most part-time teaching staff do not possess teaching methodology skills and have not completed professional development in pedagogy.

The education organisation implements its human resource policy in accordance with the legislation of the country, including the Code on Public Health and Healthcare System of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan "On Education", the Labour Code of the Republic of Kazakhstan, and internal documents, including the Charter, the Regulation on Human Resource Policy, regulations on structural units and job descriptions.

The human resource policy takes into account criteria related to the scientific, pedagogical and professional merits of applicants, including an appropriate balance between pedagogical, scientific and clinical qualifications. Monitoring of teaching staff responsibilities across all disciplines is regulated by the document "On the Procedure for Competitive Replacement of Positions of the Teaching Staff and Research Workers of LLP KMU 'KSPH'".

The education organisation maintains the teacher-to-student ratio depending on different levels of study. Thus, the ratio is 1:3 in residency, 1:6 in Master's programmes and 1:3 in PhD doctoral programmes.

(5.1.2) The search for and recruitment of mentors is regulated by the document "Regulation on the Clinical Mentor" and depends on residency specialties and the number of residents in each educational programme, in order to ensure that each group of residents is provided with a clinical mentor.

In the current year, there are 76 clinical mentors, 0 mentors, and 18 scientific supervisors of doctoral students. There are 0 advisors and 0 tutors. The main documents regulating their activities are the Job Description, the Regulation on Clinical Mentoring and the Human Resource Policy.

The education organisation has an appropriate number of technical and administrative staff, 11 and 34 respectively in 2025. The ratio of administrative staff, 27%, to teaching staff, 73%, is 1:2.7. Their work is regulated by regulations and job descriptions. The experts reviewed the document "Job description".

The education organisation employs 6 researchers; compared with 2022, their number has increased by 4. This is due to the fact that in 2025, 3 scientific projects are being implemented, while in 2022 there was 1 project. The increase in the number of researchers is also related to the development of scientific areas: one project funded by the MSHE of the Republic of Kazakhstan and two projects under the "Zhas Galym" programme, as well as the establishment of scientific laboratories, including the joint activity agreement with SaraLab No. 08-02 dated 8 February 2022, which is described in more detail in Standard 6.3. **(ESG II Part 1.5)**

(5.1.3 QIS) The experts obtained evidence that, in its policy for the selection and recruitment of staff, the education organisation takes into account the institutional mission, Standard 1.1, regional characteristics and external regulations, including the Rules for Accounting for Human Resources in the Field of Healthcare, maintaining the professional register, approved by Order of the Minister of

Health of the Republic of Kazakhstan No. RK MOH-253/2020 dated 11 December 2020, registered with the Ministry of Justice of the Republic of Kazakhstan on 14 December 2020 under No. 21773, <https://adilet.zan.kz/rus/docs/V2000021773>; the Rules for Targeted Training of Personnel, including the Rules for Targeted Training of Personnel with Postgraduate Education in the Field of Healthcare, approved by Order of the Minister of Health of the Republic of Kazakhstan No. RK MOH-19 dated 25 September 2018; and the Rules for Training Medical Personnel in Internship, approved by Order of the Minister of Health of the Republic of Kazakhstan No. RK MOH-16 dated 18 September 2018. The organisation also takes into account its material, technical and economic capacity, Standard 6.1, institutional conditions for staff funding and the effective use of resources, *Standard 8.4*.

The surveyed teaching staff stated that, when being recruited, they did not experience any unfairness or inequality and that they have equal working conditions and equal access to the resources of the education organisation.

The survey of teaching staff showed that the majority, 87.1%, are fully satisfied with the organisation of work and workplace conditions in this education organisation, while 12.9% are partially satisfied.

Teaching staff at this education organisation have the opportunity to engage in research and publish the results of research work: 90.32% fully agree with this statement, while 9.68% partially agree.

Regarding satisfaction with the work of the HR service, 83.87% fully agree and 16.3% partially agree.

In terms of salary satisfaction, 58.0% fully agree and 9.68% partially agree.

5.2 Obligations and development of teaching staff

(5.2.1) The balance between the teaching, research and service functions of teaching staff is regulated at LLP KMU “KSPH” and is reflected in the documents “Job Description” and “On the Procedure for Competitive Replacement of Positions of the Teaching Staff and Research Workers of LLP KMU ‘KSPH’”. The experts met with full-time teaching staff. During discussions with teaching staff, the experts established that they strive to perform all types of activities required of University teaching staff. The University has implemented a system that ensures teaching staff have sufficient time to carry out all types of professional activities: teaching, mentoring, participation in educational, methodological and research work, as well as scientific supervision of Master’s students and consultation of doctoral students. The workload is formed taking into account job responsibilities and the distribution of workload throughout the academic year.

The internal regulatory documents defining these principles are:

Regulation on the teaching load of the teaching staff of LLP KMU “KSPH”; Time standards for calculating the volume of teaching load performed by teaching staff for the academic year, approved by order of the Rector after agreement at a meeting of the Academic Council.

During the visit to the Department of Obstetrics and Gynecology, headed by L.K. Kaliyeva, the experts observed that a significant amount of time is devoted to teaching and clinical activities, leaving almost no time for research.

In order to verify the data under Standard 5, during the meeting with the Head of the HR Department and interviews with teaching staff, the experts obtained opinions on approaches to developing the pedagogical competence of teaching staff, their motivation to work with students and learners, and the implementation of mentoring, tutoring and mentorship, including continuity in teaching residents and learners.

(5.2.2) The experts received information on the professional development programme for teaching staff, which is conducted annually. A total of 157 teaching staff members involved in the implementation of the educational programme completed training during the period from 2022 to 2025. These activities are funded by the University. The expert reviewed certificates of teaching staff on topics such as “Research Methodology: quantitative and qualitative methods of data collection and analysis”, “Development of educational programmes in accordance with ECTS” and “Methodology of medical education”.

The experts found that teaching staff initiate research topics for residents and stimulate the need for additional learning and independent work with literature and medical documentation, for example, in the specialties of Radiology and Obstetrics and Gynecology.

The experts established that clinical activities and scientific research are used in teaching and learning. Thus, during the visit to a practical class on “Endovideosurgery in Gynecology” for residents and learners in the specialty “Obstetrics and Gynecology”, the experts noted that surgical approaches are based on scientific principles.

(5.2.3) The evaluation of teaching staff performance is carried out through student surveys and is regulated by the document “Teacher through the Eyes of Students”. The survey results for the 2024–2025 academic year indicate a consistently high level of student satisfaction with the quality of teaching: in most departments, the share of positive assessments is 95–100%. Students highly assess the professional competence of teaching staff, their availability for consultations, practice-oriented approach and objectivity of assessment.

LLP KMU “KSPH” carries out targeted work on the training and retraining of scientific and pedagogical staff. The selection and placement of scientific and pedagogical staff are carried out through the conclusion of employment contracts in accordance with the rules of current legislation. The policy of clear distribution of authority is implemented through the improvement of the organisational structure, the content of regulations on structural units and job descriptions. The requirements for the competence of teaching staff are defined in job descriptions developed on the basis of the “Model Qualification characteristics of positions of teaching staff and equivalent persons”. Familiarisation with job descriptions is carried out upon employment. At LLP KMU “KSPH”, the procedure for encouraging employees is defined by the Regulations “On the system of remuneration and motivation of university employees”. These Regulations make it possible to increase the material interest of employees in improving the results of their own activities, fulfilling established planned tasks, and introducing progressive forms and methods of the educational process. The document was approved by order of the Rector after agreement at a meeting of the Academic Council and was approved in 2022. During the period from 2021 to 2025, no staff performance appraisal was conducted, as the teaching staff was being renewed, and the first appraisal is planned for this year.

The evaluation of the activities of clinical mentors is carried out through student surveys and based on the results of mid-term and final assessment of students. It is regulated by the document “Regulation on the clinical mentor”, approved on 29 August 2024. In total, there are 76 mentors in the current year.

(5.2.4 QIS) University teaching staff regularly undergo training in teaching methods such as methodology of medical education and research methodology. Over the past 5 years, 157 teaching staff members have completed training in 3 programmes. The experts reviewed the certificates of teaching staff. The main training venues for teaching staff were the main building on Utepov Street, as well as the online format. Interviews with teaching staff showed that 54.84% had completed training within the past five years.

The experts received information on the professional development programme for teaching staff, which is conducted annually. A total of 157 teaching staff members involved in the implementation of educational programmes completed training during the period from 2022 to 2025. These activities are funded by the University. The expert reviewed teaching staff certificates on such topics as the Development of Educational Programmes in Accordance with ECTS.

Professional development, continuing professional growth, and support for newly recruited teaching staff and part-time teaching staff involved from clinics and industry are covered by the Human Resource Policy of LLP KMU “KSPH”. The experts reviewed the documents “Regulation on the teaching load of the teaching staff of LLP KMU ‘KSPH’” and “Time standards for calculating the volume of teaching load performed by teaching staff for the academic year”, approved by order of the Rector after agreement at a meeting of the Academic Council.

During discussions with teaching staff, the experts clarified that they are well familiar with the content of the educational programmes in the implementation of which they participate.

The experts found that teaching staff initiate research topics for residents and stimulate the need for additional learning and independent work with literature and medical documentation, for example, in the educational programme “Obstetrics and Gynecology”.

The University provides opportunities for career growth and the development of teaching staff competencies: 87.1% of surveyed teaching staff agreed with this statement, while 12.9% partially agreed. Regarding participation in professional development programmes, 35.48% completed training less than one year ago, 35.48% during the current year, 54.84% more than three years ago, 0% more than five years ago, and 9.68% answered “I do not remember when it was”.

The University implements social support programmes for teaching staff: 41.9% responded that such programmes exist, 3.23% answered that they had already used them, 3.23% responded that there are no such programmes, and 41.93% of respondents did not know about them.

(5.2.5 QIS) Compliance with the state-established requirements and standards in educational activities by employees and teaching staff is guaranteed through the fulfilment of job descriptions.

Thus, along with achievements, the following problems exist: transparency is not ensured in the recruitment policy for teaching staff and clinical consultants, and there are issues related to the ratio of full-time and part-time teaching staff.

EEC conclusions based on the criteria. Out of 8 standards they comply: fully - 7, partially - 1, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
5.1.1	Partially compliant	<ol style="list-style-type: none"> 1. Introduce a transparent system for staff recruitment and personnel evaluation, including KPIs, ratings and performance appraisal. 2. Conduct a more optimal search for the recruitment of full-time core staff positions. 3. Develop and approve clear criteria and procedures for the selection of clinical mentors and clinician teachers, with a clear distinction between their roles and responsibilities.

Standard 6. EDUCATIONAL RESOURCES

6.1 Physical Facilities

(6.1.1) The material and technical base of the University includes an academic building with a total area of 7,049.6 sq. m., classrooms, lecture and conference halls, computer classrooms, an educational and clinical Center, as well as a wide network of clinical sites for the practical training of students.

Facilities for rest and catering include a catering area of 90.0 sq. m., a sports hall of 69.2 sq. m., and a medical service point of 18.2 sq. m.

The Simulation Center is represented by the educational and clinical Center, which includes 3 simulation classrooms equipped with simulation equipment for practising practical and clinical skills in conditions close to real medical practice.

The total classroom area is 986.3 sq. m.

There are no laboratories; there are 3 simulation classrooms.

(6.1.2) A safe environment for all participants in the educational and scientific process is ensured through the functioning of the internal control system, compliance with occupational health and safety requirements, safety procedures and sanitary and epidemiological standards. It also includes providing the necessary information on the rights and responsibilities of students and employees, rules of conduct, measures to prevent discrimination and conflicts, and mechanisms for submitting appeals

and complaints. Students and teaching staff are informed about safety measures, which was confirmed during their survey.

(6.1.3 QIS) The learning environment is improved through regular renewal. Thus, over five years, KZT 241,977,349 thousand was allocated.

KZT 96,077,650 thousand was allocated to the Simulation Center.

Renovation works were carried out in the amount of KZT 130,741,499 thousand.

More than 10 patents and 100 author's certificates have been created, and educational and methodological manuals and books have been published.

The total classroom area is 3,700 sq. m.

Laboratories are equipped in the amount of KZT 15,158,200 thousand.

The expansion of the material and technical base is associated with the increase in the student contingent and the expansion of educational services.

6.2 Training sites

(6.2.1) Clinical training of students is carried out at 100 sites.

A total of 105 agreements have been concluded with clinical sites. The schedule is arranged in such a way that students have access to the supervision of 5–10 patients per day.

