

To the Accreditation Council
of the Eurasian Centre for
Accreditation and Quality Assurance
in Education and Healthcare
20.12.2023

REPORT
OF AN EXTERNAL EXPERT COMMISSION ON THE RESULTS OF
EDUCATIONAL PROGRAM EVALUATION
7R01150 “PATHOLOGICAL ANATOMY” NJSC “ASTANA MEDICAL
UNIVERSITY” FOR COMPLIANCE WITH THE ACCREDITATION
STANDARDS OF POSTGRADUATE EDUCATION PROGRAMS (RESIDENCE
SPECIALTIES) OF MEDICAL EDUCATIONAL ORGANIZATIONS

external expert evaluation period: December 19-21, 2023

Astana, 2024

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LIST OF SYMBOLS AND ABBREVIATIONS

| Abbreviation | Designation |
|-------------------------|--|
| NJSC "AMU" / University | Non-profit joint-stock company "Astana Medical University" |
| AIS | Automated information systems |
| IDC | Intra-departmental control |
| SCES RK, SCES 2022 | State compulsory education standard of the Republic of Kazakhstan |
| GKP on PVC | Municipal state institute with the right of economic management "Pathoanatomical Bureau of the Akimat of Astana" |
| SEC | State Examination Commission |
| SCC | State Certification Commission |
| DSHR MOH RK | Department of Science and Human Resources of the Ministry of Health of the Republic of Kazakhstan |
| UHES | Unified higher education system |
| ECAQA | Eurasian Centre for Accreditation and Quality Assurance in Education and Healthcare |
| FCC | Final certification commission |
| FSC | Final state certification |
| IEP | Individual educational plan |
| ICT | Information and communication technologies |
| IFE/IFE for Astana | Branch of the Republican State Enterprise "Centre for Forensic Expertise of the Ministry of Justice of the Republic of Kazakhstan" Institute of Forensic Expertise in Astana |
| CQA | Committee for Quality Assurance of Residency Educational Programs |
| CIS | Control assessment tools |
| IMIS | Integrated medical information system |
| CED | Catalog of elective disciplines |
| MOH RK | Ministry of Health of the Republic of Kazakhstan |
| MES RK | Ministry of Education and Science of the Republic of Kazakhstan |
| MOJ RK | Ministry of Justice of the Republic of Kazakhstan |
| MEO | Medical educational organization |
| MTB | Material and technical base |
| NSMC | National Scientific Medical Center |
| NCIE | National Centre for Independent Examinations |
| SRIFE | RMSI "Centre of Forensic Expertise Ministry of Justice of the Republic of Kazakhstan" "Scientific Research Institute of Forensic Expertise |
| RW | Research work |
| UN | United Nations |
| APD | Anatomic pathology department |
| PAB | Pathoanatomical bureaus |
| Academic staff | Academic staff |
| MD | Major disciplines |
| WI | Working instructions |
| LO | Learning outcomes |

| | |
|------------|---|
| MC | Midterm control |
| WC | Working curriculum |
| QMS | Quality Management System |
| IWS | Independent work of students |
| ICWRT | Independent clinical work of a resident under the guidance of a mentor |
| SU | University standard |
| PPE | Personal protective equipment |
| ST | Situational tasks |
| SC | Simulation Center |
| EDMS | Electronic document management system |
| TC | Typical curriculum |
| ECC | Educational and clinical center |
| EMCD | Educational and methodological complex of the discipline |
| EMC | Educational and methodological council |
| CTE and DT | Center for Transfer of Educational and Distance Technologies |
| AAC | Academic Affairs Center |
| CIC | Center for International Cooperation |
| TMT | Technological test matrix |
| ECM | Electronic computing machine |
| ISO/ISO | International Organization for Standardization (international organization for standardization) |
| GPA | Grade Point Average (average score of a certificate or diploma) |
| KPI | Key Performance Indicators |
| ECTS | European Credit Transfer System |
| CBL | Cased-based-learning (method of specific situations) |
| TBL | Team-based-learning (team training) |

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 28 dated December 4, 2023, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation of the residency educational program in the specialty 7R01150 “Pathological Anatomy” of the NJSC “Astana Medical University” during the period December 19-21, 2023 in the following composition:

| № | Status as part of the EEC | Full name | Academic degree/title, position, place of work/place of study, course, specialty |
|----------|----------------------------------|--------------------------------------|---|
| 1 | Chairman | KURMANOVA ALMAGUL MEDEUBAYEVNA | Doctor of Medical Sciences, Professor of the Department of Clinical Specialties of the Higher School of Medicine of the Al-Farabi Kazakh National University, Leading Researcher at JSC” Scientific Center for Obstetrics, Gynecology and Perinatology”, Almaty |
| 2 | Foreign expert | ZULFIYA ABDULLOVNA ZARIPOVA | Candidate of Medical Sciences, Head of the Center for Certification and Accreditation of the First St. Petersburg State Medical University named after Academician I.P. Pavlova, |
| 3 | Academic expert | YESENKULOVA SAULE ASKEROVNA | Doctor of Medical Sciences, Professor of the Center for Postgraduate Education of JSC “Kazakh Research Institute of Oncology and Radiology”, Member of the Association of Oncologists of the Republic of Kazakhstan |
| 4 | Academic expert | TALKIMBAEVA NAYLYA ANUAROVNA | Doctor of Medical Sciences, Head of the Simulation Center of the Kazakh National Medical University named after S.D. Asfendiyarov |
| 5 | Academic expert | SHABDARBAEVA DARIA MURATOVNA | Doctor of Medical Sciences, Professor, Vice-Rector for Science and Strategic Development, Semey Medical University |
| 6 | Academic expert | SHYNTAS KASYM MALIKULY | MBA, Head of the Training and Simulation Center of the MSI on the REM "City Emergency Medical Care Station" of the Akimat of Astana |
| 7 | Expert employer | MUKASHEVA SALTANAT BOLATOVNA | Candidate of Medical Sciences, Master of Public Health, Head of the Department of Organizational and Methodological Work of the NJSC “National Center for Children's Rehabilitation” |
| 8 | Resident expert | MUKAZHANOV NURLAN ADILBEKULY, | resident of the first year of study in the specialty “Oncology for adults” of the “National Scientific Oncology Center” LLP. |

The EEC report includes a description of the results and conclusion of an external evaluation of [ECAQA_Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare](#)

the educational program “7R01150 “Pathological Anatomy” of NJSC “Astana Medical University” for compliance with the Accreditation Standards for postgraduate education programs (residency specialties) of medical educational institutions and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above educational program and recommendations on accreditation for the ECAQA Accreditation Council for Accreditation.

2. General part of the final report

2.1 Presentation of the residency educational program in specialty 7R01150 “Pathological Anatomy” of NJSC “Astana Medical University”

| | |
|--|---|
| Name of organization, legal form of ownership, BIN | Non-profit Joint Stock Company "Astana Medical University", BIN 080940008218 |
| Management Body | Ministry of Health of the Republic of Kazakhstan |
| Full name of the first manager | Nadyrov Kamalzhan Talgatovich |
| Date of creation | October 26, 1964 |
| Location and contact details | Astana city, Beibitshilik street 49a, tel.: +7 (7172) 53 94 24 |
| State license for educational activities (date, number) | No. KZ93LAA00014823, date of issue 03/19/2019 |
| Year of commencement of the accredited educational program (EP) | 2023 |
| Duration of training | 2 years |
| Total number of graduates since the beginning of the EP implementation | No |
| Number of residents in the EP since the beginning of the current academic year | 2 |
| Full-time teachers/ part-time workers involved in the implementation of the educational program | The total number of teachers is 20 (21.75st), including full-time teachers - 16, part-time teachers - 4. Sedateness,% - 43.75 Categorization, % - 56.25 |
| Website Instagram Facebook with active pages | https://amu.edu.kz/ru |

Tselinograd State Medical Institute was founded in October 1964 and has since come a long way of development, becoming a leader in medical education in Kazakhstan. In 1997, the institute received the status of the Kazakh State Medical Academy and subsequently moved to the status of a joint-stock company with state participation in the authorized capital. In 2019, the University became a non-profit joint stock company, emphasizing its commitment to combining academic research with practical application and providing the highest standards of education. The university offers a variety of education programs, including bachelor's, master's and doctoral degrees, and has students from various countries, highlighting its international significance. NJSC "AMU" was a pioneer in the introduction of multi-level training of medical and scientific-pedagogical personnel in Kazakhstan, offering a system of continuous higher education, including bachelor's, internship, residency, master's and doctoral programs. The university also excels in the field of hospital management, offering a

Master of Business Administration (MBA) program in this field. This approach allows the institution to develop personnel at all levels of medical specialization.

NJSC "AMU" received a state license for educational activities without a term limit, which emphasizes the high level of quality of education at the University (<https://amu.edu.kz/upload/iblock/5a7/5a7e5eba04db95420bc2d102760b09a2.jpg>). In the era of digitalization and globalization, the University has actively integrated the international distance learning system MOODLE (<https://dl.amu.kz/>), which allows students to study flexibly and effectively using modern technologies. Since 2012, the University has successfully provided distance learning at the level of additional professional education, which meets current market requirements and international standards. This ensures accessibility of training and expands its geography, attracting students from different countries and cultures, promoting intercultural interaction. Distance learning at NJSC "AMU" is part of the University's strategy to integrate innovative technologies and methods in order to provide students with high quality education, regardless of their location.

NJSC "AMU" has various structural divisions, including institutes, dean's offices, departments, administration offices, branches and centres. The University strives to maintain high standards of quality in the educational field and adapt to the changing world, following international standards. NJSC "AMU" successfully passed the institutional accreditation procedure in 2019, confirming its competence and compliance with high quality standards of education and scientific research (<https://amu.edu.kz/public/img/svidetelstvo.png>). Official information about accreditation and specialized accreditations is available on the University website. NJSC "AMU" also welcomes transparency and compliance with international standards for the quality of education and scientific research. For detailed information about the proposed educational programs and other aspects of the University's activities, it is recommended to visit the official website of the University and refer to the relevant sections (<https://amu.edu.kz/ru/personal/Scientific-work/141/>).

In 2023, NJSC "AMU" approved the educational program (EP) of residency 7R01150 "Pathological Anatomy" (<https://amu.edu.kz/upload/iblock/e2b/e2b5b26b69c9ef99287dc57e754edc42.pdf>). The program is designed for two years and includes 140 credits according to the State Compulsory Educational Standard of the Republic of Kazakhstan. Of these, 134 credits are allocated for the compulsory part of the program, 4 credits provide the opportunity for an elective component, and 2 credits are allocated for the end-of-course assessment. Residents are trained at the Department of Pathological Anatomy, located at: st. Beibitshilik 53. More detailed information about the department is presented on the website (<https://amu.edu.kz/ru/departments/229/>). Practical training is carried out at clinical bases, including the National Scientific Medical Centre (NSMC) and the Branch of the Republican State Enterprise "Centre for Forensic Expertise of the Ministry of Justice of the Republic of Kazakhstan" (IFE). A complete list of clinical bases is listed on the clinical work website: (<https://amu.edu.kz/ru/personal/Clinical-work/clinic/Clinical-bases/>). Additional modern equipment for the department is located at the clinical bases at the NSMC and IFE (https://drive.google.com/file/d/1GPk_m7Rgr7kXD062Gd0yp77mtmX_DvG9/view?usp=drive_link); (https://drive.google.com/file/d/1hB8fJkbVpTTj8jPKdjQVz-QAPBGFa4mE/view?usp=drive_link). In the academic year 2023-24, state grants from the Ministry of Health of the Republic of Kazakhstan (MoH RK) for residency were not provided, and training for two residents is carried out on a paid basis in Russian.

The documents constituting the organizational and legal basis for the activities and the legal basis for the implementation of the educational program of the University are presented on the website of the university (<https://amu.edu.kz/upload/images/struktura-2022.jpg>) of the residency school: (<https://amu.edu.kz/ru/departments/148/>). Regulatory documents of the residency for applicants: (<https://amu.edu.kz/ru/poslevuzovskoe-obrazovanie/rezidentura/rezidentura-dlya-postupayushchikh/normativno-pravovye-dokumenty/>). Regulatory and legal documents of residency

for students: (<https://amu.edu.kz/ru/poslevuzovskoe-obrazovanie/rezidentura/rezidentura-dlya-obuchayushchikhsya/normativno-pravovye-dokumenty/>).

The mission of NJSC "AMU" determines its main activity and expresses the desire for high quality in medical education and scientific research (<https://amu.edu.kz/ru/about-university/>). The university focuses on the formation of competitive specialists who are able to work effectively in modern conditions and solve current healthcare problems, including the challenges of chronic diseases and new infectious threats. Research plays an important role in the educational process, and the University supports active scientific activities to create new knowledge and innovative methods in medicine. The organization also recognizes its responsibility to society and actively participates in the development of the science and technology sector in healthcare, promoting the transfer of knowledge and technology to the medical community.