Table 6.2.1 — Training sites

No.	Name of the training site with which an agreement has been concluded	Address	Availability of accreditation of the medical organisation
1.	MSE REM “City Clinical Hospital No. 5”, No. 0056 D/06.24	220 Dostyk Avenue	Highest category, 2024–2027. RSE REM “Salidat Kairbekova National Research Center for Health Development”.
2.	SRIPE Clinic, No. 0068AC/08.24	49/1 Toraigyrov Street	
3.	Military Clinical Hospital of the Ministry of Defence of the Republic of Kazakhstan, No. 0068AF/08.24	2 Krasnogorskaya Street	28 July 2023, Science Committee of the Ministry of Science and Higher Education of the Republic of Kazakhstan.
4.	Trevi Clinic, No. 0068AD/08.24	136 Bogenbay Batyr Street	
5.	Dr. Shbair Clinic, No. 0056C/06.24	21 Al-Farabi Avenue, Block 6	
6.	MSE REM “Almaty Regional Dermatovenerological Dispensary”, Inpatient Department, No. 0027A/02.24 dated 27 February 2024	35 Tauelsizdiktyñ Zhyldygy Street, Kuat microdistrict, Otegen Batyr settlement, Ili District, Almaty Region	No. KZ94VG00014981 dated 27 November 2024, valid for 3 years, first category.
7.	MSE REM “Almaty Regional Dermatovenerological Dispensary”, Dispensary Department, No. 54-02.22 dated 21 February 2022	84 Kopernik Street, Medeu District, Almaty	
8.	MSE REM “City Dermatovenerological Dispensary”	65 Manas Street	27 November 2024 – 27 November 2027.
9.	MSE REM “Central City Clinical Hospital”, No. 00119/11 No. 23 dated 15 November 2023	6 Zhandosov Street, Almaty	No. KZ00VEG00014442, valid from 26 June 2024 to 26 June 2027, first category.
10.	MSE REM “Emergency Hospital”, No. 000247/12.22 dated 2 December 2022	96 Kazybek Bi Street, Almaty	No. 23012702 dated 2 June 2023, indefinite validity, first category.
11.	MSE REM “Children’s City Clinical Hospital No. 2”, No. 57/2-02.22 dated 21 February 2022	54 Altynsarin Avenue, Microdistrict No. 2, Almaty	No. KZ10VEG00015038, valid from 10 December 2024 to 10 December 2027
12.	MSE REM “Almaty Oncology Center” of the Health Department of Almaty	220 Papanin Street, building A, Almaty	First category, 2022, Public Association “Experts and Consultants for External Comprehensive Evaluation

			in Healthcare”
13.	LLP “Institute of Endocrinology”	126 Shevchenko Street, Almaty	
14.	LLP “MEDITERRA”, No. 0068C/08.24 dated 29 August 2024	254/1 Zhamakayev Street, Almaty	No. KZ58VEG00013398 dated 14 June 2023, valid for 3 years
15.	Polyclinic at City Clinical Hospital No. 5	220 Dostyk Avenue, Almaty	
16.	LLP “Diabetes Center”	126 Shevchenko Street, Almaty	
17.	MSE REM “City Clinical Hospital No. 1 – Kalkaman”, No. 0056A/06.24 dated 28 June 2024	2/1 Kalkaman-2 Microdistrict, Almaty	No. KZ74VEG00015050 dated 12 December 2024, valid for 3 years
18.	MSE REM “City Polyclinic No. 5” of the Health Department of Almaty, No. 0073A1/10.24 dated 11 October 2024	Makatayev Street, Almaty	No. KZ92VEG00014823 dated 31 October 2024
19.	MSE REM “Interdistrict tuberculosis dispensary” of the Health Department of Almaty, No. 6 dated 25 December 2015	45 Degdar Street, Turksib District, Almaty	
20.	LLP “Shymkent railway hospital”, No. 5 dated 7 October 2020	26 Kabanbay Batyr Avenue, Shymkent	
21.	LLP “Atyrau Railway Hospital”, No. 6 dated 7 October 2020	39 Musa Baimukhanov Street, Atyrau, Atyrau Region	
22.	MSE REM “Almaty multidisciplinary clinical hospital”, No. 76-06.21 dated 12 June 2021	83 Demchenko Street, Medeu District, Almaty, 050019	
23.	MSE REM “Emergency medical service”, No. 0046A/24 dated 20 May 2024		
24.	JSC “A.N. Syzganov national scientific center of surgery”, No. 77-06.21 dated 9 June 2021	51 Zheltoksan Street, Almaty	No. KZ80VEG00014748 dated 10 October 2024
25.	LLP “NEUROLAB”, No. 80-06.21 dated 11 June 2021		
26.	RSE REM “National scientific center of phthisiopulmonology”, No. 84/2-06.21 dated 21 June 2021	5 Bekhozhin Street, Almaty	
27.	MSE REM “City Clinical Hospital No. 7”, No. 16-02.22 dated 4 February 2022	Kalkaman Microdistrict, Almaty	No. KZ56VEG00011591 dated 29 September 2021, first category
28.	LLP “SapaLab”		
29.	MSE REM “Center of Perinatology and Pediatric Cardiac Surgery”, No. 47-03.22 dated 21 February 2022	2 Basenov Street, Bostandyk District, Almaty	No. KZ96VEG00013005 dated 27 December 2022
30.	MSE REM “Almaty Oncology Center”, No. 48-03.22 dated 21 February 2022	220 Papanin Street, building A, Almaty	
31.	MSE REM “Mental health center”, No. 49-03.22 dated 21 February 2022	117 Abish Kekilbayuly Street, Almaty	No. KZ57VEG00013222 dated 3 April 2023
32.	MSE REM “Children’s city clinical infectious diseases hospital”, No. 0069/09.24 dated 4 September 2024	299A Baizakov Street, Almaty	No. KZ37VEG00014940 dated 21 November 2024
33.	LLP “Institute of Reproductive Medicine”, No. 52-03.22 dated 21 February 2022	IRM Clinic Almaty, 99/40 Tole Bi Street	
34.	MSE REM “City Cardiology Center” of the Health Department of Almaty, No. 53-03.22 dated 21 February 2022	93 Tole Bi Street, corner of Masanchi Street, Almaty	
35.	MSE REM “Talgat Central District Hospital” of the Health Department of Almaty Region, No. 55-03.22 dated 21 February 2022	47 Nauryzbay Batyr Street, Talgat, Talgar District, Almaty Region	
36.	JSC “Central Clinical Hospital”, No. 56-03.22 dated 21 February 2022	6 Zhandosov Street, Almaty	

37.	LLP “Talayeva Clinic”, No. 57-03.22 dated 21 February 2022	71 Markov Street, Bostandyk District, Almaty	
38.	LLP “Aspan Rehab Clinic”, No. 00158/09.22 dated 30 September 2022	Building 70B, Zhetysu-2 Microdistrict, Auezov District, Almaty	
39.	MSE REM “I. Zhekenova City Clinical Infectious Diseases Hospital”, No. 00212/10.22 dated 7 October 2022	10/2 Degdar Street, Almaty	
40.	MSE REM “City Clinical Hospital No. 4” of the Health Department of Almaty, No. 00244/12.22 dated 1 December 2022	220 Papanin Street, Almaty	No. KZ80VEG00014748 dated 10 October 2024
41.	MSE REM “City Clinical Hospital No. 4” of the Health Department of Almaty, No. 00244/12.22 dated 1 December 2022	40 Manas Street, Almaty	No. KZ51VEG00015367 dated 9 April 2025
42.	MSE REM “Center for Children’s Emergency Medical Care”, No. 00008/01.23 dated 16 January 2023	95 Tole Bi Street, Almaty	No. KZ54VEG00014828 dated 1 November 2024
43.	LLP “Kazakh Research Institute of Eye Diseases of the Order of the Badge of Honour”, No. 00013/02.23 dated 1 February 2023		
44.	LLP “Omicron”, No. 00017/03.23 dated 2 March 2023	217B Zharokov Street, Bostandyk District, Almaty	
45.	LLP “Aura MED”, No. 00017B/03.23 dated 3 March 2023	Building 16, Astana Microdistrict, Uralsk	
46.	MSE REM “City Multidisciplinary Hospital” of the Health Department of West Kazakhstan Region, No. 00067/B/07.23 dated 14 July 2023	58 Almatinskaya Street, Uralsk	
47.	MSE REM “Regional Oncology Dispensary” of the Health Department of West Kazakhstan Region, No. 00067A/07.23 dated 14 July 2023	45/1 Bukhar Zhyrau Boulevard, Almaty	No. KZ79VEG00012632 dated 2 September 2022
48.	LLP “Keruen-Medicus”, No. 00108/10.23 dated 11 October 2023	48A Zhanakurylys, Uzynagash Rural District, Zhambyl District, Almaty Region	
49.	MSE REM “Zhambyl Central District Hospital” of the State Institution “Health Department of Almaty Region” of the Akimat of Almaty Region, No. 0020/02.24 dated 7 February 2024	2B Kadyrov Street, Shelek village, Enbekshikazakh District, Almaty Region	
50.	MSE REM “Enbekshikazakh District Hospital No. 1 of Shelek village” of the State Institution “Health Department of Almaty Region”, No. 0022/02.24 dated 12 February 2024	1 Aset Beiseuov Street, Kargaly village, Kargaly Rural District, Zhambyl District, Almaty Region	
51.	MSE REM “District Hospital” of Kargaly village, Zhambyl District, of the State Institution “Health Department of Almaty Region”, No. 0027D/02.24 dated 27 February 2024	15A Abylai Khan Avenue, Almaty District, Astana	
52.	RSE REM “Academician N.D. Batpenov National Scientific Center of Traumatology and Orthopedics” of the Ministry of Health of the Republic of Kazakhstan, No. 00370D/04.24 dated 26	Building 7, Microdistrict 5, Konaev, Almaty Region	

	February 2024		
53.	MSE REM “Konaev City Multidisciplinary Hospital” of the State Institution “Health Department of Almaty Region”, No. 0048A/05.24 dated 31 May 2024	14 Zhangozin Street, Kaskelen, Almaty Region	
54.	MSE REM “Karasay Clinical Multidisciplinary Central Hospital” of the State Institution “Health Department of Almaty Region”, No. 0048/05.24 dated 31 May 2024	99 Mametova Street, Alikhan Bokeikhan District, Karaganda, Karaganda Region, Kazakhstan	
55.	LLP “Karaganda Railway Hospital”, No. 0027/E/02.24 dated 27 February 2024	28/20-22 Zhangel'din Street, Almaty	
56.	MSE REM “City Perinatal Center” of the Health Department of Almaty, No. 0056B/06.24	42 Abylai Khan Avenue, Astana	
57.	JSC “National Scientific Medical Center”, No. 0059/07.24	105 Samal-2 Microdistrict, Medeu District, Almaty	
58.	LLP “Medical Center ‘Zam-Zam’”, No. 0070/09.24 dated 5 September 2025	26/1 Nusupbekov Street, Almaty	
59.	LLP “EMIRMED Research Institute”, No. 0068B/08.24 dated 29 August 2024	120 Aiteke Bi Street, between Baitursynov Street and Seifullin Avenue, Almaty	
60.	JSC “Research Institute of Cardiology and Internal Diseases”, No. 0070A/09.24 dated 5 September 2024	146 Al-Farabi Avenue, Almaty	No. KZ90VEG00013016 dated 27 December 2022
61.	JSC “Scientific Center of Pediatrics and Pediatric Surgery”, No. 0068AB/08.24	20 Zharokov Street, Almaly District, Almaty	
62.	LLP “Advanced Rehabilitation Technologies”, No. 0056E/06.24	129A Abish Kekilbayuly Street, Almaty	
63.	RSE REM “Republican Clinical Hospital for Veterans of the Patriotic War” of the Ministry of Health of the Republic of Kazakhstan, No. 028A/04-25	87 Gaukhar Ana Street, Konaev, Almaty Region	
64.	SI “Health Department of Almaty Region”	14 Hussein bin Talal Street, Astana	
65.	RSE REM “National Coordination Center for Emergency Medicine”, No. 03-08-77	Building 197A, S. Yerubayev Street, Turkestan, Turkestan Region	
66.	LLP “Talgat Clinic”, No. 054A/06.25	119 Kabanbay Batyr Street, corner of Dosmukhamedov Street, Almaty	
67.	LLP “Smagul Kaishibayev Institute of Neurology and Neurorehabilitation”, No. 062A/07.25	Shagabutdinov Street, Almaty	No. KZ37VEG00012515 dated 27 July 2022
68.	JSC “Kazakh Research Institute of Oncology and Radiology”, No. 25.08.2025	Building 287, Shygys-1 Microdistrict, Aktau, Mangystau Region	
69.	LLP “Yerkemed”, No. 077/09.25	Apt. 13, 25 Zenkov Street, Medeu District, Almaty	
70.	LLP “Elite Med”, No. 076/09.25	61/1 Markov Street, Bostandyk District, Almaty	
71.	LLP “Baisal LTD”, No. 078F/09.25	120 Aiteke Bi Street,	

		between Baitursynov Street and Seifullin Avenue, Almaty	
72.	JSC “Research Institute of Cardiology and Internal Diseases”, No. 078A/09.25	23 Popov Street, Bostandyk District, Almaty	
73.	MSE REM “City Polyclinic No. 12”, No. 5 dated 29 January 2016		
74.	Republican State Government Enterprise “Alatau Children’s Clinical Sanatorium”	181 Prokofiev Street, 2nd floor, Tastak-2 Microdistrict, Almaty District, Almaty	
75.	MSE REM “City Dental Polyclinic”	172 Gogol Street, Almaty, 050026	
76.	MSE REM “Children’s Dental Polyclinic”, No. 15 dated 12 February 2016	264 Kablukov Street, Block 7, Almaty	
77.	LLP “K. Zhazykbayeva International Center for Eye Protection”, No. 17 dated 12 February 2016	Alpha Business Center, 7A Anet Baba Street, Astana	
78.	RSE REM “Republican Center for Electronic Healthcare” of the Ministry of Health and Social Development of the Republic of Kazakhstan, No. 18 dated 12 February 2016	53 Gogol Street, Almaty	
79.	MSE REM “City Polyclinic No. 1”, No. 19 dated 4 March 2016	3A, Microdistrict 4, Auezov District, Almaty	
80.	MSE REM “City Polyclinic No. 6”, No. 21 dated 24 June 2016	28 Zhetbayev Street, Alatau Microdistrict, Medeu District, Almaty	
81.	MSE REM “Alatau City Hospital” of the Health Department of Almaty, No. 23 dated 23 September 2016	10 Makatayev Street, Almaty	
82.	MSE REM “City Narcological Center for Medical and Social Correction” of the Health Department of Almaty, No. 24 dated 23 September 2016	Koktem-1 Microdistrict, Bostandyk District, Almaty	
83.	MSE REM “City Student Polyclinic” of the Health Department of Almaty, No. 25 dated 23 September 2016	37B Shukhov Street, Shukhov Square, Almaty	
84.	MSE REM “City Polyclinic No. 2” of the Health Department of Almaty, No. 26 dated 23 September 2016	12, Orbita-3 Microdistrict, Bostandyk District, Almaty	
85.	MSE REM “City Polyclinic No. 4” of the Health Department of Almaty, No. 28 dated 23 September 2016	24/1 Khalifa Altai Street, Darkhan Microdistrict; 41 Dulat Babatayuly Street, Karasuy District	
86.	MSE REM “City Polyclinic No. 25” of the Health Department of Almaty, No. 29 dated 23 September 2016	193A Zhankozha Batyr Street, Shanyrak-2 Microdistrict, Almaty	
87.	MSE REM “City Polyclinic No. 22” of the Health Department of Almaty, No. 30 dated 23 September 2016	340/2 Shugyla Microdistrict, Nauryzbay District, Almaty	
88.	MSE REM “Emergency Medical Care Station” of the Health Department of Almaty, No. 31 dated 23 September 2016	3/1 Zemnukhov Street, Almaty	
89.	MSE REM “City Polyclinic No. 24” of the Health Department of Almaty, No. 33	City Polyclinic No. 24, 3/1 Zemnukhov Street,	

	dated 23 September 2016	Almaty	
90.	MSE REM “City Polyclinic No. 8” of the Health Department of Almaty, No. 34 dated 23 September 2016	58 Samal-2 Microdistrict, Medeu District, Almaty	
91.	LLP “Health&BeautyPlaza”, No. 1 dated 10 June 2020	169 Shagabutdinov Street, Almaty, 050000	
92.	LLP “SapaLab”, No. 08-02 dated 8 February 2022	Nauryzbay Batyr Business Center, 40 Talzhanov Street, Almaty	
93.	LLP “Aspan Rehab Clinic”, No. 00158/09.22 dated 30 September 2022		
94.	MSE REM “Center for Prevention and Control of AIDS” of the Health Department of Almaty	Almaty	
95.	LLP “Kausar Plus”	LLP “Kausar Plus”	
96.	LLP “Central Family Polyclinic of Almaty”	LLP “Central Family Polyclinic of Almaty”	
97.	LLP “Private Clinic Almaty”	LLP “Private Clinic Almaty”	
98.	MSE REM “Regional Multidisciplinary Clinic”	MSE REM “Regional Multidisciplinary Clinic”	
99.	MSE REM “Taldykorgan City Multidisciplinary Hospital” of the State Institution “Health Department of Zhetysu Region”	MSE REM “Taldykorgan City Multidisciplinary Hospital” of the State Institution “Health Department of Zhetysu Region”	
100.	MSE REM “Zhambyl Regional Multidisciplinary Hospital” of the Health Department of the Akimat of Zhambyl Region	MSE REM “Zhambyl Regional Multidisciplinary Hospital” of the Health Department of the Akimat of Zhambyl Region	

The experts reviewed 100 agreements.

The Vice-Rector for Clinical Affairs is responsible for communication with representatives of clinical sites. In total, the University has 9 departments, including 7 clinical departments and 2 pharmaceutical departments.

A total of 21% of clinical sites are accredited as medical organisations.

Teaching staff of clinical departments carry out diagnostic and treatment activities at the University’s clinical sites, participating in the diagnostic process, patient treatment, clinical case discussions, consultative and expert work, as well as surgical interventions within the scope of their qualifications.

During the reporting period, teaching staff of clinical departments participated in expert activities, including clinical case discussions, consultations and expert reviews within the framework of cooperation with healthcare organisations.

The range and profile of the University’s clinical sites ensure the rotation of students in specialised clinical disciplines of residency and internship educational programmes. Practical training in pharmaceutical disciplines is carried out at pharmaceutical organisations, pharmacies and production sites with which cooperation agreements have been concluded.

The adaptation and improvement of resources for practical and clinical training are carried out through regular analysis of the needs of educational programmes, renewal of the material and technical base, expansion of the network of clinical and practical sites, and implementation of simulation technologies. This is the responsibility of the University management, the Department of Residency

and specialised departments.

The review of resources showed that they correspond to the goals and objectives of the University's educational activities, levels of education and range of educational programmes. The experts visited the clinical site, Keruen Clinic, with a total bed capacity of 90. The staff of the education organisation ensure collegial and ethical relations with medical personnel and the management of the clinical site in order to achieve the final learning outcomes of students.

A sufficient number of thematic patients and modern equipment are available and accessible to students. Staff members who simultaneously perform the roles of teachers and curators, mentors, ensure high-quality training in compliance with ethics and deontology.

Before the start of the relevant discipline of the educational programme, students receive the syllabus from the teaching staff member and know which skills they should acquire and develop during training.

During visits to clinical sites, the experts assessed the resources, their compliance with training programmes, accessibility for teaching staff and students, the modernity of the equipment, and its compliance with the needs of students and practical healthcare.

In order to validate the data presented in the self-assessment report and obtain evidence of the quality of programmes, interviews were conducted with residents by specialty. The experts asked questions about satisfaction with training, the sufficiency of time for patient supervision, work with medical documentation in DAMUMED, satisfaction with teaching methods and the qualifications of teaching staff, social and moral support for residents in need, participation in Journal Clubs, and access to international databases of professional literature.

Overall, residents are satisfied with the training and assessment methods and deliberately chose this organisation, as they believe that the education organisation has good resources, reputation and international links. At the same time, residents would like to have more independence in patient management and more opportunities to participate in international events.

Students demonstrated their commitment to the education organisation, were active in answering the external experts' questions, and expressed their views on the organisation of training, assessment of their skills, counselling support, opportunities to participate in research work, and funding.

The experts reviewed the documents of residents, including portfolios, residents' assessment results, checklists, and resident survey results; Master's students, for 2025; doctoral students, for 2025; and learners of CPD programmes, for 2025.

Interviews with 29 teaching staff members, including 29 full-time staff members, showed that there are both achievements and problems in education management, depending on the specific clinical site, including students' access to equipment, a sufficient number of thematic patients, time for maintaining medical documentation, and independent work.

The experts visited the equipped simulation, educational and clinical, Center, which consists of three rooms and is located at 19A Utepov Street. The Center has equipment including an advanced trainer for practising adult intubation skills, various manikins, a torso for cardiopulmonary resuscitation, a respiratory system phantom, an Ambu Man external cardiac massage trainer, and other equipment, which are integrated into residency educational programmes as part of clinical training. The participation of standardised patients is used in residency programmes.

(6.2.2 QIS) Cooperation with stakeholders is carried out in order to expand clinical, practical and research training sites, including cooperation with foreign universities.

(6.2.3 QIS) The education organisation studies, adapts and improves resources for practical and clinical training in order to meet the needs of practical healthcare through the organisation of round tables with representatives of medical organisations, annual surveys of employers of residency and Master's graduates, visits to simulation centers of national and international partners, and participation in national and international events on the development of simulation-based learning.

Students have free access to patients at clinical sites and all conditions for improving their practical skills; 83.87% of teaching staff fully agree with this, while 16.3% partially agree.

6.3 Information technologies

(6.3.1) Access to electronic and printed information resources for students and teaching staff is provided through the organisation of library services.

The University library is located in the academic building and consists of a reading room and an area for issuing and storing literature, with a total area of 92.8 sq. m. The library contains textbooks, journals and monographs, and has 6 computers available to students. This was confirmed during interviews with students.

The University library collection is represented by printed and electronic educational and scientific publications in the state, Russian and foreign languages. Access to electronic copies of educational and scientific literature is provided through the KABIS electronic library catalogue and external electronic resources.

Subscribed publications include electronic scientific and educational resources provided through library and publishing platforms.

Periodicals include scientific journals and publications, including materials posted on the website of the scientific journal “MSE”.

Information and communication technologies include the Documentolog electronic document management system, educational platforms and learning management systems Moodle and Platonus, the KABIS electronic library catalogue, the official University website, as well as Internet access and Wi-Fi on the University premises.

Their application in the educational process consists of using electronic educational platforms to organise the educational process, upload educational and methodological materials, conduct current and final assessment, support students’ independent work, and ensure communication among participants in the educational process.

The experts determined that access to web-based professional and scientific literature databases is provided, including the international electronic database Wiley, Doctor’s Consultant, Student’s Consultant, as well as open public electronic libraries and databases. Access is also provided to electronic media resources such as the official website of the University and the website of the scientific journal “MSE”.

The barrier-free environment includes ramps and lifts.

(6.3.2) Information resources include the Documentolog electronic document management system, educational platforms and learning management systems Moodle and Platonus, the KABIS electronic library catalogue, the official website of the University, the website of the scientific journal “MSE”, access to open electronic libraries and international scientific databases, as well as the corporate Internet network and Wi-Fi.

The experts observed that departments have computers, laptops, access to the Internet, electronic educational platforms, electronic educational and methodological materials, and the University’s information resources.

The effective and ethical use and evaluation of information and communication technologies are ensured by the Department of Digitalisation and Telecommunications, which operates on the basis of the Regulation on the Department of Digitalisation and Telecommunications, approved in 2023. The unit is supervised by the University management, and its activities are monitored by the Rector.

Assessment of the sufficiency and relevance of information resources includes analysis of the provision of students and learners with computer equipment and Internet access, the functioning of educational platforms, the relevance of electronic educational and methodological materials, access to electronic library and scientific databases, as well as the collection of feedback from students and teaching staff.

The experts met with staff members of the Department of Digitalisation and Telecommunications and asked them questions about the accessibility of information resources for students and teaching staff, personal data protection, support for educational platforms, ensuring the uninterrupted operation of information systems, and responding to users’ technical requests. The responses received confirmed

the stable functioning of the University's information systems, a high level of accessibility of electronic resources, and the availability of regulated procedures for ensuring information security and technical support for users.

(6.3.3) Teaching staff and students are provided with the opportunity to use information and communication technologies through the educational platforms and learning management systems Moodle and Platonus, the corporate Internet network and Wi-Fi, electronic document management, and the official website of the University. These technologies are also used for independent work through access to the KABIS electronic library catalogue, open electronic libraries and international scientific databases, as well as through the placement and use of electronic educational and methodological materials and online resources.

The accessibility of information is ensured through the functioning of the official website of the University, educational platforms with round-the-clock access, electronic information resources, and regulated procedures for providing and protecting information. **(ESG II Part 1.6)** Students' access to patient data and healthcare information systems is organised through practical and clinical training at the University's clinical sites in accordance with cooperation agreements, under the supervision of clinical mentors and in compliance with confidentiality and personal data protection requirements.

The experts noted that information and communication technologies are an integrated part of training, as they assist learners in mastering the theoretical component of programmes, practising practical skills, analysing clinical situations, carrying out independent work, and preparing for current and final assessment.

Learners are provided with access to web resources such as the Moodle and Platonus educational platforms, the KABIS electronic library catalogue, open electronic libraries and the international scientific database Wiley.

The education organisation is equipped with 195 computers, 63 laptops and 2 interactive whiteboards.

During the visits to the classes on "Critical conditions in obstetrics and gynecology" and "Innovative technologies in pediatrics for reducing childhood disability and correcting orthopedic pathology in children with severe neuromuscular diseases", the experts confirmed that ICT tools are used in teaching, including multimedia presentations, electronic educational and methodological materials, the Moodle educational platform and access to electronic scientific resources.

(6.3.4 QIS) Elements of distance learning methods are used in professional development programmes.

6.4 Formalised types of training

(6.4.1) Approaches have been developed for the participation of students and learners in formalised types of additional education, including certification courses, professional development programmes, thematic seminars and trainings, master classes and continuing professional development educational activities implemented by the University in accordance with approved educational programmes and internal regulatory documents.

(6.4.2 QIS) The participation of students and teaching staff in special educational activities, such as advanced training to improve their level of competence, is ensured.

6.5 Medical research and scientific achievements

(6.5.1) The research base of the University consists of the University's structural units, including departments and the Department of Science and Consulting, as well as clinical sites and healthcare organisations with which agreements on scientific and educational cooperation have been concluded.

The priority areas of scientific research are general medicine and public health.

Over the past five years, 4 scientific projects have been implemented, including:

1. AP14872263 "The impact of COVID-19 on women's reproductive health and the protection of women's health", 2022–2024.

Two doctoral students participated in the implementation of the project and successfully defended their dissertation works.

2. AP22684892 “Epidemiological and socio-economic factors affecting the reproductive and mental health of women in Kazakhstan before and during the COVID-19 pandemic” — within the framework of grant funding for scientific and/or scientific and technical projects of young scientists “Zhas Galym” for 2024–2026 under the Ministry of Science and Higher Education of the Republic of Kazakhstan.

3. AP25794073 “Long-term consequences of COVID-19 on women’s reproductive health: comprehensive analysis, prevention and rehabilitation” — within the framework of grant funding for scientific and/or scientific and technical projects of young scientists “Zhas Galym” for 2025–2027 under the Ministry of Science and Higher Education of the Republic of Kazakhstan.

4. AP26102083 “Development and implementation of a system for managing aggressive behaviour among adolescents in educational institutions” — within the framework of grant funding for scientific and/or scientific and technical projects for 2025–2027 under the Ministry of Science and Higher Education of the Republic of Kazakhstan.

One doctoral student participates in the implementation of this project.

Students participate in the University’s research activities through the Student Scientific Society, the Council of Young Scientists, participation in scientific and/or scientific and technical projects, as well as through the preparation and publication of research results.

The results of scientific work are implemented in the educational process in the form of author-developed educational programmes, textbooks and methodological recommendations, project-based learning modules and practice-oriented assignments, including situational tasks, integrated into the content of Master’s programme disciplines and reflecting the results of the research and implementation activities of departments.

The relationship between scientific research and education is reflected in the integration of research activities into postgraduate educational programmes and is documented in curricula, students’ individual study plans, as well as in the sections of the self-assessment report devoted to scientific activity and the training of scientific personnel.

This relationship is taken into account in teaching, as students are involved in conducting scientific research, analysing clinical cases, mastering research methodology, biostatistics and academic writing, as well as preparing scientific publications and presentations.

The results of scientific work are implemented in the educational process through the updating of the content of academic disciplines, the inclusion of modern scientific data and research findings in lectures and practical classes, the development of educational and methodological materials, and the use of cases and examples from the teaching staff’s and students’ own research.