NJSC "AMU" is at the forefront of educational innovation, integrating international standards and actively collaborating with the global community. The University adheres to a wide range of accepted standards and accreditations, making it one of the leading educational institutions in Kazakhstan. The history and current position of the University confirms its constant desire for improvement, innovation and leadership in medical education in Kazakhstan.

2.2 Information about previous accreditation

To date, accreditation of the educational program “7R01150 “Pathological Anatomy” has not been carried out.

2.3 Brief description of the results of the analysis of the report on self-assessment of the residency educational program in the specialty “7R01150 “Pathological Anatomy” for compliance with the Standards for accreditation of postgraduate education programs (residency specialties) of medical educational organizations and conclusions

The report on the self-assessment of the residency educational program in the specialty “7R01150 “Pathological Anatomy” (hereinafter referred to as the report) is presented on pages 169 of the main text, annexes on 19 pages, copies or electronic versions of 26 documents located at <https://amu.edu.kz/>

The report is characterized by completeness of answers to all 9 main accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for self-assessment of the educational program provided to the educational organization by the accreditation centre - ECAQA, as well as internal consistency of information. The report is accompanied by a covering letter signed by the rector Nadyrov Kamalzhan Talgatovich, who confirms the accuracy of the quantitative information and information included in the self-assessment report.

The report contains a list of 9 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting self-assessment of the educational program - Kenzhekyz Boranbaevna Manekenova, head of the department of pathological anatomy, MD. Professor

Self-assessment of the educational program “Pathological Anatomy” was carried out on the basis of the order of the university rector No. 08-01/246 dated September 18, 2023 “On conducting a self-assessment of the residency educational program 7R01150 “Pathological Anatomy”

All standards contain the actual practice of the University in training residents in the specialty “Pathological Anatomy”, taking into account the start of admission of students in 2023, reasoned data, examples of the implementation of the objectives of the educational program, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated regarding the number of residents, teachers, administration, information on selection and admission, training results, results of evaluation of knowledge and skills, material and technical base of the university and clinical sites, contractual obligations with partners (universities, associations, database),

financial information, plans for development and improvement, etc.

The report is presented to ECAQA in complete form, with data adjusted according to the above recommendations, written in competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables and figures (diagrams, photographs) contain links in the text and are continuously numbered.

3. Description of external expert evaluation

External expert work as part of the evaluation of the educational program “Pathological Anatomy” was organized in accordance with the Guidelines for Conducting External Evaluation of Educational Institutions and Educational Programs of the ECAQA. Dates of the visit to the organization: December 19-21, 2023. The sequence of the visit within 3 days is presented in detail in Annex 3 to this report

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

- interviews with management and administrative employees – 14 people;
- interviews with residents – 2 people in the specialty “Pathological Anatomy”
- study the website: <https://amu.edu.kz/>
- interviewing 5 employees, 3 teachers, 3 mentors;
- survey of teachers - 35;
- observation of the training of residents: attendance at the 1st practical training (Dissection of a corpse, teacher Ospanova K.E., attended by 2 residents of the 1st year of training, NSMC).
- review of resources in the context of meeting accreditation standards: visited two clinical sites of practice/clinical engagement, including the National Academic Medical Centre; Branch of the Republican State Enterprise "Centre for Forensic Expertise of the Ministry of Justice of the Republic of Kazakhstan" Institute of Forensic Expertise in Astana, where training in “Pathological Anatomy” is conducted for 2 residents (number) educational programs with the participation of 3 full-time teachers/part-time teachers;
- study of educational and methodological documents in the amount of 26 units both before the visit to the organization and during the visit to the departments (the list of documents studied is in **Annex 2**).

The team of the accredited organization ensured the presence of all persons indicated in the visit program and according to the lists of interview sites (Table 1).

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

| № | Full name | Position |
|----------|----------------------------------|---|
| 1 | Zhunosova Aigul Bitimbaevna | Vice-Rector for Academic Affairs |
| 2 | Gazalieva Meruert Arstanovna | Vice-Rector for Clinical Affairs |
| 3 | Koikov Vitaly Viktorovich | Vice-Rector for Research and Strategic Development |
| 4 | Saidangazin Dias Dauletbekovich | Chief of Staff of the Rector |
| 5 | Saurbaeva Gaukhar Kairatovna | Head of Simulation Center |
| 6 | Yelubaeva Maral Kuandykovna | Dean of the Residency School |
| 7 | Maltabarova Nurila Amangaliyevna | Chairman of the QAC of the EP residency, Head of the Department of Anaesthesiology and Emergency Medical Care |
| 8 | Barlybaeva Aisha Ermukhanovna | Acting Director of the Institute of Continuing Professional Education |
| 9 | Imanova Zhazira Aktaevna | Head of the Centre for Practice and |

| | | |
|----|-----------------------------------|---|
| | | Development of Clinical Activities |
| 10 | Bilan-Kotelnikova Liliya Ivanovna | Head of the Centre for International Cooperation |
| 11 | Zikenov Igor Irsainovich | Deputy Head of HR Department |
| 12 | Medeubaeva Aigul Zhakanovna | Head of the Planning and Economic Analysis Department |
| 13 | Yesirkepova Gulmira Zharylkapkyzy | Library director |
| 14 | Tleshova Nurgul Serikovna | Head of office registrar |

On the last day of the visit to the organization, a meeting of EEC members was held based on the results of the external evaluation. A final discussion was held on the results of the external evaluation of the educational program, study of documents, results of interviews, talks, and questionnaires. Members of the EEC began drafting the final report of the EEC. Generalizations of the results of the external evaluation are made. The experts individually completed the “Quality Profile and criteria for external evaluation of the educational program “Pathological Anatomy” for compliance with the ECAQA Accreditation Standards.” No comments were made by the EEC members. Recommendations for improving the educational program were discussed and the chairman A.M. Kurmanova held a final open vote on the recommendations for the ECAQA Accreditation Council.

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

According to 48.6% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of an accredited educational organization.

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

4. Analysis of compliance with accreditation standards based on the results of an external evaluation of the residency educational program in the specialty “7R01150 “Pathological Anatomy” of NJSC “Astana Medical University”

Standard 1: MISSION AND OUTCOMES

1.1 Mission statement

When implementing the activities of the visit program, namely, based on the results of interviews with the leaders of the organization, in interviews with residents and teachers, compliance with the criteria of **standard 1** was established. All participants in the educational process know the mission of the educational program, took part in the formation of proposals for formulating the mission, and the mission was communicated to the attention of potential residents through the website, social networks, information letters to medical organizations.

The organization's strategic plan for 3 years has been studied, confirming the implementation of the accreditation standard and demonstrating the goals, objectives and prospects of the organization. From interviews with residents, it was established that at the beginning of the academic year, teachers inform about the mission and work plan of the NJSC “AMU”, and tell them where to get the necessary information about the educational program, teachers, and training bases. The university has all the resources necessary to develop professional qualities and achieve the final results stated in the mission of the educational program in accordance with national and international requirements and needs of the healthcare sector.

The mission of the residency program 7R01150 “Pathological Anatomy” is focused on the implementation of the main mission of the University

(https://drive.google.com/file/d/1zpt1Ua43TOurBMlg5vLi1P7jvqYzkib9/view?usp=drive_link); ([https://drive.google.com/file/d/1RWbyFNVo1hAbYcDHICMhR8rsNXkuxw0B/view?usp=drive link](https://drive.google.com/file/d/1RWbyFNVo1hAbYcDHICMhR8rsNXkuxw0B/view?usp=drive_link)). This involves training a highly qualified pathologist, combining the latest achievements of science, practice and education. Such a specialist will have comprehensive universal knowledge and specific professional skills, which makes him capable of effective and independent professional activity. This mission is clearly reflected and embodied in the EP, which guarantees its compliance with the established standards and goals of the University (<https://amu.edu.kz/upload/iblock/e2b/e2b5b26b69c9ef99287dc57e754edc42.pdf>), and is also published separately (<https://amu.edu.kz/upload/iblock/f1a/f1af74e4185240c364b579912fdafb81.pdf>) for wide access by interested parties.

The educational program in the specialty 7R01150 “Pathological Anatomy” was developed in accordance with the State Compulsory Educational Standard for the 22nd year of residency in medical specialties, the standard professional curriculum for medical specialties of residency (Annex 2). The educational program for the first year of residents entering in 2022 was developed collectively. The mission and vision of the CF "UMC" are available for review by employees, resident doctors, students, patients and other interested parties by posting on the CF "UMC" website (www.umc.org.kz – Home page - About the Foundation - About us).

The results of studying the documentation demonstrate that the mission of the organization and the mission of the residency educational program in the specialty 7R01112 “Pathological Anatomy” and the educational process are built in accordance with State Compulsory Educational Standards-22 and Laws and Statutory Instruments (LSI) in postgraduate education and healthcare.

1.2 Professionalism and professional autonomy

A visit to the clinical site, attending open classes, meetings with teachers and residents made it possible to see that by adhering to a patient-centred approach in the clinical process, while maintaining the need for assistance, each resident develops an individual level of such quality as professionalism. The formation of professionalism is based on direct training in the workplace, where residents are faced with clinical situations of pathological diagnosis of surgical and biopsy and cadaveric materials, practice at various levels of complexity, adopting the experience of senior colleagues, and thereby building their own model of behaviour.

Based on the Law on Education of the Republic of Kazakhstan, which enshrines the autonomy of organizations of higher and postgraduate education, which gives the right, on the basis of standard rules, State Compulsory Educational Standards 2022, the University independently determines the development of an educational program, assessment, selection and admission of residents, selection/selection of teachers, employment conditions and resource distribution. Freedom in compiling EP was achieved in the compilation of syllabuses, CED, IEP, WC, the form, structure and procedure for development of which are determined by the organization independently. All educational and methodological documentation is reviewed and approved at meetings of the CQA, Academic and Scientific Councils.

35 teachers surveyed, including those with up to 5 years of experience - 11.43%, from 5 to 10 years - 20%, over 10 years - 68.57%. Among teaching staff, residencies accounted for 74.29%.

60% were completely satisfied with the organization of the educational process, 25.71% were partially satisfied, 11.43% partially disagreed, 2.86% answered no. 57.14% of respondents are completely satisfied with the organization of work and the workplace, 31.43% are partially satisfied, 2.86% completely disagree, 8.57% partially disagree. The organization has opportunities for career growth and development of competence for teachers: completely agree - 45.71%, partially - 40%, completely disagree - 2.86%, partially disagree - 8.57%, no answer - 2.86%.

1.3 Final learning outcomes

The final learning outcomes (LO) of residents of the EP 7R01150 “Pathological Anatomy” within the framework of the State Compulsory Educational Standard are a detailed set of

knowledge, abilities and skills, as well as professional qualities that a resident must have by the time he completes the program. These results serve as the basis for evaluating their competence and readiness for independent clinical practice (https://drive.google.com/file/d/1QoVKATs76x2tg884wI85fy8jD-lv2tGH/view?usp=drive_link); (https://drive.google.com/file/d/1Bp28Q8541GWlJAqcewyvikLzAI8jaX3s/view?usp=drive_link)

Experts have established a clear continuity between the final results of previous resident training (prerequisites) and residency training, and subsequent continuing professional development programs. The experts were convinced that the professional behaviour and communication skills of residents are formed by achieving final results and are reflected in the Code of Ethics for Students (<https://drive.google.com/drive/folders/1uWlXYqOYQMMrUaVaTScVs0RveRo65cjC>), the Code of Academic Integrity (<https://drive.google.com/drive/folders/1uWlXYqOYQMMrUaVaTScVs0RveRo65cjC>). These documents contain key principles and standards of professional conduct that should guide the actions of every health professional.

When determining the final learning outcomes, employees of the Department of Education took into account previous learning outcomes in undergraduate and internship programs, and also took into account the goals and objectives of subsequent continuous professional development in the chosen specialty. The educational organization provides training in additional and non-formal education (continuous professional development), including programs in the specialty of an accredited educational program.

The surveyed teachers responded that 40% were completely satisfied with the level of previous training of residents, 34.29% were partially satisfied, 14.29% were completely dissatisfied, 8.57% were partially dissatisfied, and 2.86% of respondents did not answer.

1.4 Participation in the formulation of mission and final results

When developing the goals and objectives of the educational program “Pathological Anatomy”, all structural divisions of NJSC “AMU” took part. The main (internal) stakeholders involved in the process of forming the mission of the EP include: students, teachers, clinical mentors attracted from clinical sites, administrative staff, advisory bodies (CQA of residency specialties, Academic Council, Scientific Council), graduates. Outsiders are employers.