A significant proportion of students participate in the University’s research activities through the preparation of Master’s and doctoral dissertations, participation in research projects, preparation of publications and abstracts, and presentations at national and international scientific and practical conferences. The relationship between scientific research and education can be seen in teaching methods, the development of didactic materials, the implementation of mini student projects, the organisation of students’ independent work, and the involvement of residents in research activities at clinical sites.

(6.5.2) Employees and teaching staff of the education organisation participated in national events aimed at improving the quality of continuing professional development during the period from 2021 to 2025, in particular within the framework of the EMA REMC.

(6.5.3) Students are involved in healthcare research and scientific developments through the implementation of research work within educational programmes, participation in departmental research projects, preparation of scientific publications, abstracts and presentations, as well as participation in national and international scientific and practical conferences. Residents’ participation can be assessed based on survey data, where more than 50% indicated that they carry out research work under the supervision of teaching staff of the department. The document regulating such participation is the University’s Academic Policy. The directors of departments and vice-rectors are responsible for these processes.

(6.5.4) Information on research work and priority areas of scientific research is communicated through the Academic Council, but it is not published on the University website.

Interviews with 16 teaching staff members, including 16 full-time staff members, showed that there are both achievements and challenges in education management, depending on the specific clinical site, including residents' access to equipment, a sufficient number of thematic patients, time for maintaining medical documentation, and independent work.

6.6 Educational expertise

(6.6.1) Educational expertise includes the development of projects aimed at improving educational programmes, introducing competency-based and practice-oriented approaches, and analysing the quality of educational programme implementation, learning outcomes and the compliance of programme content with the current requirements of the healthcare system.

The results of these projects make it possible to introduce changes into educational activities aimed at updating the content of disciplines, improving teaching and assessment methods, and taking into account the needs of employers, the results of student feedback, and current scientific and professional trends in the development of educational programmes.

Within the framework of research activities, such teaching methods as problem-based learning, case methods, simulation-based learning, clinical case discussions, interactive forms of classes and the use of digital educational technologies have been developed and implemented. Improvements have also been introduced into the methodology for assessing knowledge and skills, including the Mini-Clinical Evaluation Exercise, 360-degree assessment, DOPS and OSCE.

The organisational structure includes the Department of Methodology and Quality of Educational Programmes, which is responsible for educational development. The Department of Master's and Doctoral Programmes cooperates with this unit in conducting research on various topics.

As part of its expert work, the University cooperates with institutions such as the National Center for Independent Examination, where teaching staff are involved as developers and reviewers of test items.

The experts were provided with evidence of the use of internal and external expertise in education, presented in the form of analytical reports, conclusions of expert groups, minutes of meetings of collegial bodies, reviews of educational programmes and assessment materials, as well as survey materials and stakeholder feedback.

Through the implementation of research activities, participation in scientific and educational-methodological projects, and the work of departments and educational-methodological councils, the University involves staff in conducting research in the field of education.

Expertise is carried out in the form of analysis of the demand for specialists and analysis of methods for training residents, while the results make it possible to draw conclusions about the quality of innovative changes in postgraduate education. For example, this is implemented through research and educational-methodological activities, participation in scientific and educational-methodological projects, and the work of departments and educational-methodological councils.

(6.6.2) Teaching staff and students are provided with opportunities to use existing and new information and communication technologies for independent learning, access to information, patient management, work within the healthcare delivery system, and optimisation of students' access to relevant patient data and the healthcare information system (**ESG II Part 1.6**).

The experts reviewed the following documents: Regulation on Clinical Sites, Regulation on the Library, list of agreements with clinical sites, and equipment of the Simulation Center.

Experience in expertise and assessment in education, as well as research in medical education, is included as an independent discipline in Master's and doctoral educational programmes. These programmes include disciplines aimed at mastering research methodology, biostatistics, academic writing and assessment of the quality of the educational process.

6.7 learning in alternative settings

(6.7.1) The University cooperates with more than 25 national and 40 international organisations from more than 10 countries worldwide. Cooperation is formalised through memoranda. Over the past five years, more than 40 international agreements have been concluded with foreign partners from near and far abroad.

The search for international partners is carried out by the Department of International Affairs.

The University cooperates with professional associations in such areas as ophthalmology, traumatology, neurology, surgery, family medicine and others. The areas of cooperation with professional associations include improving the content of healthcare personnel training, conducting joint scientific and practical events, conferences and seminars, developing the system of continuing professional development, exchanging expert experience, and facilitating the implementation of modern professional standards and clinical guidelines in the educational process.

The organisational structure of the University includes the Department of International Affairs, whose function is to develop and coordinate international cooperation, organise academic mobility of students and teaching staff, interact with foreign educational and scientific organisations, and support international projects and programmes. The Department operates in accordance with the approved Regulation and work plan. The experts reviewed its reporting activities for recent years and determined that the Department's activities are systematic and aimed at expanding international relations and improving the quality of educational and scientific processes.

International cooperation is aimed at implementing academic mobility, joint educational and scientific projects, internships and professional development of teaching staff, with specialised departments of the University involved in these processes. The impact of international cooperation on educational activities is reflected in the updating of educational programme content, the introduction of international experience and best teaching practices, and the development of academic and professional competencies of students and teaching staff. The experts reviewed the work plans of departments, where one of the areas of activity is the development of international cooperation, participation in joint projects and academic mobility.

There is an academic mobility programme implemented in accordance with approved internal regulatory documents, within which students and staff participate in national and international educational and scientific events. Over the past five years, incoming and outgoing academic mobility activities, internships, participation in international conferences and joint projects with foreign partners have been carried out. The transfer and recognition of educational credits are carried out on the basis of the Academic Policy. A transparent system of credit units is applied.

The self-assessment report lists examples of partners and international programmes within which the University carries out scientific and educational cooperation, including international organisations and initiatives such as the World Health Organization (WHO), Erasmus+, AMEE, ORPHEUS and others. Cooperation is implemented through participation in international projects, academic mobility programmes, scientific and educational events, internships and professional communities. At the same time, the specific results of implementation for each project in educational programmes are presented in the report in a generalised form. **(6.7.2)** Regional and international exchange of staff and students is carried out on the basis of the University's Academic Policy and the regulation on academic mobility of students and teaching staff, and is supported by resources from the University budget. Funding for the participation of teaching staff and employees in international conferences, international internships and training in education organisations of the Republic of Kazakhstan is provided within approved plans and estimates; however, the self-assessment report does not present aggregated financial indicators for the reporting period.

Funding for the academic mobility of students is also provided from University funds and other sources, while specific amounts by year are not aggregated in the self-assessment report.

Academic exchange is organised in accordance with the goals of developing international and regional cooperation, improving the quality of education and scientific activity, and observing ethical principles, since an agreement or contract is concluded with each person sent on mobility, defining the rights, obligations and responsibilities of the parties.

Thus, the experts determined that the University has created organisational and resource conditions for the implementation of regional and international academic mobility of students and staff, and that exchange processes correspond to the goals of educational activity and the internal regulatory documents of the University.

(6.7.3) The experts obtained evidence that academic exchange is properly organised, taking into account the needs of employees, teaching staff and students, and in compliance with ethical principles. The experts reviewed documents regulating academic mobility, including the University's Academic Policy, the Regulation on Academic Mobility of Students and Teaching Staff, orders on sending participants for academic mobility, contracts and agreements with host organisations, individual study or internship plans, reports on the results of mobility, and supporting documents on the recognition of learning outcomes.

EEC conclusions based on the criteria. Out of 21 standards they comply: fully - 19, partially - 2, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
6.6.1.	Partially compliant	1. Ensure the systematic use of expert review results in managerial and strategic decision-making by clearly defining the decision-making procedure, responsibilities and the consideration of conclusions in the development of postgraduate education and CPD programmes.
6.6.2	Partially compliant	1. Establish clear performance indicators for research activities in the field of postgraduate education and CPD and ensure their direct integration into the staff motivation and evaluation system.

Standard 7: PROGRAMME EVALUATION

7.1 Mechanisms for programme monitoring and evaluation

(7.1.1) The experts reviewed the approaches to regular monitoring of learning processes and outcomes, which include analysis of the implementation of educational programmes, monitoring of academic performance and final assessment results, surveys of students, learners and teaching staff, collection of employer feedback, analysis of reports from departments and structural units, as well as consideration of results at meetings of collegial bodies. The regulatory documents include the University's Academic Policy, internal regulations on the internal quality assurance system, and the procedure for monitoring and evaluating educational programmes.

Evaluation of educational programmes at the residency level is carried out through analysis of mid-term and final assessment results, reports from departments and clinical sites, surveys of residents and employers, as well as consideration of results at meetings of specialised departments and collegial bodies. This process is managed by the department of residency.

Evaluation of educational programmes at the Master's level is carried out through analysis of the implementation of curricula, results of current and final assessment, defence of Master's theses, surveys of Master's students and teaching staff, as well as discussion of results at meetings of departments and the Academic Council. This process is managed by the Department of Master's and Doctoral Programmes.

Evaluation of educational programmes at the PhD doctoral level is carried out through monitoring of doctoral students' individual plans, analysis of research activity results, publication activity, results of mid-term and final assessment, as well as consideration of results at meetings of dissertation councils and specialised departments. This process is managed by the Department of Master's and Doctoral Programmes.

Evaluation of continuing professional development educational programmes is carried out through learner surveys, analysis of feedback from teaching staff and employers, assessment of programme

learning outcomes, and consideration of results at the level of the responsible structural unit. This process is managed by the Department of continuing professional education.

(7.1.2) In 2025, the University developed and, from the 2025–2026 academic year, introduced a system for evaluating educational programmes aimed at identifying areas for improvement. During the reporting period, such issues as insufficient transparency of assessment procedures were identified, which served as the basis for introducing checklists and including them in the syllabi. Expert review is also carried out in accordance with the internal document “Procedure for the development and approval of syllabi for academic disciplines”.

Over the past five years, the University has introduced the following changes: interactive teaching methods have been implemented, checklists have been introduced for objective assessment, and residency programmes have been developed taking into account professional standards.

The experts found that the evaluation of educational programmes includes analysis of curricula and educational programmes, results of surveys of students, learners and teaching staff, employer feedback, analysis of current and final assessment results, review of reports from departments and structural units, as well as discussion of results at meetings of collegial bodies.

As a result of the evaluation of the educational process, resources have been improved, including the updating of educational and methodological materials, expanded access to electronic educational and scientific resources, strengthening of the material and technical base, introduction of digital educational platforms, and expansion of opportunities for simulation-based and practice-oriented learning.

The social responsibility of the University is reflected in the training of qualified personnel for the healthcare system, the development of continuing professional development for specialists, participation in socially significant educational and scientific initiatives, and interaction with the professional community. Over the past five years, this activity has become more systematic and more focused on the needs of regional and national healthcare.

With the support of the Department of Strategic Development and the Quality Management System, the University collects, analyses and uses relevant information for the effective management of its educational programmes and key areas of activity (**ESG S1.7**). This includes the following: regular collection and analysis of data on the implementation of educational programmes, the contingent of students and learners, results of current and final assessment, results of surveys of students, learners, graduates, teaching staff and employers; monitoring of performance indicators of structural units and departments; analysis of the results of internal and external quality evaluations, including self-assessment reports and conclusions of external expert commissions; use of the obtained data in revising curricula, updating educational programmes, planning resources and developing corrective and preventive measures; discussion of analytical materials at meetings of collegial bodies and inclusion of conclusions in the strategic and operational planning of the University.

(7.1.3) Regular self-assessment procedures include internal evaluation through analysis of the implementation of educational programmes, monitoring of performance indicators, surveys of students, learners and teaching staff, review of reports from departments and structural units, and discussion of results at meetings of collegial bodies.

External evaluation includes institutional and programme accreditation, participation in external reviews and audits, as well as the initiation of institutional self-assessment within the framework of accreditation by independent accreditation bodies. The experts reviewed the following documents: the strategic development plan and accreditation certificates. The University has undergone an external audit for recertification of the QMS.

Resources for continuous improvement are allocated by the financial sector on the basis of the approved University budget, the strategic development plan and the activity plans of structural units.

The experts obtained evidence that the renewal process is based on prospective studies and thematic analyses, which include analytical reviews, study of international experience, and analysis of the results of external and internal evaluations. The basis for introducing updates into quality assessment processes is the study of literature on medical education, which is carried out by the

Department of Methodology and Quality of Educational Programmes. Over the past five years, the following key changes have been introduced: educational programmes have been updated taking into account ESG and WFME requirements; practice-oriented and interactive teaching methods have been implemented; internationally recognised checklists have been introduced; the system of surveys and feedback has been expanded; and digital educational platforms have been developed (ESG S1.7).

7.2 Feedback

(7.2.1) The system for monitoring the educational process is not regulated; there is no document describing all procedures. At the same time, feedback from teaching staff and students is studied. Feedback is collected in the form of surveys. The frequency of collection is once a year. The Department of Strategic Development and the QMS is responsible for this process.

The experts reviewed such questionnaires for students as satisfaction of residents, Master's students and doctoral students with the educational process, as well as satisfaction of learners of additional education programmes.

The results of feedback are aimed at improving the educational process.

Similar approaches are applied to international students for collecting feedback on the quality of educational programmes and educational resources. Surveys are conducted annually and discussed at meetings of the Quality Council. The experts reviewed the minutes of the Quality Council meetings.

(7.2.2) Feedback from graduates is collected on a regular basis and includes graduate surveys, collection of feedback on the quality of educational programmes, the level of developed professional competencies, and the relevance of the acquired knowledge in practical activity.

The results of the 2023 Master's graduate survey showed overall satisfaction with the quality of training, the compliance of educational programme content with the requirements of professional activity, and the level of developed research and management skills.

The results of the 2024 graduate survey showed that a positive assessment of the quality of Master's educational programmes was maintained.

(7.2.3) The results of student surveys and questionnaires are not published, but are reported at meetings of collegial bodies.

7.3 Stakeholder involvement

(7.3.1) Stakeholders such as employers, students and partners are involved in the process of evaluating educational programmes.