Correct formulation of the Mission is an important condition for its understanding and acceptance by University employees and residents. The formulation and content of the mission of the EP residency was based on the mission of the university within the framework of the State Compulsory Educational Standard of the Republic of Kazakhstan and the qualification characteristics of a doctor in the specialty “Pathological Anatomy”.

The residency educational program 7R01150 “Pathological Anatomy” was introduced for the first time; when uploaded to the Republican Register of Educational Programs, it was reviewed and approved.

When forming the program, its goals and final results were discussed at a meeting of the Department of Pathological Anatomy (Minutes No. 7 of February 28, 2023), the COC of Residency Specialties (Minutes No. 4 of April 14, 2023), and the Academic Council (Minutes No. 9 of May 3, 2023).

When talking with residents and employers, experts, a clear answer was received to the question “Are you involved in formulating the mission and goals of the organization, educational program?”, “What is the personal contribution of residents to improving the educational program?” In response to these questions, residents of the specialty “Pathological Anatomy” noted that residents are members of collegial bodies, where they have the opportunity to express their opinions and put forward any ideas.

Conclusions of the EEC on the criteria. Comply with 14 standards (including 9 basic, 5 improvement standards): fully - 14.

Recommendations for improvement: none

Standard 2: EDUCATIONAL PROGRAMME

2.1 Framework parameters of the postgraduate medical education program

Training of residents in the specialty 7R01150 “Pathological Anatomy” is carried out in accordance with the State Educational Standard of the Republic of Kazakhstan - 2022; By order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 20, 2011. No. 152 “On approval of the Rules for organizing the educational process in credit technology of education”; By order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 12, 2018, order No. 563 “On introducing amendments and additions to the order of the Ministry of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 “On approval of the Rules for organizing the educational process in credit technology of education””; Standard training programs of the Ministry of Health of the Republic of Kazakhstan.

At NJSC "AMU" the implementation of the educational program (EP) in the specialty 7R01150 "Pathological Anatomy" is regulated by the regulatory documents of the University: "Strategic directions of NJSC "Astana Medical University" for 2019-2023", SU-AMU-22 "Organization of educational process on credit technology of education", SU-AMU-48 "Residency training", SU-AMU-63 "Competency model of a resident", SU-AMU-25 "Planning the educational process", PL-MUA-13 "Regulations on the current monitoring progress, intermediate and final certification of students." These documents determine the procedure and organization of training of specialists in residency in the context of clinical specialties at clinical departments.

To implement the educational program in the specialty 7R01150 “Pathological Anatomy”, the organization’s documents contain EMCD, which defines the goal, takes into account the integration of practical and theoretical components, and independent work. Compliance with state standards and standard requirements has been established. The residency educational program is aimed at mastering theoretical and practical skills in accordance with the established final learning outcomes in terms of qualifications of graduates of PDL programs.

The rules of residency training at NJSC "AMU" guarantee objectivity, transparency and equality for all students.

Academic Policy and during interviews, residents responded that they were aware of the contents of this document.

An analysis of educational activities showed that the scientific basis and all the achievements of science in the relevant disciplines were taken into account, additions were made to the EMCD bibliography and syllabuses, and teachers use them in the classroom. Residency training is carried out taking into account the principles of continuity of basic medical education, postgraduate and continuous medical education throughout professional life.

In the educational program of residency in specialty 7R01150 “Pathological Anatomy”, continuity of education is observed based on the established final learning outcomes in undergraduate and internship courses. Transparency of the resident training process, including methods, teaching and assessment tools, is implemented through information on the university website. Residency training includes classroom work, independent clinical work under the guidance of a mentor, and the student’s own independent work (IWS). The volume of classroom work is 20% of the volume of each discipline, independent clinical work under the guidance of a clinical mentor - 65%, IWS - 15%. The volume of theoretical training is no more than 20% of the volume of the curriculum.

In accordance with the 2022 State Compulsory Educational Standard, the curriculum maintains the ratio of the volume of disciplines depending on the duration of study, 2-4 years. The full academic load of one academic year corresponds to at least 70 academic credits (2100 academic hours) for one academic year. One academic credit is equal to 30 academic hours. The academic year in residency consists of one academic period, annual certification, vacations and in the final year – end-of-course assessment.

The workload in the curriculum for the specialty “Pathological Anatomy” in accordance with the training period of 2 years:

- the cycle of major disciplines is presented in the amount of 4140 academic hours or 138 credits, including:
- mandatory component – 4020 ac. hours or 134 credits
- optional component – 120 ac. hours or 4 credits.

The training program in the direction 7R01150 “Pathological Anatomy” is designed in accordance with the established standard curriculum. It includes a detailed list of academic disciplines divided into MD cycles. The program presents both compulsory components and elective disciplines of CC. In addition, the plan contains information about the procedure and criteria for the final certification of residents (https://drive.google.com/file/d/1QoVKATs76x2tg884wI85fy8jD-lv2tGH/view?usp=drive_link);

(https://drive.google.com/file/d/1Bp28Q8541GWIJaqcewyvikLzAI8jaX3s/view?usp=drive_link).

The working curriculum (WC) of specialty 7R01150 “Pathological Anatomy” is based on the basic principles of the educational program and takes into account the individual needs of residents at the entire stage of their training

(https://drive.google.com/file/d/1ZisgwclXEJ04DDQnZZKAjw9pwLh1Cxud/view?usp=drive_link).

Residents, being at the clinical bases of the NSMC and IFE in Astana, under the guidance of experienced mentors, have the opportunity to immerse themselves in real clinical conditions. For each cycle of disciplines for the 2023-2024 academic year of residency 1 year of study, the department has a set of documentation including a class schedule (https://drive.google.com/file/d/1f6PZ3J0ZcHHCEGH0YZpKGZhVeRvFkpRO/view?usp=drive_link); electronic grade and attendance logs on the website (<https://pl.amu.kz/>), which are filled out in accordance with the Work Instructions (WI) “On maintaining an electronic grade sheet”, WI-AMU-59-22 dated 03/31/2022 (https://drive.google.com/file/d/1b9WoGct5h_tiw4OeP-Syq1f60x05HppN/view?usp=drive_link).

Thus, residency training is based on a competency-based approach, where each resident has the opportunity to individualize their curriculum in accordance with professional interests and needs. Adherence to the principles of consistency and continuity in the study of disciplines, taking into account prerequisites and postrequisites, is controlled both at the department level and at the level of the Residency School, as well as the CEP and the University as a whole.

Public accessibility of the content of the EP is ensured by posting on the University website (www.amu.kz) in the relevant sections of the State Educational Standards of the Republic of Kazakhstan, TC, WC, EMCD. Informatization of the educational process is also implemented through the distance education portal Moodle (<https://dl.amu.kz/>), SIRIUS (<http://edu.amu.kz/sirius/index.php?r=user/default/index>), allowing students to remotely access educational materials, control and measuring equipment, class schedules, and select teachers and elective disciplines.

Everyone is accepted into the residency program of NJSC "AMU", regardless of age, gender or nationality.

The University ensures equality of residents based on the regulations defined in the Constitution of the Republic of Kazakhstan, the Law of the Republic of Kazakhstan “On Languages in the Republic of Kazakhstan” dated July 11, 1997 No. 151-I, the Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III “On Education” (as amended and supplemented as of June 27, 2021), Law of the Republic of Kazakhstan dated October 11, 2011 No. 483-IV “On religious activities and religious associations”, which guarantees equal rights and the same respectful attitude towards all citizens of the Republic of Kazakhstan, without exception.

When applying for a job in a medical organization, it is not allowed to establish any direct or indirect restrictions depending on gender, race, nationality, language, social origin, property status,

place of residence, attitude to religion, beliefs, and membership in public associations and for any other circumstances. The University staffs are multinational. The University has adopted a policy of freedom of spiritual religion; attitudes towards religion are purely personal and are not persecuted. However, no religious propaganda is carried out within the University. University teachers follow the “Code of Corporate Culture and Ethics” (https://drive.google.com/file/d/1yoMcaddnWqIvP3H237X7BllxM7JXAsyA/view?usp=drive_link), who sets high standards of professional conduct. This document emphasizes the importance of an inclusive approach, rejecting any form of discrimination. The entire educational process of the University takes place against the backdrop of a multinational team, which creates a favourable environment for the exchange of knowledge and experience. Each resident understands that religion and belief are a personal choice and are respected at all levels of the educational process.

Teachers use methods of teaching residents such as lectures, oral surveys, case discussions, test control and other methods. The list of teaching methods is described in the self-assessment. Thanks to these methods, residents can participate in the pathological diagnosis of cadaveric, surgical and biopsy materials. Faculty can provide a resident with supervision of approximately 10 thematic surgical and biopsy materials per day and 200 per month. For example, residents of an educational program in the specialty "Pathological Anatomy" upon completion of training can carry out such manipulations as autopsy of a corpse, macro- and microscopic diagnosis of cadaveric, surgical and biopsy materials, comparison of clinical and pathological diagnoses, establishing the category of discrepancy between diagnoses, issuing a death certificate and etc.

Experts have found that the principles of academic honesty and anti-plagiarism are fully implemented in educational organizations. Academic integrity applies to areas of resident education such as summative and formative assessments. And anti-plagiarism is applicable when residents are engaged in research work.

Thus, by the end of the 2-year training, residents will acquire the basic skills and abilities of the profession and will be awarded the qualification of a doctor in the relevant specialty in accordance with the nomenclature of specialties and specializations in the field of healthcare, the nomenclature and qualification characteristics of positions of healthcare workers, approved by the Minister of Health of the Republic of Kazakhstan on December 21, 2020 year No. MOH RK-305/2020, and a state-issued document is issued - a certificate of completion of residency, which will allow you to work in institutions such as the Qualifications Framework in the European Higher Education Area (ESG 1.2).

The experts did not establish any violations with respect to the principle of equality in postgraduate education and continuous professional development, since the educational organization complies with the Constitution of the Republic of Kazakhstan, the Law on the Languages of the Peoples of the Republic of Kazakhstan and other regulatory legal acts in the field of education and healthcare.

2.2 Scientific method

Research plays a central role in the University's educational process, allowing students to master the scientific approach to solving medical problems and gain valuable research experience. This approach is based on the University's desire to develop critical thinking skills, analytical abilities and a willingness to innovate in young professionals. Research work (R&D) is the link between academic learning and practical application of knowledge, which is especially important in the field of medicine. EP 7R01150 “Pathological anatomy”, introduced at the University, is based on the current needs of modern medicine (https://drive.google.com/file/d/1QoVKATs76x2tg884wI85fy8jD-lv2tGH/view?usp=drive_link); (https://drive.google.com/file/d/1Bp28Q8541GWJJAqcewyvikLzAI8jaX3s/view?usp=drive_link). The program emphasizes medical research methodology based on fundamental scientific foundations. Elements of research work, such as analysis, monitoring, preparation of abstracts, reports, publications, as well as participation in scientific conferences, have become an integral part of the educational process.

At the department meeting, protocol No. 3 on October 18, 2023, the plan for research work of residents for the 2023-2024 academic years was discussed and approved (https://drive.google.com/file/d/1ZfBbYNno1pU4IBBYrcu6RqQhZRy3Pm37/view?usp=drive_link).

During interviews with residents, residents of specialty 7R01150 “Pathological Anatomy” noted that they only plan to participate in scientific work with the department staff and directly with clinical mentors.

2.3 Structure, content and duration of the residency program

There are documents containing requirements for the structure and content of educational programs, including State Compulsory Educational Standards 2022, EP in the specialty “Pathological Anatomy”, developed on the basis of State Compulsory Educational Standards -22 years. The teacher is responsible for the selection and implementation of innovations in the educational process.

The content of work programs and the catalogue of elective disciplines reflect the needs of the healthcare system, as well as the specifics of research work and the scientific achievements of teachers. For the successful implementation of the educational program in the specialty "Pathological Anatomy", the organization has resources for organizing the assessment of the practical skills of residents (dissection of a corpse, macro and microscopic diagnosis of surgical and biopsy materials, etc.) Experts have established that the educational program takes into account the requirements of the law, in including in relation to procedural rules.

The organization of education ensures that the structure, content and duration of the educational program are adjusted in the event of any changes in different sciences, demographics, as well as in response to the needs of the health care system.

The practical skills of residents are consolidated when performing clinical work within the framework of the ICWRT at the clinical bases of the department, which ensures the integration of the acquired theoretical material of the program with the practical application of the acquired knowledge. To the question “Do resident representatives participate in the development of educational programs?”, the experts received the following answer - yes, they do.

In accordance with the 2022 State Compulsory Educational Standards, the structure of the EP consists of a mandatory component (134 credits) and an optional component (4 credits). Also, 2 credits are allocated for the final certification. Thus, the labour intensity for training a pathologist is 140 credits (https://epvo.kz/register/education_program/application/46573). The 2020 State Compulsory Educational Standards syllabus reflects the required competencies of the 1st year of study and includes a list of rotations by discipline. Thus, rotations for the 2023-2024 academic years include the disciplines - general and particular pathology, Clinical pathomorphology in obstetrics and gynaecology, clinical pathomorphology in paediatrics, clinical pathomorphology in paediatrics (<https://umc.org.kz/wp-content/uploads/2023/10/rupl-patanomiya-2023.pdf>).

2.4 Organization of training and the relationship between postgraduate medical education and the provision of medical care

Management of the educational process, reflected in the self-assessment report (**Standard 2**) and general approaches to management were confirmed during a visit to the pathology department of the NSMC

(https://drive.google.com/file/d/1mUPwN4HPGmhS3SLYPuOtsfHbcAGY3bcA/view?usp=drive_link) and IFE

(https://drive.google.com/file/d/1G4ZoUKcI9oz5zpW684LpgoWHzaOc1uSK/view?usp=drive_link), and conversations with the manager and employees.

To master clinical skills, students have the opportunity to undergo training in departments of various profiles in accordance with the topics of practical classes and those competencies that are defined in the educational programs of specialties. While studying at clinical bases, resident doctors have the opportunity to gain knowledge of pathological diagnostics of surgical and biopsy material of various profiles (surgical, gynaecological, etc.).

The experts got acquainted with the work of the departments, including the pathoanatomical department, a total of 5 meetings were held and during cross-interviews it was established that the residents fully mastered practical and theoretical skills using rich pathological anatomical material. Experts analysed information about the availability of accreditation of clinical sites and concluded that **the resident training sites were compliant.**

The training of residents in the specialty “Pathological Anatomy” is aimed at meeting the needs of practical healthcare, since when analysing the shortage of specialists for 2023, it was found that there is an acute shortage of pathologists in almost all regions of the Republic of Kazakhstan. Therefore, this organization provides a lot of opportunities and conditions for qualified training of specialists in the field of “Pathological Anatomy”. Thus, during a conversation with the management of the organization, experts received information that residents are constantly trained at clinical bases, where they have a greater opportunity to master clinical skills and acquire theoretical knowledge, and teachers confirmed that residents are trained directly in clinical departments. Residents of this specialty can conduct pathological examinations of surgical and biopsy material, autopsy the corpses of adults and children, and draw up pathological examination protocols.

This is facilitated by the mentoring that is carried out in the organization. The mentors of pathology residents are physicians with the highest qualification category who have passed certification.

Integration between training and the provision of pathological diagnostics (on-the-job training) is achieved through dissection of cadavers, review of surgical and biopsy materials.

The following employees took part in the planning, discussion, approval and review of the educational program in the specialty “Pathological Anatomy” - Academic staff, mentors, employers, students.

Conclusions of the EEC on the criteria. Compliance out of 22 standards (including 19 basic, 3 improvement standards): completely - 20, partially -2, do not comply - 0.

Recommendations for improvement, identified during the external visit:

1. It is necessary to introduce into the educational program in the specialty “Pathological Anatomy” an elective discipline on the scientific foundations and methodology of medical research (2.2.1)
2. To develop criteria for developing research skills among residents (2.2.2)

Standard 3: ASSESSMENT

3.1 Assessment methods

As part of the educational process, the educational achievements of residents are evaluated, which is a critical element of the activity. This evaluation allows us to determine the level of training and competence of residents, and also characterizes the quality of their preparation for the end of the educational process. The assessment is based on criteria developed taking into account the established goals and objectives of the EP, within the framework of a point-rating system for assessing knowledge. This process strictly complies with various directive, regulatory and internal documents, including the Law of the Republic of Kazakhstan “On Education” dated July 27, 2007 No. 319-III (with subsequent amendments and additions) (https://drive.google.com/file/d/1RDbXLz5kmwxHhJAV-nFVV_ZoeWPtgdQ9/view?usp=drive_link); Order of the Ministry of Health of the Republic of Kazakhstan dated July 4, 2022. No. MOH RK-63 “On approval of state mandatory standards for levels of education in the field of healthcare”; (https://drive.google.com/file/d/1aUm1cJ90QjcB20VHuXyBWCRsoVwOERCC/view?usp=drive_link); Order of the Ministry of Health of the Republic of Kazakhstan dated January 9, 2023 No. 4 “On approval of standard training programs in medical and pharmaceutical specialties” (https://drive.google.com/file/d/1Uu444T6sSdMzhjkgFocvQ4PvLXal9qsx/view?usp=drive_link), Order of the Ministry of Health of the Republic of Kazakhstan dated 20.04. 2011 No. 152 “On approval of the Rules for organizing the educational process on credit technology of education in

organizations of higher and (or) postgraduate education” (https://drive.google.com/file/d/1Tz7k1DyQihIEJ0IGLZF4E2zo2CG9fUWj/view?usp=drive_link), which concerns the approval of standards and programs for medical and pharmaceutical specialties and the organization of the educational process. As for evaluation policies and methods, they are reviewed and approved at specialized meetings, such as meetings of the residency EP quality committee. NJSC "AMU" has specific documents reflecting the principles and methods of evaluation for various specialties, in particular, for EP 7R01150 "Pathological Anatomy". These documents include the “Academic Policy” (P-MUA-17-20) (https://drive.google.com/file/d/1XP3DrFpJuBvdc3JBawhWNfNSvw78vw4g/view?usp=drive_link), the SU “Organization of the exam by testing method” (https://drive.google.com/file/d/1-OGJyA3uWdFaksttbzQg3Di1YJpqhzo/view?usp=drive_link). According to the legislation of the Republic of Kazakhstan, the end-of-course assessment procedure, which includes the evaluation of the professional preparedness of graduates, is strictly regulated by Order of the Ministry of Health of the Republic of Kazakhstan dated December 11, 2020 No. MOH RK-249/2020 “On approval of the rules for evaluating the knowledge and skills of students, assessing the professional preparedness of graduates of EP in field of healthcare and healthcare professionals” (https://drive.google.com/file/d/1XXHfK6Ue7sPpCqW9-EzkSxkmIuAR5b1x/view?usp=drive_link), where specific rules for assessing the knowledge and skills of students were approved. This document defines criteria and assessment mechanisms to ensure that all medical school graduates meet established quality standards. The entire assessment process, including the selection of compulsory disciplines for end-of-course assessment, is based on syllabuses and completed disciplines. Responsibility for the implementation of the policy and the quality assessment of the educational achievements of residents lies on the shoulders of the Academic staff, the head of the department, the School of Residency, and the registrar's office.

The educational achievements (knowledge, abilities, skills and competencies) of residents are assessed in points on a 100-point scale corresponding to the letter system accepted in international practice (positive grades, in descending order, from "A" to "D", "unsatisfactory" - " F") with the corresponding digital equivalent on a 4-point scale. Information about the point-rating assessment system is posted on the website www.amu.kz. Control and measurement tools are developed for all topics of the curriculum, have a concise formulation, essential content and thematic attribute:

During a visit to the clinical site and an interview with the head of the department, the commission was convinced that there was a documentation system that was transparent and accessible to all faculty and staff, and included documents such as annual plans, annual reports, department regulations, contracts with teachers and residents, full educational and methodological documentation (EP, working curricula, syllabuses, journals), assessment tools (checklists, statements), evidence, certificates and certificates. A review of the website showed that its pages contain the necessary information for EMCD residents and contain information that is regularly updated. The organization of a system for monitoring the educational achievements of residents is carried out by the registrar's office, which maintains the history of educational achievements of students during the entire period of study, which is reflected in the transcript. The transcript is issued upon request of the resident for the period of his training.

Interim certification of residents is carried out strictly in accordance with the established academic calendar, curriculum and relevant EP created on the basis of state educational standards. The final certification for each discipline has the goal of assessing the resident's final expected results. These results are predetermined and described in the syllabus of the discipline.

The end-of-course assessment of residents is based on the standards and EP corresponding to the specific residency specialty “Pathological Anatomy”. All conditions for end-of-course assessment are described in EP 7R01150 “Pathological Anatomy” in the section “Final certification of graduates” (https://drive.google.com/file/d/1QoVKATs76x2tg884wI85fy8jD-lv2tGH/view?usp=drive_link); (https://drive.google.com/file/d/1Bp28Q8541GWJJAqcewyvikLzAI8jaX3s/view?usp=drive_link).

Every year, external examiners from practical healthcare will be included in the examination commissions to participate in the work of the end-of-course assessment, whose recommendations will be taken into account in the future to make changes to the EP in accordance with the needs of practical healthcare.

3.2 Relationship between assessment and learning

The evaluation methods used at NJSC "AMU" are ideally combined with established teaching methods. They provide an opportunity to assess all student competencies, both during practical classes and in exams. These methods are based on control and control assessment tools (CIS) developed by our departments. Tools such as test items, situational problems (SP), a list of exam questions, exam papers and a detailed list of practical skills provide a deep and comprehensive understanding of the EP. Residents have the opportunity to study in conditions that are as close as possible to real clinical work. This hands-on experience enriches their knowledge and skills, making them more competent in the field of medical examination. The university adheres to the general requirements for the development of teaching materials, which guarantees a high level of standardization of the assessment process. Each discipline is equipped with a syllabus, which undergoes thorough discussion and approval at department meetings. The evaluation criteria are transparent, understandable and clearly stated in the syllabuses, discussed and approved at department meetings. The main emphasis of the evaluation system is on continuous monitoring. This allows not only to monitor the dynamics of the development of each resident, but also to quickly adjust the educational process if necessary. Continuous evaluation forms in residents a holistic understanding of the discipline, and also allows them to in-depth understand the importance of each element of training from the perspective of future professional activity. The evaluation methodology also ensures that learning and evaluation go hand in hand. Striving for the highest standard of medical education, the Department of Pathological Anatomy of NJSC "AMU" includes in the educational process real situations from the practice of pathological anatomy, including autopsies, histological examination of sectional, surgical and biopsy material and work at the clinical bases of the NSMC and IFE in Astana. In conclusion, we can say that the assessment methods at NJSC "AMU" provide a deep and comprehensive understanding of the educational material, which maintains its reputation in the field of medical education.

Conclusions of the EEC on the criteria comply with 9 standards (including 6 basic, 3 improvement standards): fully – 7, partially – 2, do not comply – 0.

Recommendations for improvement, identified during the external visit:

1. To automate the determination of the validity of test items, cases and other control and measurement tools (3.1.4)
2. To introduce interprofessional education (3.2.1 BS)

Standard 4: RESIDENTS

4.1 Admissions policy and selection

The selection of residents and the procedure for admission to residency at the University are established:

- Constitution of the Republic of Kazakhstan dated August 30, 1995 (with amendments and additions as of September 17, 2022),
- Law of the Republic of Kazakhstan dated July 27, 2007 No. 319-III “On Education” (as amended and supplemented as of June 27, 2022.),
- Order of the Ministry of Health of the Republic of Kazakhstan No. MOH RK-270/2020 dated December 15, 2020 “On approval of the rules for placing state orders, admission to training and training of medical personnel in residency”,
- Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569 “On approval of the Classifier of areas of training for personnel with higher and postgraduate education”,

- Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated October 31, 2018 “On approval of the Standard Rules for admission to training in educational organizations implementing educational programs of higher and postgraduate education”,
- Order of the Ministry of Health of the Republic of Kazakhstan No. 27 dated January 30, 2008 “On approval of lists of clinical specialties for training in internship and residency” (as amended and supplemented as of May 14, 2021),
- Rules for admission to residency at NJSC “AMU” for the current academic year.

The University website <https://amu.edu.kz/> contains complete information about educational programs, the criteria for selecting students for EPD, and the format of entrance exams.

Admission of residents with disabilities to the residency specialization in Pathological Anatomy presents certain difficulties. Taking into account the fact that national legislation does not regulate this issue, the educational institution relies on the specifics of the professional activity of a pathologist. Work in this field of medicine includes performing autopsies and other complex procedures (long-term maintaining an upright body position, visual strain during microscopic examinations, etc.), requiring the specialist to have certain physical capabilities and the absence of allergic reactions to certain reagents and tissues of internal organs (on the placenta). For this reason, admission to residency in this specialty for persons with disabilities will be limited in some cases. At the moment, there are no students with disabilities in the residency.

For a complete and objective picture of the future profession, the “Shadow of a Professional” Program has been developed (https://drive.google.com/file/d/1d53OHBSKm-14zjJhMUV7ZAe4-mg24n-X/view?usp=drive_link).

Thus, experts validated the data according to **standard 4**. In general, all criteria are met, there are no shortcomings. The experts reviewed the documentation for the admission of residents, including the Academic Policy. Experts surveyed clinical mentors about academic advising practices, personal support for residents, and the development of more than just professional skills.