They are provided with access to the results of educational programme evaluation through participation in meetings of collegial bodies. The Department of Strategic Development and the QMS collects and analyses feedback from employers and students on practical training and graduates' clinical practice.

Thus, in 2025, based on an employer survey, it was determined that 88% of respondents were satisfied with the level of theoretical training, while 80% were satisfied with the level of practical training. The University made changes to the syllabi by introducing a Mini-Clinical Evaluation Exercise to assess residents' communication skills.

The analysis of questionnaires used in the 2024 survey of teaching staff showed overall satisfaction with the content of educational programmes, the logic of curriculum design and the teaching methods used, as well as the presence of proposals to update individual disciplines, strengthen the practical orientation and update educational and methodological materials. As a result, the curricula of additional and non-formal education programmes were adjusted taking into account the feedback received (ESG S1.1).

Interviews with learners of continuing professional development programmes showed satisfaction with the quality of teaching, the practical relevance of programmes, the accessibility of educational materials and the organisation of the educational process, as well as interest in expanding the list of programmes and updating their topics in line with changes in the healthcare system.

The evaluation of CPD programmes is carried out with the participation of learners, teaching staff and

representatives of practical healthcare, employers, which influences the choice of topics, programme content and teaching methods. Over the past five years, the number of continuing professional development programmes has shown steady growth, indicating an expansion of the educational offer and increased demand from healthcare professionals.

Interviews with 15 employers were conducted online and included questions on the following issues: awareness of the University's mission; participation in the development of the mission and proposals for the strategic plan; participation in the work of advisory bodies; satisfaction with the basic knowledge and skills of graduates; participation in student training through mentoring; provision of the department and students with the necessary resources for practical training and the formation of clinical reasoning; and problems of interaction with departments and the University as a whole.

The following responses were received: most employers are familiar with the University's mission and note its relevance to the needs of the healthcare system, while participation in the development of the mission and strategic plan is episodic. Employers confirmed their participation in the University's advisory and examination bodies, as well as in the assessment of residents and graduates. Overall, they expressed satisfaction with the level of graduates' basic knowledge and professional skills, especially in terms of theoretical training and knowledge of current clinical guidelines.

Employers noted positive experience in participating in student training through mentoring and practical training at clinical sites, and confirmed the provision of necessary resources for practical training and the development of clinical reasoning. At the same time, respondents pointed to the need to strengthen systematic feedback between departments and clinical sites, expand employers' participation in the development and updating of educational programmes, and ensure more regular discussion of emerging issues of interaction at the institutional level.

(7.3.2) The experts confirmed that representatives of the public, authorised bodies in the field of education and healthcare, as well as professional organisations have access to the results of educational programme evaluation through the open publication of educational programmes on the official website of the University. The assessment results of students at all levels are also published, including abstracts and dissertations of doctoral students.

Feedback on the quality of educational programmes is collected through regular surveys of students twice a year and teaching staff once a year. The results are announced at meetings of graduating departments, the Educational and Methodological Council and the Academic Council.

Feedback on the clinical and practical training of residents is collected once a year. The results are discussed at meetings of departments and examination, final attestation, commissions and are posted on the University's internal information resources and in the reporting materials of structural units.

(ESG G1.1)

The results of the 2023 employer satisfaction survey regarding graduates of LLP KMU "KSPH" showed an overall high level of satisfaction with the quality of graduate training. Thus, 100% of employers expressed satisfaction with the level of graduates' theoretical training, including 73.9% who were fully satisfied and 26.1% who were satisfied, as well as with the level of practical training, including 69.6% who were fully satisfied and 21.7% who were satisfied. At the same time, employers' recommendations indicated the need to further strengthen practice-oriented training and expand graduates' additional, broader knowledge.

Thus, in 2024, based on the results of the employer survey, it was determined that, while maintaining a high level of satisfaction with graduates' theoretical training, 71.4% fully satisfied and 28.6% satisfied, and practical training, 71.4% fully satisfied and 23.8% satisfied, particular attention should be paid to the development of practice-oriented classes, communication competencies and self-learning skills.

In this regard, LLP KMU "KSPH" made changes to the curricula and working academic programmes of educational programmes aimed at updating the content of disciplines and strengthening their practical component.

Interviews with more than 40 employers were conducted online and included questions on the following issues: awareness of the University's mission; participation in the development of the mission and proposals for the strategic plan; participation in the work of advisory bodies; satisfaction

with the basic knowledge and skills of residents; participation in residents' training through mentoring; provision of the department and residents with the necessary resources for practical training and the development of clinical reasoning; and issues related to interaction with departments and the University as a whole.

EEC conclusions based on the criteria. Out of 8 standards they comply: fully - 4, partially - 4, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
7.2.1	Partially compliant	1. Develop a regulation on working with feedback, which establishes: <ul style="list-style-type: none"> - the procedure for collecting, analysing and presenting results to stakeholders; - development of a plan of corrective and developmental measures based on feedback; - documented confirmation of the consideration of plans and reports at meetings of collegial bodies, including minutes, decisions, responsible persons and deadlines.
7.2.3	Partially compliant	
7.3.1	Partially compliant	
7.3.2	Partially compliant	

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

(8.1.1) The experts reviewed the organisational structure, which includes 20 structural units subordinated to the Vice-Rectors and the Rector of the University.

The education management system is implemented through departments, the Departments of Residency, Master's and Doctoral Programmes, Continuing Professional Education, and other structural units of the University, each of which is responsible for planning, implementing and evaluating the educational process in its respective area.

There is a Board of Trustees, which operates on the basis of ___ and consists of 3 members. Information is published in the section available at <https://ksph.edu.kz/structure>. The governance structure also includes the Rector, Vice-Rectors, heads of departments and heads of chairs.

The experts determined that the model of central governance is based on collegiality and the distribution of responsibility among the Vice-Rectors.

The organisational structure includes 2 Vice-Rectors, 1 Commercial Director, 1 Adviser, 3 educational units, 1 scientific unit, 1 clinical unit, 1 unit for economics and finance, and other supporting structural units.

The activities of each structural unit are based on a Regulation, which is developed by the management of the relevant unit and approved by the Academic Council. The Department of Strategic Development and the Quality Management System monitors the updating of documents.

At present, the full-time teaching staff of the University comprises 45 people, or 38.1% of the total number of teaching staff, while administrative staff comprise 34 people, or 37.8% of all full-time employees. The ratio of administrative staff, 27%, to teaching staff, 73%, is 1:3. The changes mainly concerned residency specialties.

As a rule, changes in the staffing schedule depend on the admission of students in different specialties. Admission to some residency specialties was not carried out, and this was stated to the experts during the meeting with the Vice-Rector for Clinical Affairs and the HR Department.

The University has 6 advisory bodies, including 2 Dissertation Councils. The experts met with representatives of such advisory bodies as the Academic Council, Clinical Council and Educational and Methodological Council. The questions asked by the experts concerned the activities of these councils, including what issues are considered at their meetings and other related matters.

The Clinical Council includes 21 members, including a resident, a doctoral student and an employer, the Head of City Clinical Hospital No. 1.

The Educational and Methodological Council includes 14 members, including students, a doctoral student and a Master's student, while an employer is not indicated.

The Local Ethics Committee includes 13 members, including a student.

The experts reviewed the work plans of the advisory bodies and noted that employers are not represented in all compositions, for example, in the Educational and Methodological Council, although representatives of other universities are included; in the Local Ethics Committee, part-time staff members are included.

(8.1.2) The latest update of the organisational structure was carried out in 2024. The changes concerned postgraduate education and were related to obtaining a licence for residency programmes.

During the meeting with the management, the experts asked the following questions: Does the structure of the University change, and how often? What are the reasons for such changes? When was the latest update carried out?

The following responses were received: LLP KMU "KSPH" has developed and implemented a mechanism for authorising its organisational structure, ensuring its compliance with state and regional requirements and criteria, as well as taking into account the recommendations of authorised bodies. The organisational structure of the University is developed on the basis of the regulatory legal acts of the Republic of Kazakhstan.

The experts established that some departments are not fully staffed and that the number of full-time employees needs to be increased.

(8.1.3) The University issues Master's and doctoral diplomas, upon dissertation defence and approval by the Ministry of Education and Science of the Republic of Kazakhstan, as well as certificates for the completion of certification courses and professional development courses.

During the period from 2021 to 2025, 605 diplomas were issued. The number of damaged documents over five years was 11.

8.2 Academic leadership

(8.2.1) The experts established that the education organisation provides proper leadership, organisation and implementation of 163 additional and non-formal education programmes. An internal quality assurance system has been introduced and documented in the University Charter, business processes, job descriptions, regulations on structural units, the Academic Policy and documented procedures of the quality management system, approved in 2024. A total of 24 SOP, standard operating procedures, have been developed. Over the past five years, the following changes have occurred in educational leadership: four Vice-Rectors for Academic and Scientific Affairs have changed. Currently, this position has been held by I.K. Tulebayeva since 18 August 2025.

In response to the survey question "Do the organisation's managers listen to your opinion on issues related to the educational process, research work and clinical/practical work?", 74.19% of teaching staff answered "systematically", 22.58% answered "sometimes", and 3.23% gave no answer.

(8.2.2) The transparency of the management system and decisions made is ensured through the functioning of collegial bodies, including the Academic Council, Educational and Methodological Council, Scientific Council, Quality Council, Clinical Council and working commissions. Meetings are held regularly, their results are documented in minutes, and decisions are communicated to employees and students through the University website, as well as through official channels, including the University website, internal mailing lists and announcements.

The experts were provided with the minutes of collegial bodies.

The following shortcomings were identified in their work: the same employees were members of several collegial bodies, which may indicate the possibility of subjectivity in decisions made by certain individuals.

Educational activities are supervised by I.K. Tulebayeva, under whose authority the following units operate: the Department of Master's and Doctoral Programmes, the Department of Science and Consulting, the Department of International Affairs, the College and the Library.

The experts reviewed documents such as agreements with international partners, the University's Academic Policy, rules for admission to Master's and doctoral programmes, orders on academic mobility and other documents.

In the current year, the University has 22 departments in total, including 2 non-medical departments, 4 departments of basic medical disciplines and 16 clinical departments. During the reporting period, five years, the number of clinical departments increased by 100%, which is related to the opening of residency programmes.

The departments have Regulations and job descriptions. During visits to the Department of Nephrology and the Department of Public Health, the experts reviewed documents according to the departments' file nomenclature. The experts found that, according to the file nomenclature, each employee is responsible for a specific process.

(8.2.3 QIS) The evaluation of the activities of educational structural units is carried out through the review of the results of internal and external audits, accreditation results of educational programmes, analysis of the implementation of work plans, indicators of development programmes, and materials of the annual management review, followed by the formulation of conclusions. This makes it possible to objectively determine the compliance of their activities with the mission of LLP KMU "KSPH" and the stated learning outcomes.

The evaluation results are considered at meetings of the Academic Council, Quality Council, Educational and Methodological Council and management meetings, following which management decisions are made.

The following tools are used for evaluation: appraisal of teaching staff, internal audits of the quality management system, assessment of the implementation of operational plans, and analysis of the results of surveys of students and employers. The evaluation of department activities is carried out on the basis of reports, which are reviewed and presented annually at the Academic Council of LLP KMU "KSPH", analysis of the implementation of work plans, indicators of development programmes, and materials of the annual management review. This makes it possible to objectively determine the compliance of their activities with the mission of LLP KMU "KSPH". The evaluation of teaching staff performance is carried out in accordance with the Rules for Awarding the Title "Best University Teacher". During all five years, no ranking of departments was conducted, since only three theoretical departments were functioning; clinical departments were opened in the current year, and therefore the ranking is planned for the future.

Risk management is carried out through coordinated actions aimed at managing LLP KMU "KSPH". Internal quality assurance is supported by a system of interconnected mechanisms and tools, including strategic and operational planning, process-based and risk-oriented approaches, monitoring and evaluation of educational programmes, and resource management, and is aimed at ensuring the sustainable improvement of the quality of educational activities.

The Internal Quality Assurance Policy is updated on a systematic basis and revised based on the results of thematic analytical reviews, student surveys, assessment of stakeholder satisfaction, and analysis of the results of external quality assurance procedures, followed by consideration and approval of changes at meetings of the Quality Council. The organisational structure includes the Department of Strategic Development and Quality Management System, which is responsible for developing measures for risk assessment and prevention. The annual SWOT analysis is conducted by the Department of Strategic Development and Quality Management System and included in the annual report. Since this is a systematic process, risk identification is carried out by this department. The experts reviewed the document "Guidelines on the Internal Quality Assurance System of LLP KMU 'KSPH'". From this document, they learned that the main methods of risk management and prevention are avoidance, reduction, transfer, including insurance, and acceptance of risks.

8.3 Allocation of budget and resources for education

(8.3.1) The legal form of the organisation is defined as LLP KMU "KSPH".

The Charter of the education organisation states that the budgeting system of the education organisation is implemented through the development and approval of the income and expenditure estimate.

Financial sustainability is ensured through participation in public procurement, 7–69% in 2022–2024, and through the provision of paid services, 26–86% share, in 2021–2025.

The budgeting system of the education organisation is implemented through the development and approval of the income and expenditure estimate. In the structure of expenses, the largest share is accounted for by staff salary payments. The estimate provides for expenses related to compensation payments, scholarships, taxes and other payments. The allocation of resources supporting and improving educational programmes is carried out under the supervision of the Rector and approved by the Rector. The financial and economic activities of LLP KMU “KSPH” are reviewed annually at meetings of the Academic Council, where specific decisions aimed at improving the University’s activities are adopted.

Training programmes are funded both through the state educational order and through paid services.

In comparison with 2022, profit increased in 2025 from KZT 44,647.0 to KZT 317,442.0, respectively. The University has a financial unit, the Department of Economics and Finance, which is subordinate to the Commercial Director and operates on the basis of the University Charter. The main documents developed by this unit include the Regulation, job responsibilities and job descriptions of department employees.