4.2 Number of residents

The procedure for determining the number of accepted residency students in the specialty “Pathological Anatomy” is regulated by the State Order of the Ministry of Health of the Republic of Kazakhstan for the training of medical personnel and taking into account the possibilities of clinical, practical training, the maximum permissible load on clinical mentors, the provision of educational, educational, methodological and scientific literature, the capacity of clinical bases, as well as material and technical resources of the University

Specialty 7R01150 “Pathological Anatomy” at the NJSC “AMU” has existed since 2023, the admission of residents was under a grant from the local executive authorities.

4.3 Support and counselling for residents

In modern conditions, academic support and student counselling are key components of successful learning. NJSC "AMU" has created an effective system of academic counselling for residents, which ensures the integration of theory and practice, and also facilitates students' adaptation to the educational process. This system begins from the moment a resident enters the University portal “Residency for Students” (<https://amu.edu.kz/ru/poslevuzovskoe-obrazovanie/rezidentura/rezidentura-dlya-obuchayushchikhsya/>) or the website of the Residency School (<https://amu.edu.kz/ru/departments/148/>). From transitioning from academic life to practical training to finding their first job after graduation, this centre provides the resources and services they need to improve their chances of success. These resources provide complete and up-to-date information about regulatory documents, class schedules (https://drive.google.com/file/d/1f6PZ3J0ZcHHCEGh0YZpKGZhVeRvFkpRO/view?usp=drive_link), lists of students, the final certification procedure and much more. If questions or concerns arise, residents can ask the dean of the School of Residency directly through the blog in real time. The Centre for Practice, Career and Employment (<https://amu.edu.kz/ru/Divisions/150/>) at the University plays a key role in supporting students and graduates in their professional development and

integration into the labour market. The specialized department plays a central role in the academic support of the resident. Teachers, the head of the department, staff of the School of Residency, the Dean of the School of Residency regularly analyse the performance and progress of the resident in his studies based on the results of monitoring academic progress, the SU “monitoring of student development”

SU-AMU-26-12

(https://drive.google.com/file/d/1u84mRDnz7QHoniPVT9AV7fhLEmZmoON8/view?usp=drive_link).

Various difficulties may arise during the learning process. For example, a resident may encounter personal problems, conflict with colleagues or preceptors, medical errors, or other issues that may affect their academic performance and well-being. Academic advisory work at the department consists of advising residents during the entire period of study, before the examination session and the final state certification. Experienced teachers, associate professors, and professors are involved in the consultation. During the academic year, it can be presented both in person and remotely (on online platforms, in chats, etc.). Starting from this academic year, heads of educational programs have been officially introduced, who are designed to coordinate the implementation of the EP and provide academic support and counselling to residents. Teachers of the department and mentors are ready to respond to such situations, providing the necessary support and assistance.

Each resident is assigned to a specialized department, which provides and participates in the implementation of the EP, individual curriculum, manages the educational and scientific activities of the student, and provides assistance in employment. In addition, the resident is assigned a clinical mentor in the medical organization where the resident is training. This makes it possible to identify emerging problems in a timely manner and take measures to eliminate them. This approach allows for the creation of a trusting relationship between the mentor and the resident. Mentors and teachers regularly hold consultations where current educational issues are discussed, feedback is provided on study results and best practices are shared. Employees of the Residency School provide consultation to residents on the organization of the educational process: schedule, choice of clinical base, formation of an individual working curriculum, enrolment in elective disciplines, participation in competitions, conferences, participation in academic mobility programs, visiting residency, etc. Such a system of academic counselling allows the resident to feel confident in the learning process, knowing that he can seek help or advice at any time. It also promotes quality training, as the resident receives constant feedback on his progress and Recommendations for improving his skills. This is also important for the educational institution, since the quality of resident education directly affects the reputation of the University. In addition, successful residents may become future teachers, researchers, or even leaders in their field, which will also contribute to the development of the University.

During the conversation between EEC experts and residents, it was established that NJSC “AMU” has created and provides safe conditions for training residents. To protect the interests of residents and provide them with assistance in educational, scientific, and extracurricular activities, various services are provided for organizing advisory, psychological, social, and medical support for students. EEC experts have confirmed that experienced teachers and professors are involved in the consultation. In addition, before the start of each module, the group teacher informs his residents about his work schedule and the time when residents can seek consultations in this discipline.

For personal growth and development, holding sports and creative events, the team has a sufficient resource base (Internet, library, computer classes, reconstructed and landscaped areas of the centre buildings). The training rooms are equipped with projectors, screens, video walls, and all necessary office equipment.

To develop the intellectual level of residents and expand their knowledge in various scientific fields, residents take an active part in scientific and practical conferences held by the university. Residents are involved in the work of the Council of Young Scientists, where emerging problematic issues are also resolved.

According to the survey: in the process of training residents, a variety of teaching methods are used: lectures (40%), oral discussion of the topic (74.29%), rewriting thematic information from monographs (14.29%), problem-based learning (60%), interactive training (42.86%), completing essays (17.14%), completing projects, coursework (8.57%), practical classes on clinical skills in a clinical training centre (51.43%), analysing situational problems (80%), drafting and solving cases (51.43%), oral questioning of students (60%), solving tests (48.57%), working in small groups (57.14%), writing assignments (42.86%).

4.4 Representation of residents

During the conversation with representatives, it was found that the quality of the implementation of the educational program is ensured by the participation of residents in discussing the mission of the EP, access to which is made available through posting on the website of the NJSC "AMU". Along with managers and teachers, residents are included to participate in the consideration of issues related to the educational process and approval of educational materials for residency, the development of an individual working curriculum and elective disciplines. This fact was confirmed by residents during their interviews. When visiting the EEC experts, it was confirmed that feedback from residents is collected at the stage of mastering the taught discipline (at the end of studying the discipline), as well as on issues related to learning/working conditions and problem situations.

4.5 Working conditions

Resident doctors undergo training at clinical sites, according to a schedule of disciplines. The specialization "Pathological Anatomy" requires future specialists to have a deep understanding of the processes occurring in the body during death at the cellular level, as well as the ability to perform microscopic examination. During the training process, residents are given the opportunity to study a variety of pathological processes, changes occurring in tissues and organs in various diseases. Pathological work requires not only theoretical knowledge, but also carefully honed practical skills that can only be acquired in real clinical practice. According to the Rules for the training of medical personnel in residency (Order of the Ministry of Health of the Republic of Kazakhstan dated September 18, 2018 No. MOH RK-16) (https://drive.google.com/file/d/1O6v6fytQNvQxfOGzEhRt5hO_Xcopx8Px/view?usp=drive_link), training of medical personnel in Residency training is carried out at clinical sites that provide training at all levels of medical care. At clinical bases for residency EP 7R01150 "Pathological Anatomy", residents are immersed in complex and rare cases, work with advanced equipment, and learn the latest research techniques. This allows them to gain a wide range of skills and knowledge that will be in demand in future practical activities. Residents learn to conduct histological and morphological analysis, master sectional diagnostic methods, learn to determine the causes of death, and also conduct differential diagnostics. An important point in training is the involvement of residents in performing pathological autopsies under the supervision of mentors and pathologists. This allows you not only to consolidate theoretical knowledge, but also to deepen it using specific clinical examples. For full training of residents, participation in clinical and anatomical conferences is also provided, where doctors of different specializations discuss the most complex and controversial clinical cases. This allows you to learn to interact with colleagues from other areas of medicine and form a comprehensive view of the diagnosis and treatment of patients.

The teaching load of residents is planned in accordance with the Law of the Republic of Kazakhstan "On Education". The class schedule from 08.00 to 17.00 is regulated by educational programs developed on the basis of State Compulsory Educational Standards 2022, sanitary and epidemiological rules and regulations, curricula and recommendations of health and education authorities.

Residency work is the primary and dominant responsibility of the resident.

Conclusions of the EEC on the criteria. Complies with 20 standards (including 14 basic, 6 improvement standards): completely -20.

Recommendations for improvement: no

Standard 5: ACADEMIC STAFF/FACULTY

5.1 Recruitment and selection policy

Experts of the EEC confirmed that, according to the State Compulsory Standard of Education (as amended in 2022), the indicators for the qualitative composition of Academic staff conducting classes with resident doctors are the following: the presence of an academic degree, academic title, work as a full-time teacher or carrying out part-time activities, experience practical activities, scientific and pedagogical work experience. The number and composition of Academic staff are planned based on the needs of the educational process, the standard teaching load per teacher and student population.

Academic staff must have complete knowledge and possess modern teaching methods, the necessary skills and experience, not only for the effective transfer of knowledge to students during the educational process, but also for instilling practical skills and abilities. Teachers of clinical specialties of NJSC "AMU" are leading experts in the relevant areas of practical healthcare (with an academic degree, first or highest qualification category, having appropriate training in the field of medical education).

Personnel policy of NJSC "AMU" P-AMU-03-23, approved on 08.08.2023, protocol: No. 21, this document serves as the main guiding principle in matters of personnel policy of NJSC "AMU" (https://drive.google.com/file/d/15U4Ty2nGr0H3KUqqBNGOeBqfakFIGVAw/view?usp=drive_link);

Regulations on the personnel reserve PL-AMU-68-12 approved on November 19, 2012, protocol: No. 39, the document defines the mechanisms and criteria for the formation of a personnel reserve within the framework of the personnel policy of NJSC "AMU" (https://drive.google.com/file/d/1K6zOSpewhK7NtW5BQs_proU0i_KeXJXY/view?usp=drive_link);

The Internal Labour Regulations of JSC "Astana Medical University" PR-MUA-25-17 were approved on May 19, 2017, protocol No. 22, a document that regulates the procedure and conditions for the performance of labour duties by employees of the institution, as well as their rights and responsibilities in the process of labour activity (https://drive.google.com/file/d/115KLghYCSI3GIFIGOekxjz66c19aQlh-/view?usp=drive_link);

Rules for the competitive filling of vacant positions of administrative and managerial staff of NJSC "Astana Medical University" PI-AMU-09-20 approved on 06/05/2020, protocol: No. 15, the rules determine the procedure for holding competitions for filling vacant positions among administrative and managerial personnel (https://drive.google.com/file/d/1M18fL5imaevVoJ8mYsJn-n8EikMYtU9m/view?usp=drive_link);

Rules for competitive filling of positions of teaching staff and scientific workers of JSC "Astana Medical University", approved on May 14, 2018, protocol No. 26, the document establishes the procedure and conditions for holding competitions for filling vacant positions of scientific and pedagogical workers (https://drive.google.com/file/d/1zbafSNLktYRAwD2cCCHv-CK-HM1mryy9/view?usp=drive_link);

Rules for the competitive filling of the position of head of the department of PL-AMU - approved on 06/05/2020, protocol No. 14, the rules determine the procedure for holding competitions for filling the positions of heads of departments (https://drive.google.com/file/d/1OmcAkvROOq3WdywSQkTPWeF_qeS3g2Zy/view?usp=drive_link);

The regulations on the competition for the best in the profession PL-AMU-141-22 were approved on 05/04/2022, protocol No. 11, the document establishes the criteria and procedures for the competition to determine the best specialists in the profession at NJSC "AMU" (https://drive.google.com/file/d/1QgX_dkitRRmbOdFntjAvdtrm_h4Vmlk/view?usp=drive_link);

Regulations on the title "Honorary Professor of the Astana Medical University, PL-AMU-135-22 approved on April 25, 2022, protocol No. 10, the document regulates the process of awarding the title "Honorary Professor" to outstanding representatives of scientific and teaching activities of NJSC "MUA" (<https://drive.google.com/file/d/12RR->

[HTM93_tB1bu_7IAdwvWy0COOS9PX/view?usp=drive link](https://drive.google.com/file/d/1HTM93_tB1bu_7IAdwvWy0COOS9PX/view?usp=drive_link));

The Regulations on the Honoured Professor PL-AMU-42-20 was approved on 06/05/2020, protocol No. 15, the document establishes the criteria for awarding the title “Emerited Professor” based on outstanding achievements in the field of education and science ([https://drive.google.com/file/d/1-H0hELaDWSQ67ExGKfb69e4jWXBIQO4V/view?usp=drive link](https://drive.google.com/file/d/1-H0hELaDWSQ67ExGKfb69e4jWXBIQO4V/view?usp=drive_link));

Regulations on awards PL-AMU-142-22 were approved on May 17, 2022, protocol No. 12, the document defines the criteria, procedures and types of awards given to employees and students of NJSC “MUA” for merits and achievements ([https://drive.google.com/file/d/1Y70AIXa3463AvANSHDzL2GpX6c_XFpRK/view?usp=drive link](https://drive.google.com/file/d/1Y70AIXa3463AvANSHDzL2GpX6c_XFpRK/view?usp=drive_link));

Regulations on awarding the corporate award “Zhas Daryn” PL-AMU-48-20 approved on 02/04/2020, protocol No. 4, the document regulates the process of awarding the corporate award “Zhas Daryn” for outstanding achievements and contribution to the development of the University ([https://drive.google.com/file/d/1gETMEfQMI7NxxgFl3XDrbZe9lXe0P5qUv/view?usp=drive link](https://drive.google.com/file/d/1gETMEfQMI7NxxgFl3XDrbZe9lXe0P5qUv/view?usp=drive_link));

Regulations on remuneration, bonuses and social security of employees of NJSC “Astana Medical University” PL-AMU-76-20 approved on December 30, 2020, protocol No. 39, the document establishes the principles and mechanisms of remuneration, bonuses and social security of University employees ([https://drive.google.com/file/d/1JmPQ-xQ_7NBgTncwUb-uDgPO11vCzMtb/view?usp=drive link](https://drive.google.com/file/d/1JmPQ-xQ_7NBgTncwUb-uDgPO11vCzMtb/view?usp=drive_link));

Regulations on the rating of educational, scientific and clinical activities of the teaching staff PL-AMU-63-19 was approved on November 22, 2019, protocol No. 26, the document establishes the methodology and criteria for evaluating the rating of teachers’ activities in various areas of their work ([https://drive.google.com/file/d/1uTrcenMDJHNrdi0dkci4RSCyG0H08VrL/view?usp=drive link](https://drive.google.com/file/d/1uTrcenMDJHNrdi0dkci4RSCyG0H08VrL/view?usp=drive_link));

Regulations on business trips of employees and trips of students of NJSC “Astana Medical University” PL-AMU-10-142-28/01-19 approved on 07/04/2019, protocol No. 11, the document regulates the procedure for organizing and conducting business trips of employees and trips of students ([https://drive.google.com/file/d/11PxdZ1P8sugtHBkhktDx_qXLLeRNjuAF/view?usp=drive link](https://drive.google.com/file/d/11PxdZ1P8sugtHBkhktDx_qXLLeRNjuAF/view?usp=drive_link));

Regulations on the provision of benefits for payment to certain categories of students and employees of NJSC “Astana Medical University” PL-AMU-64-19 approved on July 14, 2020, protocol No. 18, the document defines the categories of persons who are provided with benefits when paying for tuition or other services of the University ([https://drive.google.com/file/d/1_FyrGZpVVJlsw0HbS3B0uMLIMkqhb7Mf/view?usp=drive link](https://drive.google.com/file/d/1_FyrGZpVVJlsw0HbS3B0uMLIMkqhb7Mf/view?usp=drive_link));

Regulations on the protection of personal data of employees and students of NJSC “Astana Medical University” PL-AMU-70-12 approved on November 19, 2012, protocol No. 39. The document regulates the procedure for collecting, storing, processing and protecting personal data of employees and students ([https://drive.google.com/file/d/1cD2iISGebxeSvsE-J7FWls4YKTrD549p/view?usp=drive link](https://drive.google.com/file/d/1cD2iISGebxeSvsE-J7FWls4YKTrD549p/view?usp=drive_link));

Rules of the Intra-university stage of the Republican competition for awarding the title “Best University Teacher” PR-AMU-11-21 approved on 05/05/2021, protocol No. 14, the document defines the rules for conducting the intra-university stage of the competition for the title “Best University Teacher” ([https://drive.google.com/file/d/1JbgdLSGdZXWaT8GeW91LsD7wSTh2KQrO/view?usp=drive link](https://drive.google.com/file/d/1JbgdLSGdZXWaT8GeW91LsD7wSTh2KQrO/view?usp=drive_link)).

There are electronic document management systems (hereinafter referred to as EDMS) “Documentolog” (<https://amu.documentolog.kz/>), which provides the full life cycle of all electronic documentation within the framework of current processes.

Thus, each of these documents regulates different aspects of the personnel policy of NJSC “AMU”.

In order to verify the data of standard 5, external experts obtained the opinion of teachers on personnel policy, which includes the policy of recruiting and hiring teachers and clinical mentors, stimulation and motivation of practical healthcare specialists.

When surveying teachers, it was found that 57.14% of respondents were completely satisfied

with the organization of work and the workplace in this educational organization, 31.43% were partially satisfied, 2.86% were completely dissatisfied, and 8.57% partially disagreed. In this educational organization, teachers have the opportunity to engage in scientific work and publish research results - 48.57% completely agree, 37.14% - partially, 5.71% - partially disagree, 8.57% - did not answer this question.

5.2 Faculty Commitment and Development

The university actively invests in the professional development of teachers and mentors to improve the quality of education and retain qualified employees. Programs include teacher training, workshops and ethics training. The participation of teachers in advanced training programs is reflected in individual reports and teaching staff plans, monitored internally by departmental control, the Centre for Academic Affairs (CAA) (<https://amu.edu.kz/ru/personal/Academic-work/136/>), and the Centre for Transfer of educational and distance technologies (CTE and DT) (<https://amu.edu.kz/ru/departments/138/>) and the HR department (<https://amu.edu.kz/ru/departments/165/>).

In order to verify the data of standard 5, during a meeting with the head of the human resources department and during interviews with teachers, experts received an opinion on approaches to developing the pedagogical competence of teachers, motivation to work with residents, mentoring, which includes lectures and practical classes, joint dissection of corpses, viewing glass preparations of surgical and biopsy materials, participation in consultations, conferences, discussion of a clinical case.

Experts determined that faculty and residents have adequate time for teaching, mentoring, and learning. At NJSC "AMU", the work schedule of residency teachers is formed taking into account the needs of the educational process and the needs of residents, and for the current academic year the following teaching load has been established for the teaching staff of clinical departments: Decision of the Academic Council of NJSC "Astana Medical University" protocol No. 7 dated June 30, 2020) ([https://drive.google.com/file/d/1yCZHSEuKjZze5xGCNTAVv4d62-kigJMF/view?usp=drive link](https://drive.google.com/file/d/1yCZHSEuKjZze5xGCNTAVv4d62-kigJMF/view?usp=drive_link)); official letter on the teaching load of teaching staff of the Department of Pathological Anatomy for the 2023-2024 academic year ([https://drive.google.com/file/d/1NH4PNP_zMEwgFV6dFgbSpe3XcZFvN4un/view?usp=drive link](https://drive.google.com/file/d/1NH4PNP_zMEwgFV6dFgbSpe3XcZFvN4un/view?usp=drive_link)):

- manager department - 520 hours;
- professor – 570;
- associate professor – 630;
- assistant – 680 hours;

The salary fund of teachers consists of government orders and paid services. *During the survey, 45.71% of teaching staff were satisfied with the salary, 20% were not satisfied, 17.14% answered more “yes” than “no”, 17.14% answered more “no” than “yes”.*

Regarding support for participation in conferences (international, republican), 11.43% of teachers paid for travel, travel expenses, registration fees, 14.29% only paid for travel, 20% did not pay any expenses, 5.71% found sponsors, 31.43% - did not contact management about this, 17.14% - did not answer.

In the organization, there is an opportunity for career growth and development of teacher competencies, confirmed by 45.71% of surveyed teachers, 40% partially agree, completely disagree - 2.86%, partially disagree - 8.57%, answered no - 2.86% respondents.

According to the results of the survey, 45.71% of teachers attended professional development courses during a given year, 45.71% - from 1 to 5 years ago; 5.71% - do not remember when it was, 2.86% - did not answer.

The organization implements social support programs for teachers - 37.14% responded that “yes, such programs exist”; 14.29% of respondents answered that there are no such programs, and 48.57% of respondents do not know about it.

Conclusions of the EEC on the criteria. Complies with 8 standards (including 7 basic, 1 Standard improvement): fully - 8.

Recommendations for improvement: no

Standard 6: EDUCATIONAL RESOURCES

6.1 Logistics and equipment

NJSC "AMU" has a modern infrastructure, including five educational buildings with an area of more than 35,102 m². It houses modern classrooms, laboratories, a simulation centre, as well as a museum, canteens, gyms and a gym. The university also provides two dormitories with a total area of 13,313.5 m², with a total capacity of 1,477 beds. The University's dormitories provide students with comfortable conditions for living and studying. Academic buildings include 17 educational and 5 scientific laboratories equipped with modern equipment, which allows for practical classes and research. The Department of Pathological Anatomy of the University has a modern and diverse MTB, including lecture halls, classrooms and laboratories. These premises are located both in the educational buildings of the University and at its clinical sites.

Residents are trained at the clinical bases of the NSCM and IFE, where there are modern equipment and rich pathological material (cadaveric, surgical, biopsy).

The experts visited the library, which has access for residents and employees. The volume of the book fund for EP 7R01150 "Pathological Anatomy" is 4858, of which textbooks and educational literature are 4656 copies, scientific literature is 202 copies, including in the Kazakh language - 1673 copies, in Russian 2665 copies, and in English – 520 copies.

There is access to international databases: PubMed, Up to Date, Medline Complete, Clinical Key, Access medicine, Clinical trials, Cochrane Library and access to the Republican Scientific and Technical Medical Library, JSC "National Centre for Scientific and Technical Information". Residents are aware of this. Before starting the corresponding discipline of the educational program, the resident receives a syllabus from the teacher and knows what skills he must acquire and develop during his training. The updating of the material and technical base, including the library background, is carried out annually. **However, annual renewal is necessary in the specialty "Pathological Anatomy".**

A survey of teachers showed that 51.43% of respondents completely agree that the organization has enough equipment and resources to conduct training for residents in accredited programs, 25.71% - partially agree, 5.71% - completely disagree, 14.29% - partially disagree, 2.86% doubted the answer.

Only 57.14% of respondents are completely satisfied with the organization of labour and the workplace in NJSC "AMU", partially - 31.43%, completely disagree - 2.86%, partially disagree - 8.57%.

6.2 Clinical sites

Clinical training of resident doctors in the specialty "Pathological Anatomy" takes place at the bases of the NSMC and IFE in Astana. This ensures maximum immersion of students in a practical environment and is in accordance with agreements on joint activities. The University's clinical sites have a wealth of experience, resources and high-quality equipment, which are used to train residents and provide quality medical services to the population. This provides residents with access to modern equipment and practical experience necessary for their future professional activities. Working with patients and experts in the field of pathological anatomy promotes faster acquisition of skills and competencies. Such cooperation with leading medical institutions emphasizes a responsible and innovative approach to the educational process and contributes to the provision of medical care to the population of the Republic of Kazakhstan. The morgue of the ISE clinical base in Astana has various rooms designed for conducting sectional and pre-sectional studies, as well as storing bodies and biological material. This includes dissecting rooms with modern tables and equipment, as well as special rooms with refrigeration units for storing corpses and infected material. Biopsy and specimen storage rooms also provide convenient conditions for sample preparation and research. In the forensic histology department, residents have access to facilities for various stages of processing biological material. This includes rooms for cutting, wiring, painting, pouring and block cutting. Each of these

premises is equipped with modern medical equipment, including microscopes of various types, microtomes, and devices for preparing histological preparations. Polarizing microscopes and other specialized instruments provide opportunities for more in-depth studies of pathological anatomy. The pathology department of the NSMC is an example of how modern technologies and equipment can be successfully integrated into the educational process, creating favourable conditions for residents to deeply immerse themselves in the subject of their professional activities. All areas in the pathology department are equipped with modern equipment and instruments, which provides residents with the opportunity for in-depth training and research in the field of pathological anatomy. One of the main advantages of the department is the availability of modern high-tech equipment. Electron microscopes, such as the Libra 120 Transmission Electron Microscope from Carl Zeiss, allow microscopic studies at the level of individual cells to identify their structural and functional features. Complexes with software devices provide automation of the analysis of the material under study and allow visualization of the results obtained. Ultra-microtomes and automated processors for processing histological slides make the sample preparation process faster and more efficient. Such equipment not only provides a high level of training, but also allows residents to participate in research projects, applying the acquired theoretical knowledge in practice. After all, it is in practice, working with real equipment and materials that young specialists will learn to apply their knowledge and skills most effectively. In addition, residents have a unique opportunity to study various pathologies using modern equipment, which certainly improves their competencies in the field of pathological anatomy. NSMC demonstrates that modern equipment, combined with competent specialists and a well-organized educational process, is the key to training highly qualified professionals capable of coping with the challenges of modern medicine. All resources of the clinical bases of the Department of Pathological Anatomy contribute to the training of highly qualified specialists and ensure a high level of quality education and medical practice in this field

During visits to clinical sites, experts examined the resources, their compliance with training programs, and accessibility for teachers and residents, how modern this equipment is and meets the needs of students and practical healthcare.

In order to validate the implementation of the self-assessment report data and obtain evidence of the quality of the programs, interviews were conducted with residents. The experts asked questions about satisfaction with training, sufficient time to work with surgical and biopsy material, preparation of pathological protocols, etc., work with medical documentation, satisfaction with teaching methods and qualifications of teachers, social and moral support for residents in need, access to international resources professional literature databases. In general, residents are satisfied with the training, assessment methods, and purposefully entered this organization, because they believe that the educational organization has good resources, image and international connections.