During the reporting period, an increase was noted in expenses for such areas as the payroll fund with mandatory contributions, from KZT 297,703 in 2021 to KZT 538,312 in 2024–2025; expenses for the administration of training programmes, from KZT 3,210.0 in 2021 to KZT 11,072.6 in 2024–2025; expenses for Internet communications, from KZT 1,340 in 2021 to KZT 1,900.0 in 2025, and others. As explained to the experts, this is related to the increase in the contingent of students and teaching staff. The experts reviewed the documents: the Regulation on the System of Key Performance Indicators, KPI, and the Regulation on the “Best University Teacher” competition, and met with employees of the Department of Economics and Finance, as well as the Administrative Department. The experts asked the following question: What is the share of the state educational order compared with paid services? The responses indicated that, since this institution is private, the volume of paid services is significantly higher and is regulated by the University itself.

Over the five-year period, education-related expenses amounted to KZT 313,123.5 thousand. Purchases were made in the amount of KZT 240,179 thousand. The library collection was updated in the amount of KZT 72,944.5 thousand, based on requests from departments.

The education organisation participates in tenders, including through the public procurement portal. Over five years, it participated in 75 thousand tenders and won 26,500 contracts.

Training of learners is also conducted through the implementation of the state order under programmes 005 and 003. More than 7,000 people were trained under the state order in 2024 and 5,000 people in 2025.

The experts were shown autonomy in resource allocation through the University’s income and expenditure estimate. During interviews with teaching staff, it was established that teaching staff salaries have increased annually by 15–20% over the past five years. There are material motivation mechanisms, including bonuses, KPIs, payments for academic degrees, psycho-emotional workload, clinical workload, curatorship, financial assistance, allowances, reimbursement of expenses upon successful completion of an international English language testing system, and others. Teaching staff receive allowances if students successfully complete their studies. For example, the “Best University Teacher” competition is held based on the results of all types of teaching staff activities.

The main budget is formed from the state educational order, which accounts for 10%, and paid services, which account for 90%. Medical services do not generate income for this University, as it does not have its own clinic.

The education organisation regularly conducts internal financial audits in accordance with the Charter through the establishment of inventory commissions by Order No. 386-N dated 11 November 2024. In

addition, in 2025, an external financial audit for 2024 was conducted, following which the organisation was recognised as a bona fide education organisation.

Over the past five years, KZT 910,228 thousand and KZT 144,795.9 thousand were allocated for the renewal of the material assets and salary increases for teaching staff, respectively, which is 25% higher compared with previous reporting years.

LLP KMU “KSPH” annually allocates sufficient funds for the implementation and delivery of postgraduate education programmes. Salaries of teaching staff, administrative and managerial staff, educational support staff and other personnel, including mandatory contributions, account for 65%; expenses for the qualitative renewal and expansion of the material, scientific and educational base, including classrooms, furniture, computer equipment, laboratory equipment, library and information resources, and software, account for 16%; expenses for professional development of teaching staff and administrative and managerial staff account for 2%; Internet communication expenses account for 3%; expenses for the administration of training programmes, including educational support materials, stationery, consumables, duplication and printed forms, account for 4%; expenses for the maintenance and servicing of academic premises and the adjacent territory, including utilities, rental payments, cleaning, landscaping and security, account for 5%; expenses for the qualitative renewal, expansion and functioning of infrastructure, including dormitories, medical and leisure centers, printing facilities, recreation areas and others, account for 4%; and other expenses account for 1%.

LLP KMU “KSPH” operates in accordance with International Financial Reporting Standards, IFRS. The accounting system of LLP KMU “KSPH” is organised in accordance with the requirements of the Law of the Republic of Kazakhstan No. 234-III “On Accounting and Financial Reporting” dated 28 February 2007; IFRS; the accounting policy; Order of the Minister of Finance of the Republic of Kazakhstan No. 185 dated 23 May 2007 “On Approval of the Standard Chart of Accounts”; and other regulatory acts in the field of accounting.

The increase in financial funding also affected expenditure on staff salaries. The estimate includes expenses for compensation payments, scholarships, taxes and other payments, which are administered by the Department of Economics and Finance under the supervision of the Rector and approved by the Rector.

The process of periodic renewal of resources, including material assets, and changes to internal regulatory acts is based on prospective studies. For example, the University conducted a survey of students on the availability of educational literature and, based on the analysis of the results, purchased additional educational literature.

(8.3.2) Teaching staff achievements are assessed through the “Best Teacher of LLP KMU ‘KSPH’” competition, which includes a financial reward. This is supported by the Regulation on the Organisation of the Remuneration and Labour Incentive System of LLP KMU “KSPH”, approved by the Rector of the University.

During the reporting period, 3 teaching staff members received rewards, bonuses.

Funds are allocated for academic mobility. Thus, last year, more than KZT 15 million was allocated. Funding also covers the participation of teaching staff in scientific activities, international and national conferences. In 2025, more than KZT 15 million was allocated, including more than KZT 8 million for participation in international conferences and KZT 5.5 million for national conferences.

(8.3.3 QIS) There is a system of paid services within the implementation of continuing professional development programmes, which is regulated by the document “Rules for Payment for Continuing Professional Education”, developed and approved on 3 September 2024. The cost of training is also specified in the price list published on the website of LLP KMU “KSPH”. Over the past five years, the cost of paid training has increased by 40% due to inflation and increases in teaching staff salaries. The percentage of learners who used paid educational services was 61% in 2023, 78.3% in 2024 and 100% in 2025.

When allocating resources to its areas of activity, the education organisation takes into account its achievements and scientific developments. During the period from 2021 to 2025, there were no

commercialised scientific projects. The experts reviewed the Strategic Development Plan for 2026–2030 and the prospective financing of this plan.

8.4 Administration

(8.4.1) The ratio of administrative to academic staff is 27% and 73%, respectively. Recruitment to positions is carried out on the basis of internal regulations and job descriptions, and the annual renewal of administrative staff is 2%. Staff turnover last year was 14%.

(8.4.2) An internal Quality Assurance Policy, hereinafter referred to as the Policy, has been developed and implemented with the participation of stakeholders, including the management and structural units of LLP KMU “KSPH”, and was approved in 2025. The Policy contains the goals, principles and main approaches to ensuring and continuously improving the quality of educational, scientific and administrative activities, with an emphasis on the sustainable provision of a high level of education quality and social responsibility. The analysis of the University’s needs for improvement is based on the results of surveys of students, employees and employers, as well as regular reviews conducted by the Quality Council. For example, feedback from students on learning conditions and educational and methodological support resulted in the updating of educational and methodological materials and the purchase of additional educational and scientific literature.

Management effectiveness analysis is conducted on a regular basis and documented in the Management Review.

The Quality Assurance Policy, included in the document “Guidelines on the Internal Quality Assurance System of LLP KMU ‘KSPH’”, is published on the official website of the University. During interviews with management and staff, the experts confirmed that the Policy had been communicated to all employees, and that all members of the team, including management, had undertaken an obligation to participate in the development, maintenance and assurance of quality.

(ESG S1.1) Teaching staff, students and administrative and managerial personnel are informed about the Policy, which was confirmed during interviews with representatives of these categories. The Policy is accessible to all stakeholders on the official website of LLP KMU “KSPH”. Students stated that they are aware of the principles of quality assurance and the opportunities to participate in feedback processes and the improvement of educational programmes.

Representatives of internal stakeholders, including University management, teaching staff, students and administrative and managerial personnel, as well as representatives of external stakeholders, participated in the development of the Policy.

(8.4.3) The education organisation conducts regular assessment of administrative staff through compliance with qualification requirements during recruitment, performance appraisal, collection of reports and analysis of the fulfilment of job responsibilities. This process is described in the document “Human Resource Policy of LLP KMU ‘KSPH’”, approved in 2023.

Financial support for all types of activities of administrative staff is included in the payroll expenditure item of the financial plan and consists of salaries, financial assistance and incentive payments (**ESG II Part 1.9**).

During the meeting with employees of the financial sector, the Department of Finance and Economics, the experts established that the financing of administrative staff is carried out on a planned and sustainable basis in accordance with approved financial documents.

For the purposes of openness and transparency of the University’s activities, the annual report is published on the official website of the University, and the Rector presents it to the staff.

8.5 Requirements and regulatory acts

(8.5.1) The education organisation follows the recommendations of national authorised bodies in the field of postgraduate education, including the Ministry of Science and Higher Education of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan.

With regard to CPD programmes, the education organisation is guided by the following regulations: State Compulsory Education Standards, rules for organising the educational process in postgraduate education programmes, model curricula, and the internal regulatory documents of the University.

The education organisation has developed and applied a structure and process for decision-making and change management as part of the quality assurance system. This includes initiating changes, reviewing them at the level of relevant structural units and collegial bodies, making decisions, implementing changes, and subsequently monitoring their effectiveness (**ESG II Part 1.1**). This mechanism is ensured by the Department of Strategic Development and Quality Management System.

EEC conclusions based on the criteria. Out of 13 standards they comply: fully - 13, partially - 0, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
8.1-8.5	Completed	Ensure alignment of the University’s strategy with national strategic documents and labour market needs. Introduce regular monitoring of strategy implementation. Introduce a regulation on managerial decision-making into the internal control system.

Standard 9: CONTINUOUS RENEWAL

(9.1) The organisational structure is updated once every three years and takes into account changes in the needs of practical healthcare and science, updates to the regulatory framework, and societal transformations. Old documents are transferred to the archive in accordance with the requirements of the Regulation on the File Nomenclature, which is governed by the national standard of the State Archive.

The content of educational programmes and final learning outcomes is updated regularly and is linked to the needs of practical healthcare.

The assessment methods for learners are updated annually depending on the training programme and are determined by additions and changes to the programme.

The educational environment is updated taking into account changes in the needs of practical healthcare and new regulatory documents. The latest update was carried out in 2024.

The Strategic Development Plan for 2026–2030 includes measures for the renewal of programmes and resources, namely items 1.1, 1.2, 1.3, 3.1, 3.2, 4 and 5.

(9.2) The education organisation identifies and eliminates weaknesses and shortcomings in its activities through mechanisms for identifying and addressing documented deficiencies in educational activities, based on the principles of internal control and risk-oriented management. The Department of Strategic Development and QMS is responsible for this process. These processes are documented in the documents of relevant structural units. One of the mechanisms for external evaluation of the education organisation’s activities is institutional self-assessment as part of preparation for accreditation. The previous accreditation was conducted in 2021 and identified the following issues: insufficient integration of educational programmes with foreign universities; absence of systematic analysis of the validity and reliability of student assessment methods; insufficient level of English language proficiency and pedagogical qualification of teaching staff; limited use of stakeholder survey results for improving educational programmes; insufficient development of academic mobility; introduction of a KPI system for administrative and managerial staff; insufficient development of international cooperation, double-degree programmes and mechanisms for teaching staff career growth. As a result of post-accreditation monitoring, the education organisation addressed such shortcomings as the lack of integration of educational programmes with foreign universities, the insufficient level of academic mobility development, and the need to improve the system of professional development and labour incentives for administrative and managerial staff, regulated by the “Regulation on the organisation of the remuneration and labour incentive system of LLP KMU ‘KSPH’”.

The experts reviewed the action plan developed in response to the recommendations of the Expert Commission of 2021.

The experts requested the following documents for review: the report and action plan on the implementation of the recommendations of the External Expert Commission.

(9.3) Over the past five years, in order to implement the Strategic Development Plan for 2020–2025, the education organisation has achieved the following improvements: 163 postgraduate education programmes in 14 specialties have been introduced; 71 teaching staff members have completed training; blended forms of learning have been introduced; 100 agreements have been concluded with healthcare organisations; memoranda on educational, scientific and other activities have been signed; 27 residency educational programmes and three Master’s programmes have been developed and registered in the Register of the UHEP of the MSHE of the Republic of Kazakhstan; an international project with Erasmus+ has been implemented, and other activities have been carried out. All these measures were aimed at ensuring compliance with the development of additional and non-formal education.

(9.4) An expenditure item for improvement activities is included in the financial plan, and during the period from 2023 to 2025 it increased by 10%. The allocation of funds for activities aimed at expanding the material and technical base, teaching staff and resources is carried out within the income and expenditure estimate. Approval of the annual financial plan, budget, and report is carried out at the general meeting of the founders and endorsed by the Rector.

(9.5) The process of continuous improvement is based on thematic analyses and the study of literature and regulatory legal acts related to additional and non-formal education. The experts reviewed analytical information based on the results of educational programme monitoring, reports on the quality of implementation of additional and non-formal education, minutes of meetings of collegial bodies, results of surveys of learners and employers, as well as internal audit materials and corrective action plans.

EEC conclusions based on the criteria. Out of 5 standards they comply: fully - 4, partially - 1, do not comply - 0.

Standard	Level of compliance	Recommendations for improvement
9.2	Partially compliant	1. Develop a regulation on feedback that establishes the procedure for collecting, analysing and using the opinions of stakeholders, including the development of a plan of corrective and developmental measures based on feedback results and the regular presentation of this plan at meetings of collegial bodies.

Thus, during the external institutional evaluation, out of **124** standards, compliance was established with **109** accreditation standards, including 91 basic standards and 33 quality improvement standards. A total of **15** standards out of 33 quality improvement standards were partially fulfilled. No non-compliance with the standards was identified.

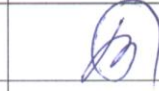





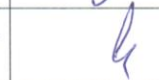




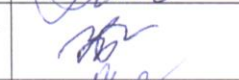






5. Recommendations for improving the institutional activities of the education organisation LLP KMU “KSPH”:

Standard	Level of compliance	Recommendations for improvement
1.3.2	Partially compliant	Activate the work of the University website, public information, regarding the availability of existing educational programmes, the opening of new educational programmes, their content and final learning outcomes.
2.1.4	Partially compliant	Review the Catalogue of Elective Disciplines and bring it into compliance with the stated learning outcomes and qualification level of postgraduate education, excluding or revising Bachelor’s-level disciplines and ensuring their compliance with the National Qualifications Framework and the Framework of Qualifications of the European Higher Education Area.
2.1.8.	Partially compliant	Publish the educational programmes on the website.
2.2.1	Partially compliant	Include in the Catalogue of Elective Disciplines disciplines that develop critical thinking, scientific methodology and advanced evidence-based medicine skills, with integration into clinical practice and access to up-to-date data.
2.6.2.	Partially compliant	The education organisation is recommended to ensure documented recording and analysis of stakeholders’ recommendations during the development and updating of educational programmes, reflecting the decisions made and their impact on the content and learning outcomes.
3.2.2.	Partially compliant	Introduce a portfolio for learners
4.1.4.		Ensure the participation of representatives of professional associations and student organisations in the development and review of the admission policy by including them in working and advisory bodies, with documented consideration of their proposals.
5.1.1	Partially compliant	Introduce a transparent system for staff recruitment and personnel evaluation, including KPIs, ratings and performance appraisal. <ul style="list-style-type: none"> - Conduct a more optimal search for the recruitment of full-time core staff positions. - Develop and approve clear criteria and procedures for the selection of clinical mentors and clinician teachers, with a clear distinction between their roles and responsibilities.
6.6.1	Partially compliant	Ensure the systematic use of expert review results in managerial and strategic decision-making by clearly defining the decision-making procedure, responsibilities and the consideration of conclusions in the development of postgraduate education and CPD programmes.
6.6.2	Partially compliant	Establish clear performance indicators for research activities in the field of postgraduate education and CPD and ensure their direct integration into the staff motivation and evaluation system.
7.2.1, 7.2.3,	Partially compliant	Develop a regulation on working with feedback , which establishes:

7.3.1, 7.3.2		<ul style="list-style-type: none"> - the procedure for collecting, analysing and presenting results to stakeholders; - development of a plan of corrective and developmental measures based on feedback; - documented confirmation of the consideration of plans and reports at meetings of collegial bodies, including minutes, decisions, responsible persons and deadlines.
8.		<p>Ensure alignment of the University's strategy with national strategic documents and labour market needs.</p> <ul style="list-style-type: none"> - Introduce regular monitoring of strategy implementation. - Introduce a regulation on managerial decision-making into the internal control system. - Optimise the University's organisational structure due to the limited number of full-time staff positions in structural units.
9.2.	Partially compliant	<p>Develop a regulation on feedback that establishes the procedure for collecting, analysing and using the opinions of stakeholders, including the development of a plan of corrective and developmental measures based on feedback results and the regular presentation of this plan at meetings of collegial bodies.</p>

6. Recommendation to the ECAQA Accreditation Council

The members of the EEC established the compliance of the institutional activities of LLP “Kazakhstan Medical University ‘KSPH’” with the Accreditation Standards and unanimously agreed to recommend that the ECAQA Accreditation Council accredit the education organisation for a period of 5 years.

	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 институциональной оценки
организации ПВО и ДО (обобщение)

Стандарт	Критерии оценки	Стандарты аккредитации		Общее количество стандартов	Оценка		
		БС	СУ		Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	7	5	12	11	1	0
2.	ОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ	19	5	24	20	4	0
3.	ОЦЕНКА КОМПЕТЕНЦИЙ И ДОКУМЕНТАЦИЯ	10	1	11	10	1	0
4.	ОБУЧАЮЩИЕСЯ И СЛУШАТЕЛИ	17	5	22	21	1	0
5.	ПРЕПОДАВАТЕЛИ	5	3	8	7	1	0
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	13	8	21	19	2	0
7.	ОЦЕНКА ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ	6	2	8	4	4	0
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	9	4	13	13	0	0
9.	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	5	0	5	4	1	0
					109	15	0
		91	33	124	124		

Инструкция: всего 124 стандарта, из них базовых стандартов – 91 и стандартов улучшения – 33.

Список документов, изученных членами ВЭК в рамках проведения внешней оценки организации ТОО КМУ «ВШОЗ»

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

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

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

81.	Положение о системе поощрения обучающихся слушателей программ ДПО	1
82.	Календарно - тематический план повышения квалификации	1
83.	Прейскурант цен ПК/СК	1
84.	Образовательная программа цикла ПК/СК	2
85.	Расписание занятий ПК	1
86.	Программа семинара неформального образования	1
87.	Правила проведения анкетирования слушателей циклов повышения квалификации	1
88.	Инструкция по получению свидетельства ПК ВШОЗ	1
89.	Инструкция по работе на платформе Moodle для слушателей ПК/СК	1
90.	Сводная таблица по ОП, количество программ дополнительного образования по специальностям	1
91.	Контингент слушателей за 5 лет	1
92.	Антикоррупционная политика	1
93.	Приказ о составе Диссертационного Совета	1
94.	Приказ о составе Клинического совета	1
95.	Приказ о состав Научного Совета	1
96.	Отчеты по повышении квалификации за 2022 год	1
97.	Отчеты по повышении квалификации за 2023 год	1
98.	Отчеты по повышении квалификации за 2024 год	1
99.	Сертификаты по повышению квалификации сканированные документы (скан)	8
100	Приказ «Об утверждении учебной нагрузки ППС на 2025-2026 учебный год» (копия)	1
101	Должностная инструкция старшего преподавателя	1
102	Силлабус	1
103	Образовательная программа резидентуры	1
104	Портфолио резидентов	1
105	Стандартная операционная процедура порядок разработки, экспертизы, переработки и утверждения силлабусов образовательных дисциплин	1
106	Инструкция для преподавателей Экспресс-Валидация результатов тестирования с помощью Gemini	1
107	Договор №NQ-492 на оказание услуг (антивирус)	1
108	Договор присоединения к Условиям предоставления сервиса информационной системы электронного документооборота и автоматизации бизнес-процессов «Documentolog PLATFORM»	1
109	Договор на оказание услуг No NQ-268 Программное обеспечение Office LTSC Standard 2024 Education Perpetual	1
110	Положение об организации работы студии видеозаписи	1
111	Техпаспорт	1
112	Сведения по движению контингента магистрантов и докторантов за декабрь 2025 года.	1
113	Положение о мониторинге и оценке образовательных программ ТОО Казахстанского медицинского университета «ВШОЗ»	1
114	Положение о докторантуре	1
115	Положение о магистратуре	1
116	Протоколы кафедрального заседания	3
117	Рецензии на КИСы	13

118	Положение о совете молодых ученых	1
119	Свидетельство о внесении сведений в государственный реестр прав на объекты, охраняемые авторским правом	1
120	Приказ – Состав молодых ученых	1
121	Контрольно-измерительные средства по дисциплине «Методология качественных типов исследований» ОП:8D10101 «Общественное здравоохранение» (научно-педагогическое) «Методология качественных типов исследований»	1
122	Силлабус ОП:8D10101 «Общественное здравоохранение» (научно-педагогическое)	1
123	Силлабус ОП :7M10145 «Медицина» (профильная) Управление безопасностью пациентов	1

Программа
посещения Внешней Экспертной Комиссии НУ «Евразийского Центра Аккредитации и обеспечения качества образования и здравоохранения» (ЕЦА) ТОО «Казахстанский медицинский университет «ВШОЗ» (КМУ «ВШОЗ») в рамках институциональной аккредитации и аккредитации образовательных программ
 адрес: г. Алматы, ул. Утепова, 19А

даты визита: 28-30 января 2026 года

Время	МЕРОПРИЯТИЕ			ПРИМЕЧАНИЕ
День заезда членов ВЭК – 27 января 2026 г. (вторник)				
День первый – 28 января 2025 г. (среда)				
08:45	Сбор членов ВЭК по адресу г.Алматы, ул.Утепова 19А			
09:00-09:20 (20')	Совещание членов ВЭК: распределение ответственности членов ВЭК. Краткий обзор отчетов по институциональной и самооценке образовательных программ, обсуждение ключевых вопросов. Обсуждение программы и графика посещения университета ВЭК.			<i>Весь состав ВЭК Конференц зал 5 этаж</i>
09:25-09:55 (30')	Встреча председателя и членов ВЭК с руководством КМУ ВШОЗ Ректор – PhD, Ауезова Ардак Муханбетжановна Проректор по академической и научной деятельности – PhD, Тулебаева Индира Казбековна Проректор по клинической деятельности – д.м.н., профессор Джумабеков Ауесхан Тулегенович Коммерческий директор – Кадирбекова Фатима Абжапаровна Советник ректора – PhD, Биримжанова Маржан Дихановна Главный научный консультант – д.м.н., Есенжанова Гульшат Мусреповна			<i>Стандарты 1,7,7,8 Весь состав ВЭК</i>
	ВЭК 1 – Институциональная – Проф. Балмуханова А.В. – К.м.н. Жунусова А.Б. – Есиркепова Г.С., работодатель – Мусаева Назгул, слушатель	ВЭК 2 – магистратура и докторантура – Проф. Peter Wushou Chang – Проф. Ермуханова Л.С. (координатор подгруппы) – Проф. Хисметова З.А. – Шарапиева А.М. PhD – Велиева А.Т. PhD – Советбек Мереке Куанышқызы, магистрант 2-го года – Наблюдатель от	ВЭК 3 – резидентура – Проф. Иорданка Узунова – Проф. Бачева И.В. (координатор подгруппы) – Проф. Мадьяров В.М. – Проф. Уразова С.Н. – Доцент Садыкова А.М. – К.м.н. Шанаева Г.С. – Проф. Туксанбаева Г.У. – Алпыс Макпал, резидент 2-го года – Наблюдатель от ЕЦА Умарова Макпал	

		<i>ЕЦА Амандыков Алибек</i>		
10:00-10:40 (40')	<p>Департамент методологии и качества образовательных программ, директор - Сарсенова Ляззат Кадыргалиевна, методист – Айтамбаева Надира Нурбековна</p> <p><i>Стандарты 1,2,7,8,9</i></p>	<p>Проректор по академической и научной деятельности – PhD, Тулебаева Индира Казбековна Директор департамента науки и консалтинга, секретарь Научного совета – PhD, Мойынбаева Шарапат Маркашевна Секретарь ЛЭК Жетыбаева Сандугаш Бакытовна Ученый совет, секретарь – Рыскулова Алмагуль Рахимовна, Абдукаликова Дельмира Бакытбековна</p> <p><i>Стандарты 1,2,7,8</i></p>	<p>Проректор по клинической деятельности – д.м.н., профессор Джумабеков Ауесхан Тулегенович Департамент резидентуры, директор – Абирова Акмарал Адильхановна Департамент резидентуры, зам.директора - Абдыкалыкова Айнур Имашевна</p> <p><i>Стандарты 1,2,3,4,5,6,7,8</i></p>	<p>ВЭК 1 <i>Аудитория им. Бекмахана Куралбаева, 3-этаж</i></p> <p>ВЭК 2 <i>Аудитория им.Джо Асвалла, 1 этаж</i></p> <p>ВЭК 3 <i>Конференц-зал, 5-этаж</i></p>
10:45-11:15 (30')	<p>Департамент стратегического развития и СМК, и.о. директора – Турыкбаева Жания Бекболатовна Советник ректора - PhD, Бримжанова Маржан Дихановна</p> <p><i>Стандарты 1,7,8</i></p>	<p>Департамент магистратуры и докторантуры, директор – Касымбекова Анара Николаевна</p> <p>Департамент науки и консалтинга, директор – Мойынбаева Шарапат Маркашқызы</p> <p><i>Стандарты 1,2,3,4,5,6,7,8</i></p>	<p>Учебно-клинический центр, специалист – Доспанбетова Зауре Узакбаевна</p> <p><i>Стандарты 2,3,6,7</i></p>	<p>ВЭК 1 <i>Аудитория им. Бекмахана Куралбаева, 3-этаж</i></p> <p>ВЭК 2 <i>Аудитория им.Джо Асвалла, 1 этаж</i></p> <p>ВЭК 3 <i>Симуляционный кабинет</i></p>
	<p>ВЭК 1 – Институциональн а</p> <ul style="list-style-type: none"> – Проф. Балмуханова А.В. – К.м.н. Жунусова А.Б. 	<p>ВЭК 2 – магистратура и докторантура</p> <ul style="list-style-type: none"> – Проф. Peter Wushou Chang – Проф. Ермуханова 	<p>ВЭК 3 – резидентура</p> <ul style="list-style-type: none"> – Проф. Иорданка Узунова – Проф. Бачева И.В. (координатор подгруппы) 	