Residents showed their commitment to the organization of education, were active in answering questions from external experts, demonstrated their judgment in organizing training, assessing their skills, advisory support, the opportunity to participate in research work, and financing. Experts examined residents' documents (portfolios, resident assessment results, checklists, residents' survey results).

The experts received evidence of compliance with standard 6, as well as validation of the self-assessment report information.

6.3 Information technology

The university uses computers, laptops and netbooks purchased 5 years ago; all devices at the university are connected to the Internet; Wi-Fi coverage on the territory of the university is 80%, and in covered areas 70%; all residents have secure access to the Internet on the territory of the university through an authorization system using a login and password, regulated by the IT Infrastructure Department; The university has 40 remote departments that are fully provided with Internet access.

The University web portal (www.amu.kz) - is a central and multifunctional source of information about the activities of the University, providing access to a variety of data and news. This resource is

aimed at a diverse audience, including students, teachers, applicants, employers and educational partners. The site is available in three languages, promoting international exchange of information and diversity in the educational environment.

The university uses a variety of automated systems and portals to effectively organize the educational process and manage documentation. Below is a brief description of each of them: "Platonus" (<https://pl.amu.kz/>): an automated information system for managing the educational process, provides tracking of student progress and testing; Electronic library (<https://elib.amu.kz/ru/>): provides access to academic and scientific materials for students and teachers; Electronic library catalogue (<https://elib.amu.kz/kz/>): a tool for searching books and other printed materials in the library; Distance learning (DL) platform for students (<https://dl.amu.kz/>), advanced training (<http://pkmed.amu.kz/>), and shortened form of training (<http://dph.amu.kz/>): provide the opportunity to conduct online courses and lectures; Electronic document management systems (EDMS) "Documentolog" (<https://amu.documentolog.kz/>): an integrated software solution for automating the processing, storage and exchange of documents within the University.

The University's integrated information system ensures coordination, automation and increased efficiency of the University's activities. It includes electronic document management, electronic journals, patient records system and online resources. The university website provides up-to-date information for students, teachers and visitors, and the online library provides access to a variety of academic literature. The University's electronic journal reflects the latest achievements and research.

The educational program uses technologies such as immunohistochemically ones. During self-study, residents use a wide base of information resources, which is reflected when visiting the library: Cochrane Library, CBS eBooks, EBSCO, BMJ Learning, BMJ Learning, "Doctor's Consultant", "Student's Consultant", "Epigraph", "Aknurpress", There are also corporate subscriptions Web of Science (Clarivate), Scopus Elsevier, Science Direct. The resident reviews 5-10 cases of surgical or biopsy materials per day, including completing the necessary documentation under the supervision of the teacher.

At the time of the visit, all residents were at clinical sites. When preparing educational and methodological literature, teachers use educational resources of the library (electronic textbooks, electronic manuals, and scanned educational literature), the Internet, as well as the results of their own scientific and research activities.

6.4 Clinical teams

Every day, resident pathologists participate in joint dissections of corpses with their mentors, diagnostic activities (viewing surgical and biopsy material, etc.). Residents also conduct seminars on topical problems of pathological anatomy, where students are students of all levels, as well as healthcare and Academic staff. Students and residents develop skills in coordinating work with colleagues and other healthcare professionals during clinical and anatomical conferences.

6.5 Medical research and advances

The Department of Pathological Anatomy actively interacts with clinical sites and conducts research in various areas, such as sudden death of infants, diagnosis of respiratory tract infections, including COVID-19, and other relevant topics. Residents provide valuable assistance to the teaching staff, undergraduates and doctoral students of the department in scientific projects, which contributes to their development and mastery of educational material. This process encourages residents to develop critical and creative thinking. The department conducted two successful research projects, one focusing on the microenvironment of tumour tissue, and the second on the application of a cardio genetic panel for molecular autopsy in sudden cardiac death. Both projects collaborated with scientific and medical organizations, including foreign ones. Research activity includes not only topics of scientific and technological progress, but also other scientific publications and patents. The final figures include 5 publications in the Republic of Kazakhstan related to the topic of consumer goods, 7 articles and 5 patents not related to these topics published in the Republic of Kazakhstan, and 35 publications in foreign publications.

During the conversation with the residents, it was found out that they were going to take an active part in the implementation of the scientific work of clinical sites.

Interviews with teachers showed that there are no problems in managing education, depending on the specific base (admission of residents to equipment, a sufficient number of case patients, surgical procedures, time for maintaining medical records, independent work).

6.6 Educational expertise

Examination of the quality of the implemented residency educational program at the University is a systemic process and is carried out by the following structures: the residency school (implementation of the EP), the CEP includes teachers, representatives of professional associations, employers, and students. The Accreditation and Rating Department monitors various aspects of educational activities to obtain independent information aimed at improving the quality of the organization of the educational process. In the process of each study, recommendations were formed for making changes in order to improve the organization of the educational process in departments and modules of the university.

The examination is carried out in the form of an analysis of the needs for specialists, an analysis of resident training methods, and the results allow us to draw conclusions about the quality of innovative changes in postgraduate education.

6.7 Training in other institutions

Academic mobility of students at NJSC “AMU” is carried out in accordance with Regulations PL-AMU-05-22 “On the academic mobility of students at NJSC “AMU” and relevant memorandums. This is included in the structure of the University’s Academic Policy, approved by the decision of the Board of NJSC “AMU”, protocol No. 7 of September 29, 2023. The main goal of this mobility is to improve the quality of education and cooperation between foreign and Kazakh universities and HEI. Coordination of international academic mobility programs for students at the University is carried out by the Centre for International Cooperation (CIC) on the basis of memorandums and trilateral agreements with foreign educational institutions. Coordination of internal academic mobility programs for students is carried out by the supervising Schools on the basis of interuniversity agreements and harmonization of curricula. The residency school organizes academic mobility exchanges within the Republic of Kazakhstan based on student applications. Documents regulating academic mobility include “Rules for organizing international cooperation carried out by educational organizations” (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated December 27, 2007 N661) and “Rules for referral to study abroad, including within the framework of academic mobility” (Order of the Ministry of Education and Science of the Republic of Kazakhstan dated December 30, 2007) .11 N549).

The university has extensive partnerships with many countries, including many countries around the world. Most agreements focus on academic mobility, indicating an active exchange of students, teachers and researchers between universities.

Conclusions of the EEC on the criteria. Compliant out of 18 standards (including 11 basic, 7 improvement standards): fully - 17, partially -1, do not comply - 0

Recommendations for improvement:

1. To introduce into the residency educational program “Pathological Anatomy” an elective discipline on the scientific foundations and methodology of medical research (6.5.1)
2. To provide for periodic updating of professional literature in the specialty “Pathological anatomy” (6.1.4)
3. To conclude agreements or agreements on regional and international exchange of teachers and residents (6.7.3)

Standard 7: PROGRAMME EVALUATION

7.1 Monitoring and evaluation mechanisms

Monitoring of the educational program includes discussion among Academic staff, residents, employers, mentors and other stakeholders, which ensures transparency of the process and results. An annual analysis of the educational program will allow the educational organization to make adjustments and improve the content. The educational program was initially developed in 2023 according to State Compulsory Educational Standards-22.

When evaluating the program, the goals and objectives of training and the final learning outcomes are taken into account (through evaluation of residents, independent examination). The process of implementing the educational program is assessed through feedback from residents and teachers and the achievements of graduates. The specialty is accredited for the first time and therefore there is no data on the assessment of EP in the specialty “Pathological Anatomy”

The selection and compliance of teachers and teaching methods is also carried out through feedback from residents. There is no such data in the specialty “Pathological Anatomy” due to primary accreditation.

Evaluation of methods for assessing the knowledge and skills of residents is carried out using autopsies of corpses, viewing glass slides of surgical and biopsy materials, the ability to make a pathological diagnosis, draw up a pathological report, and compare clinical and pathological diagnoses.

An assessment of the sufficiency and quality of educational resources is carried out by the EMC and shows that there is a need for any adjustments.

7.2 Feedback from faculty and residents

Faculty and residents have the opportunity to participate in the evaluation and subsequent improvement of the educational program on a regular basis through various [feedback channels](#). The main method of collecting feedback is a survey, where students can express their opinions, feedback and wishes. In addition, the University provides the opportunity for students, including residents, to directly contact the leadership of the university through the blog of the dean of the School of Residency, the vice-rector for clinical work, other vice-rectors or the rector. This ensures transparency and open communication between the administration and students. An additional channel for maintaining an open and transparent feedback system in the academic buildings and dormitories of the University are “Trust Boxes”, this was mentioned in standard 1 “Mission and Outcomes”. To date, the Department of Pathological Anatomy of the University has conducted two studies among residents as part of ongoing monitoring of the quality of training. One of the surveys was aimed at assessing the Pathological Anatomy program (https://drive.google.com/file/d/1CDVI-PjjzSVoCSO57yaNNoh_K_2nqpxs/view?usp=drive_link) by students and residents, and the second was aimed at assessing the learning conditions in clinical environment (https://drive.google.com/file/d/16auaNfpURA_NcCjkEdx5VEjEB-3qfzrF/view?usp=drive_link) by residents. According to the results of the latest survey of residents, all respondents (100%) expressed satisfaction with the learning conditions in the clinical environment. However, it should be noted, that the sample in this survey was limited: only two residents of the “Pathological Anatomy” specialization were interviewed. Such a narrow sample does not allow generalized conclusions to be made and to guarantee complete objectivity of the results.

Feedback on the Pathological Anatomy program is planned to be carried out once a year; Ospanova K.E. is responsible for collecting and processing the results of the discussion.

7.3 Resident and Graduate Outcomes

The results of residents and graduates are indicators of the quality of educational programs. The final results of the evaluation of residents in the specialty “Pathological Anatomy” are not available, due to the fact that the recruitment was made only in August 2023. The first release is planned for 2025.

7.4 Stakeholder engagement

Educational organizations have approaches to involving teachers and residents in evaluating the educational program and monitoring its implementation. Thus, residents are included in the advisory body and participate in the discussion of all issues of the educational process. The results of the evaluation of the educational program are announced at a meeting of the Academic Council.

Interviews with employers showed their active participation in discussing the development of an EP in the specialty "Pathological Anatomy".

The participation of a wide range of stakeholders in the assessment and improvement of educational programs at NJSC "AMU" is ensured by authorized bodies in the field of education and health care (Ministry of Health of the Republic of Kazakhstan), representatives of the public, professional organizations, as well as persons and structures responsible for postgraduate education:

1. Ministry of Health of the Republic of Kazakhstan – independent evaluation of residents' knowledge.
2. Employers.
3. Representatives of the Committee for the Control of Medical and Pharmaceutical Services and representatives of practical healthcare.

All stakeholders (Academic staff, residents, employers) are involved in the program evaluation process through representation in the relevant structures. The work of all structures ensuring the implementation and evaluation of the educational program is regulated by the University Charter, the strategic development plan of the university, annual plans and reports of the university.

7.5 Procedure for approval of educational programs

The management structure of the EP includes various bodies, including the Residency CQA, the Academic Affairs Committee and the Scientific Council, which work together to ensure the quality of education. The residency CQA plays a key role in the examination and evaluation of programs, as well as in the selection of methods for assessing the competencies of residents. The quality of clinical sites is strictly observed, and each site must meet state standards and criteria. Key requirements for clinical sites are to have training programs that meet residency standards.

On the other hand, the specialized Department of Pathological Anatomy, the School of Residency and the Clinical Development Centre take care of the practical implementation of the EP and provide the necessary support. An effective management structure guarantees high quality education. At NJSC "AMU", management and quality control of educational programs are key to the success of the institution. The residency CQA plays a central role in the system of examination and evaluation of EP. The Committee conducts an examination of the EP taking into account the SCES approves the EP, determines methods for evaluating the competencies of residents and systematically analyses the EP in order to improve their quality. The residency CQA also takes into account the needs of society and the requirements of employers, evaluates the effectiveness of teaching methods and the quality of educational materials. The joint work of the Residency CQA and other structural divisions of the University ensures the high quality of the EP and their compliance with modern requirements.

The University has developed mechanisms [for approving educational programs](#), providing for the evaluation of programs at the stages of planning, implementation, analysis of results and implementation of changes, which allows monitoring the process of implementation of EP and the progress of residents, and ensures the identification and timely resolution of emerging problems.

An examination of the EP is carried out for compliance with the SCES, the design documentation is approved according to the proposals of stakeholders and taking into account pre- and post-requisites, and the choice of methods for assessing the learning outcomes of residents is evaluated. A systematic study and comprehensive evaluation of the educational program is carried out in order to improve and guarantee quality (determining the value of the program, achieving goals, implementing tasks, the degree of compliance with the needs of society, the requirements of employers, the effectiveness of training methods), as well as evaluating educational and methodological support and support of the educational process, evaluation of the quality of the educational program. For this purpose, an external evaluation of the EP is carried out by a competent

representative of practical healthcare.