	<ul style="list-style-type: none"> – Есиркепова Г.С., работодатель – Мусаева Назгул, слушатель – <i>Наблюдатель от ЕЦА Умарова Макпал</i> 	<p>Л.С. (<i>координатор подгруппы</i>)</p> <ul style="list-style-type: none"> – Проф. Хисметова З.А. – Шарапиева А.М. PhD – Велиева А.Т. PhD – Советбек Мереке Куанышкызы, магистрант 2-го года 	<ul style="list-style-type: none"> – Проф. Мадьяров В.М. – Проф. Уразова С.Н. – Доцент Садыкова А.М. – К.м.н. Шанаева Г.С. – Проф. Туксанбаева Г.У. – Алпыс Макпал, резидент 2-го года – <i>Наблюдатель от ЕЦА Амандыков Алибек</i> 	
11:20-11:50 (30')	<p>Департамент дополнительного профессионального образования, директор – Ргынбаева Роза Жетписбаевна Советник ректора - PhD, Бримжанова Маржан Дихановна</p> <p><i>Стандарты 1,2,6,7,8</i></p>	<p>Департамент цифровизации и технической поддержки, директор – Казакбаев Аскар Закиржанович</p> <p><i>Стандарты 1,2,6,8</i></p>	<p>Учебно-клинический центр Практическое занятие резидентами.</p> <p><i>Стандарты 2,3,4,6,7</i></p>	<p>ВЭК 1 <i>Аудитория им. Бекмахан Курапбаева, 3-этаж</i></p> <p>ВЭК 2 <i>Аудитория им.Джо Асвалла, 1 этаж</i></p> <p>ВЭК 3 <i>Симуляционный кабинет</i></p>
	<p>ВЭК 1 – Институциональная</p> <ul style="list-style-type: none"> – <u>Проф. Иорданка Узунова</u> – Проф. Балмуханова А.В. – К.м.н. Жунусова А.Б. – Есиркепова Г.С., работодатель – Мусаева Назгул, слушатель – <i>Наблюдатель от ЕЦА Умарова Макпал</i> 	<p>ВЭК 2 – магистратура и докторантура</p> <ul style="list-style-type: none"> – <u>Проф. Peter Wushou Chang</u> – Проф. Ермуханова Л.С. (<i>координатор подгруппы</i>) – Проф. Хисметова З.А. – Шарапиева А.М. PhD – Велиева А.Т. PhD – Советбек Мереке Куанышкызы, магистрант 2-го года – <i>Наблюдатель от ЕЦА Амандыков Алибек</i> 	<p>ВЭК 3 – резидентура</p> <ul style="list-style-type: none"> – Проф. Бачева И.В. (<i>координатор подгруппы</i>) – Проф. Мадьяров В.М. – Проф. Уразова С.Н. – Доцент Садыкова А.М. – К.м.н. Шанаева Г.С. – Проф. Туксанбаева Г.У. – Алпыс Макпал, резидент 2-го года 	
11:55-12:25 (30')	<p>Отдел HR, специалист по кадровым вопросам - Мынбаева Динара Сапаровна</p> <p><i>Стандарты 1,5,7,8</i></p>	<p>Департамент международной деятельности, и.о. директора – Сарсембаева Дана Онласбековна</p>	<p>Посещение библиотеки, Библиотекарь – Даулеткалиева Айтжамал Кошбаевна</p>	<p>ВЭК 1 <i>Аудитория им. Бекмахан Курапбаева, 3-этаж</i></p> <p>ВЭК 2</p>

	<p>Департамент цифровизации и технической поддержки, директор – Казакбаев Аскар Закиржанович <i>Стандарты 1,2,6,8</i></p>	<p><i>Стандарты 1,2,8</i></p> <p>Библиотека, библиотекарь – Даулеткалиева Айтжамал Кошбаевна Айтамбаева Надира Нурбековна <i>Стандарты 5,7,8</i></p>	<p>Айтамбаева Надира Нурбековна</p> <p><i>Стандарты 5,7,8</i></p>	<p>Аудитория им.Джо Асвалла, 1 этаж</p> <p>ВЭК 3 Библиотека</p>
12:30-13:00 (30')	Обсуждение итогов встреч и посещений подразделений. Обмен мнениями.			Конференц-зал, 5-этаж
13:00-14:00	Перерыв на обед			
	<p>ВЭК 1 – Институциональная</p> <ul style="list-style-type: none"> – Проф. Балмуханова А.В. – К.м.н. Жунусова А.Б. – Есиркепова Г.С., работодатель – Мусаева Назгул, слушатель 	<p>ВЭК 2 – магистратура и докторантура</p> <ul style="list-style-type: none"> – Проф. Peter Wushou Chang – Проф. Ермуханова Л.С. (координатор подгруппы) – Проф. Хисметова З.А. – Шарапиева А.М. PhD – Велиева А.Т. PhD – Советбек Мереке Куанышкызы, магистрант 2-го года – Наблюдатель от ЕЦА Амандыков Алибек 	<p>ВЭК 3 – резидентура</p> <ul style="list-style-type: none"> – Проф. Иорданка Узунова – Проф. Бачева И.В. (координатор подгруппы) – Проф. Мадьяров В.М. – Проф. Уразова С.Н. – Доцент Садыкова А.М. – К.м.н. Шанаева Г.С. – Проф. Туксанбаева Г.У. – Алпыс Макпал, резидент 2-го года – Наблюдатель от ЕЦА Умарова Макпал 	
	ВЭК 1 - Институциональная	ВЭК 2 – магистратура и докторантура	ВЭК 3 – резидентура	
14:00-14:40 (40')	<p>Интервью со слушателями программ НПР. Подключиться к конференции Zoom https://us02web.zoom.us/j/87038738182?pwd=V27p9aITuR8f1gERNYKq1WVaGDMsvG.1 Идентификатор конференции: 870 3873 8182</p>	<p>Интервью с магистрантами и докторантами. <i>Аудитория им.Джо Асвалла, 1 – этаж</i></p>	<p>Интервью с резидентами разных специальностей.</p> <p><i>Конференц-зал, 5-этаж</i></p>	<p><i>Стандарты 2,3,4,5,6,7</i></p>

	Код доступа: 679166 <i>Аудитория имени Бекмахана Куралбаева 3-этаж</i>			
14:45-15:20 (35')	Интервью с преподавателями программ НПР, магистратуры и PhD докторантуры. Подключиться к конференции Zoom https://us02web.zoom.us/j/85806499079?pwd=_cEBwy7OrDAOnPtVNAbw24YSctoboU4.1 Идентификатор конференции: 858 0649 9079 Код доступа: 614247 <i>Аудитория имени Бекмахана Куралбаева, 3-этаж</i>	Интервью с преподавателями программ НПР. <i>Конференц-зал, 5-этаж</i>		<i>Стандарты 1,2,5,6,7</i>
15:25-15:55 (30')	Административный департамент Коммерческий директор: Кадирбекова Фатима Абжапаровна Департамент экономики и финансов, главный бухгалтер – Мажитова Диана Маулеткановна <i>Стандарты 1,2,8</i>	Диссертационный совет <i>Стандарты 4,5,6</i>	Клинический совет <i>Стандарты 1,6,8</i>	ВЭК 1 <i>Аудитория им. Бекмахана Куралбаева, 3-этаж</i> ВЭК 2 <i>Аудитория им. Джо Асвалла, 1 этаж</i> ВЭК 3 <i>Конференц-зал, 5-этаж</i>
16:00-16:30 (30')	Обсуждение итогов встреч и интервью. Обмен мнениями.			<i>Конференц-зал, 5-этаж</i>
16:30-16:50 (30')	Совет по качеству			<i>Стандарты 1,7,8 Конференц-зал, 5-этаж</i>
16:50-17:40	Изучение документации Университета			<i>Конференц-зал, 5-этаж</i>
17:40-18:00	Обсуждение, обмен мнениями членов ВЭК. Подведение итогов 1-го дня работы ВЭК. Планирование 2-го дня визита ВЭК.			<i>Конференц-зал, 5-этаж</i>
День второй – 29 января 2026 г. (четверг)				
08:45	Сбор членов ВЭК по адресу г. Алматы, ул. Утепова 19А			
09:00-13:00	ВЭК 1 - Институциональный	ВЭК 2 – магистратура и докторантура	ВЭК 3 – резидентура	
	– Проф. Балмуханова А.В. – К.м.н. Жунусова А.Б. – Проф. Peter Wushou Chang		– Проф. Иорданка Узунова – Проф. Бачева И.В. <i>(координатор)</i>	

	<ul style="list-style-type: none"> – Проф. Ермуханова Л.С. (<i>координатор подгруппы</i>) – Проф. Хисметова З.А. – Шарапиева А.М. PhD – Велиева А.Т. PhD – Советбек Мереке Куанышкызы, магистрант 2-го года – Есиркепова Г.С., работодатель – Мусаева Назгул, слушатель – <i>Наблюдатель от ЕЦА Амандыков Алибек</i> 	<p style="text-align: center;"><i>подгруппы</i>)</p> <ul style="list-style-type: none"> – Проф. Мадьяров В.М. – Проф. Уразова С.Н. – Доцент Садыкова А.М. – К.м.н. Шанаева Г.С. – Проф. Туксанбаева Г.У. – Алпыс Макпал, резидент 2-го года – <i>Наблюдатель от ЕЦА Умарова Макпал</i> 	
	<p>Посещение кафедр магистрантов и докторантов. Посещение занятий (семинар). Встреча с научными руководителями. Образовательные программы:</p> <ol style="list-style-type: none"> 1. 7M10106 Общественное здравоохранение (нп) 2. 7M10141 Общественное здравоохранение (проф.) 3. 7M10107 Менеджмент в здравоохранении (проф.) 4. 7M10108 Менеджмент в здравоохранении (нп) 5. 7M10113 Сестринское дело (первичная) 6. 7M10144 Медицина (нп) 7. 7M10104 Медико-профилактическое дело (нп) 8. 8D10101 Общественное здравоохранение 9. 8D10141 Медицина 	<p>Посещение кафедр и клинических баз обучения резидентов Посещение занятий (семинар). Встреча с наставниками резидентов. Образовательные программы:</p> <ol style="list-style-type: none"> 1. Детская хирургия 2. Инфекционные болезни (взрослая, детская) 3. Неврология (взрослая, детская) 4. Нефрология (взрослая, детская) 5. Травматология-ортопедия (взрослая, детская) 6. Неотложная медицина (взрослая, детская) 7. Пульмонология (взрослая, детская) 	
	<p>Кафедры:</p> <ol style="list-style-type: none"> 1) Кафедра общественного здоровья и социальных наук 2) Кафедра эпидемиологии, доказательной медицины и биостатистики 3) Кафедра менеджмента в здравоохранении <p>Базы:</p> <ol style="list-style-type: none"> 1) ГКП на ПХВ «Городская клиническая больница №1 ул.Б.Ашимова 2А 2) Медицинский центр «Керуен-Медикус» ул.Бульвар Бухар Жырау, д. 45/1. 3) Persona, международный клинический центр репродуктологии ул. Утепова 32а 4)Протезно-ортопедический центр 	<p>Базы и кафедры:</p> <ol style="list-style-type: none"> 1) КГП на ПХВ «Центральная городская клиническая больница» ул. Жандосова 6 2) АО «НИИ кардиологии и внутренних болезней» ул. Айтеке би 120 3) КГП на ПХВ «Служба скорой медицинской помощи» №6 подстанция г. Алматы, ул. Казыбек би, 115 4) «Институт неврологии и нейрореабилитации имени 	

	<p>ОРТОТИС ул.Майлина 79</p> <p><u>Посещение занятий (семинар).</u> Посещение занятий слушателей сертификационного курса «Менеджмент в здравоохранении» КМУ «ВШОЗ», ул. Утепова, 19а</p>	<p>Смагула Кайшибаева» ул. Кабанбай батыра, 119.</p> <p>5) КГП на ПХВ «Центр по профилактике и борьбе со СПИД» У03 г.Алматы ул. Басенова 2, корпус 4</p> <p>6) ГКП на ПХВ «Городская клиническая больница №1» мкр. Калкман, 2, ул.Б.Ашимова 2а</p> <p>7) КГП на ПХВ «Детская Городская клиническая больница №2» пр. Алтынсарина, 54</p> <p>8) КГП на ПХВ «Центр детской неотложной помощи» ул. Манаса, 40</p> <p>9) ГКП на ПХВ «Городская клиническая больница №4» (Видеопрезентация)</p> <p>10) КГП на ПХВ «Городская клиническая инфекционная больница им.И.Жекеновой» (Видеопрезентация)</p>	
13:00-14:00	Перерыв на обед		
14:00-14:35 (35')	<p>Интервью с выпускниками (магистранты, докторанты, резиденты, слушатели) Подключиться к конференции Zoom https://us02web.zoom.us/j/88991921074?pwd=KuRm0aOubOqv2DUGSa99eoawgKbFul.1 Идентификатор конференции: 889 9192 1074 Код доступа: 698363</p>		<i>Стандарты 1,2,4,6,7 Конференц-зал, 5-этаж</i>
14:40-15:15 (35')	<p>Интервью с работодателями выпускников университета Подключиться к конференции Zoom https://us02web.zoom.us/j/81879167044?pwd=XNkRgS6ajXpvzycx0G8e3uomIV8WAc.1 Идентификатор конференции: 818 7916 7044 Код доступа: 023461 <i>онлайн</i></p>		<i>Стандарты 2,4,7 Конференц-зал, 5-этаж</i>
15:20-16:20	<p>Экскурсия по кампусу КМУ «ВШОЗ» (медицинский кабинет, компьютерные классы № 104 и № 107, симуляционные кабинеты № 229, № 231 и № 233, библиотека, общежитие)</p>		<i>Стандарты 6,7,9</i>
16:25-17:30	Изучение документации		<i>Конференц-зал, 5-этаж</i>

17:30-18:00	Обсуждение. Итоги 2-го дня визита. Планирование 3-го дня визита.	Конференц-зал, 5-этаж
День третий – 30 января 2026 г. (пятница)		
08:45	Сбор членов ВЭК в КМУ ВШОЗ	г. Алматы, ул. Утепова 19А
09:00-09:15	Совещание членов ВЭК. Планирование 3-го дня визита ВЭК.	Конференц-зал, 5-этаж
09:20-09:50 (30')	Республиканские и международные партнеры (онлайн встреча) Подключиться к конференции Zoom https://us02web.zoom.us/j/89222259685?pwd=qCCmIVocbTCU2s1elbCKbUAcdQR2zp.1 Идентификатор конференции: 892 2225 9685 Код доступа: 313903	Стандарты 1,2,6,7
09:55-10:15 (20')	Медиацентр	Стандарты 1,2,6,8
10:20-10:45 (25')	Совет молодых ученых	Стандарты 1,4,6,7
10:50-11:10 (20')	Дополнительные встречи с сотрудниками университета по запросу ВЭК	Конференц-зал, 5-этаж
11:15-13:00	Проектирование отчетов ВЭК. Разработка рекомендаций по улучшению институциональной деятельности и образовательных программ.	Конференц-зал, 5-этаж
13:00-13:50	Перерыв на обед	
13:50-16:30	Разработка рекомендаций по улучшению институциональной деятельности и образовательных программ. Заключительное обсуждение итогов внешней институциональной и специализированной оценки КМУ ВШОЗ на соответствие стандартам аккредитации.	Конференц-зал, 5-этаж
16:30-17:00	Оглашение результатов внешней оценки руководству и сотрудникам КМУ ВШОЗ	Конференц-зал, 5-этаж
17:00-17:30	Завершение работы ВЭК. Выезд членов ВЭК.	