A survey of teachers showed that 57.14% confirmed that they personally participate in the development of teaching materials for the residency program, 37.14% - partially, 2.86% - claim that they use ready-made ones, 2.86% - were unsure about the answer.

Conclusions of the EEC on the criteria. Comply with 10 standards (including 7 basic, 3 improvement standards): fully – 10.

Recommendations for improvement: no

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Management

NJSC "AMU" complies with regulatory rules and regulates the residency training program, including selection criteria, number of residents, training process, assessment of knowledge and skills, establishment of learning outcomes, and program management. The state order for resident training determines the population based on the availability of training resources and clinical sites.

The university has developed internal regulations and rules for admission to residency "Rules for admission to residency at NJSC "Astana Medical University" (PR-AMU-06-23), which regulate this process and is regularly updated in accordance with changes in legislation, order of the Ministry of Education and Science of the Republic of Kazakhstan dated 10.31.2018 No. 600 "On approval of the Standard Rules for admission to training in educational organizations implementing EP of higher and postgraduate education." Evaluation of the educational achievements of residents is carried out on the basis of criteria that correspond to the goals and objectives of the educational program. Various forms of control, such as colloquia, testing, written assignments, oral surveys and others are used to evaluate knowledge. The evaluation criteria are spelled out in syllabuses, ensuring transparency for all participants in the educational process. Different structural units of the University are responsible for carrying out various stages of assessment, which includes current, intermediate and final control. All residents' grades are recorded in a point-rating letter system, which allows them to accurately reflect their level of knowledge and skills. Various forms of control, including baseline, current and final, are applied in accordance with established criteria. This system ensures objectivity and fairness in the assessment of residents and reflects their competence in the field of knowledge and skills.

The experts reviewed the documents on completion of resident training, including the results of the end-of-course assessment. The certificate of completion of residency is issued to residents based on the results of the end-of-course assessment and contains information on the volume of completed disciplines, credits and hours, reflecting grades according to the point-rating system. There have not yet been any graduates in the accredited specialty "Pathological Anatomy".

8.2 Academic leadership

The responsibilities and duties of management and employees for postgraduate medical education have been determined, which are assigned to the Deputy Chairman of the Board

Transparency of management and decision-making in the educational process is ensured by discussions of educational and methodological documentation for the residency program at meetings of the Board of Education. The educational organization evaluates the management of the educational process and employees in relation to the achievement of the mission of the residency program, the expected final learning outcomes by providing feedback to residents and teachers, conducting certification based on the document, audits on pedagogy, communication skills, teaching methods, knowledge of legal regulations, etc.

To the survey question "Do the heads of the organization listen to your opinion regarding issues related to the educational process, research work, clinical work," 40% of teachers answered that systematically, 25.71% answered "sometimes", 17.14% answered "quite rarely" ", 5.71% - "never", no answer - 11.43%.

8.3 Training budget and resource allocation

The university budget is formed from several sources: the republican budget (state order for training personnel in university and postgraduate education, continuing professional development of medical workers, development of scientific research, transfers); local budget; provision of paid educational and other services.

Funding for the residency program depends on the formation of an annual government order. Every year, the Decree of the Government of the Republic of Kazakhstan approves the state educational order for the training of specialists with higher and postgraduate education, in accordance with which the funding of bachelor's, master's, doctoral and residency programs is determined by type of educational institution.

NJSC "AMU" strives for optimal budget allocation to ensure high quality educational activities with an emphasis on innovation and internationalization of the educational process. Financing of resident education is regulated at the state level by the Ministry of Health of the Republic of Kazakhstan, which sets the cost of training for each academic year. In 2023, this cost is 1,800,000 tenge.

A financial plan is drawn up annually, including a target budget for training. The financial plan is consistent with the strategic plan.

A financial report is provided annually, which is approved and demonstrates, among other things, the distribution of educational resources in accordance with needs and the covering of all types of expenses.

8.4 Administration and management

In accordance with the Organizational structure of NJSC "AMU", the University's activities are carried out by 106 structural divisions. Educational, research, clinical, educational work at NJSC "AMU" is provided by employees of 64 departments. As of 2022, NJSC "AMU" trains medical personnel from 6 faculties (Faculty of Public Health and Management, Faculty of Medicine, Faculty of Dentistry, Faculty of Nursing, Faculty of Pharmacy, Faculty of Paediatrics). As of January 1, 2023, the departments employ only 855 qualified teachers, 93 doctors of science, 210 candidates of science, and 67 PhD doctors. The share of teachers with academic degrees and titles is 43.3%. From the "Development Strategy of NJSC "Astana Medical University" for 2022-2026" NJSC "AMU" implements 58 EP of higher and postgraduate education, including 8 undergraduate programs, 6 master's programs, 5 doctoral programs, 2 internship programs, residency programs - 37, and also implements programs of additional and non-formal education in 56 specialties. More than 9,500 students study at the faculties, including bachelors, interns, residents, master's students and doctoral students. The university also attracts international students, including 1,120 students from 20 countries.

As of 09/01/2023, the educational process of the EP residency in the specialty 7R01150 "Pathological Anatomy" for 2 residents is carried out by 5 qualified teachers, of which 3 (60%) are candidates of science, 2 (40%) clinical mentors with the highest and first categories. The share of teachers with academic degrees is 60% and titles - 20%.

An evaluation of the administration and management of the educational process in general and the educational residency program in the specialty "Pathological Anatomy" is carried out.

8.5 Requirements and regulations

The educational organization complies with the recommendations of national authorized bodies, including the Ministry of Science and Higher Education of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan. Thus, in accordance with the classifier of residency specialties (On approval of the Classifier of areas of training for personnel with higher and postgraduate education; Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018 No. 569), in the organization of education at the beginning of the 2023-2024 academic years training is provided in 37 specialties every year. All educational programs are provided with relevant educational and methodological documents and teachers.

Conclusions of the EEC on the criteria. Comply with 11 standards (including 8 basic, 3 improvement standards): fully – 11.

Recommendations for improvement: no.

Standard 9: CONTINUOUS RENEWAL

The University regularly reviews and updates all aspects of its activities, including organizational structure, resident training process, structure and content of EP, learning outcomes and competencies, assessment of knowledge and skills, learning environment, management and much more. This process is necessary to adapt to changing circumstances and needs in graduate education, and to take into account the views and interests of different stakeholder groups. The efforts of NJSC "AMU" are aimed at continuous improvement and adaptation to changing conditions.

NJSC "AMU" always strives to respond in a timely manner to changing internal and external conditions. In order to continuously improve the educational process, in accordance with the best practices of global educational management, taking into account the needs of practical healthcare, the Republic of Kazakhstan, which is in the reform stage, regularly initiates a review and updating of processes.

Resident selection policies and resident selection and admission practices are adjusted annually to meet changing expectations and circumstances, human resource needs, changes in basic medical education, and curriculum requirements.

The mentoring policy is updated annually to reflect changing needs in postgraduate education. A convincing example of the process of continuous improvement of approaches to the implementation of educational residency programs is the active participation of stakeholders in the formation of an educational strategy that reflects the Institute's social responsibility for the development of advanced innovative technologies in practical medicine and science, the use of advances in information and communication technologies, as well as the promotion of public health.

To develop organizational structure, governance and management to cope with the changing circumstances and needs of postgraduate training, and, over time, gathering the interests of various stakeholder groups.

Conclusions of the EEC on the criteria. Complies with 2 standards (including 1 basic, 1 Standard improvement): completely - 2.

Recommendations for improvement: no

Conclusion: When conducting an external evaluation of the educational program, it was found that out of 114 standards (including basic standards - 80 and improvement standards - 31), 107 accreditation standards demonstrate full compliance. 7 standards were partially met. No non-compliance with standards has been identified.

5. Recommendations for improvement of the educational program 7R01150 “Pathological Anatomy” of NJSC “Astana Medical University”:

1) To introduce an elective discipline on the scientific foundations and methodology of medical research into the residency educational program in the specialty “Pathological Anatomy”; (2.2.1, 6.5.1)

2) To develop criteria for developing research skills among residents; (2.2.2)

3) To automate the determination of the validity of test tasks, cases and other control and measurement tools; (3.1.4)








4) To implement interprofessional education; (3.2.1)

5) To provide for periodic updating of professional literature in the specialty “Pathological Anatomy”; (6.1.4)

6) To conclude agreements or agreements on regional and international exchange of teachers and residents. (6.7.3)

6. Recommendation to the ECAQA Accreditation Council

The members of the EEC established the compliance of the residency educational program in the specialty 7R01150 “Pathological Anatomy” with the Accreditation Standards and came to a unanimous opinion to recommend that the ECAQA Accreditation Council accredit this program for a period of 5 years.

| Status as part of the EEC | Full name | Signature |
|---------------------------|-------------------------------|---|
| Chairman of the EEC | Kurmanova Almagul Medeubaevna |  |
| Foreign expert | Zaripova Zulfiya Abdullova |  |
| Academic expert | Yesenkulova Saule Askerovna |  |
| Academic expert | Talkimbaeva Nailya Anuarovna |  |
| Academic expert | Shabdarbaeva Daria Muratovna |  |
| Academic expert | Shyntas Kasym Malikuly |  |
| Expert employer | Mukasheva Saltanat Bolatovna |  |
| Resident expert | Mukazhanov Nurlan Adilbekuly |  |

Quality profile and criteria for external evaluation of an educational program (summarization)

| Standard | Criteria for evaluation | Number of standards | BS*/SI | Grade | | |
|----------|-------------------------------|---------------------|--------------|-----------------|---------------------|--------------------|
| | | | | Fully compliant | Partially compliant | Does not compliant |
| 1. | MISSION AND OUTCOMES | 14 | 9/5 | 9/5 | - | - |
| 2. | EDUCATIONAL PROGRAMME | 22 | 19/2 | 17/2 | 2/0 | - |
| 3. | ASSESSMENT | 9 | 4/3 | 2/2 | 2/0 | - |
| 4. | RESIDENTS | 20 | 14/6 | 14/6 | - | - |
| 5. | ACADEMIC STAFF/FACULTY | 8 | 7/1 | 7/1 | - | - |
| 6. | EDUCATIONAL RESOURCES | 18 | 11/7 | 9/6 | 2/1 | - |
| 7. | PROGRAMME EVALUATION | 10 | 7/3 | 7/3 | - | - |
| 8. | GOVERNANCE AND ADMINISTRATION | 11 | 8/3 | 8/3 | - | - |
| 9. | CONTINUOUS RENEWAL | 2 | 1/1 | 1/1 | - | - |
| | Total | 114 | 83/31 | 107 | 7 | |
| | | | | 144 | | |

Приложение 2

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

| № | Наименования документов | Количество | Дата утверждение |
|-----|--|------------|------------------|
| 1. | Программа повышения квалификации «Оказание первой неотложной помощи» | 1 | 27.01.2022 |
| 2. | Номенклатура дел Симуляционного центра | | |
| 3. | Выписка из протокола №4 заседания комитета по обеспечению качества ОП резидентуры и дополнительного образования от 14.04.2023 г. | 1 | 14.04.2023 |
| 4. | Решение Очередного заседания Ученого совета НАО «Медицинский университет Астана» протокол №5 от 10 мая 2023 г. | 1 | 10.05.2023 |
| 5. | Выписка из протокола расширенного заседания кафедры патологической анатомии № 7 от 28.02.2023 г. | 1 | 28.02.2023 |
| 6. | Правила приема в резидентуру ПР-МУА-06-23 | 1 | 05.07.2023 |
| 7. | Академическая политика НАО МУА П-МУА-17-23 | 1 | 29.09.2023 |
| 8. | Карта ключевых показателей деятельности симуляционного центра за 2024 год | 1 | 27.11.2023 |
| 9. | Типовой трудовой договор | 1 | 14.12.2023 |
| 10. | Показатели по Управлению HR | 1 | |
| 11. | Анализ удовлетворенности работодателей качеством подготовленности выпускников НАО МУА 2022 | 1 | |
| 12. | Отчет о результатах анкетирования работодателей по вопросам удовлетворенности качеством подготовки выпускников НАО МУА за 2021 год | 1 | |
| 13. | Штат патологоанатомического отделения ННЦМ | 1 | |
| 14. | Структура типовой учебной программ резидентуры по специальности «патологическая анатомия» | 1 | |
| 15. | ОП патологической анатомии | 1 | 30.06.2023 |
| 16. | Положение о научном структурном подразделении ПЛ-МУА-136-22 | 1 | 25.04.2022 |
| 17. | Силлабусы ОП патологической анатомии | 3 | |
| 18. | Standard университета «Организация учебного процесса по кредитной технологии обучения» СУ-МУА-22-19 | 1 | 08.02.2019 |
| 19. | Приказ об утверждении состава Академического совета | 1 | 26.09.2023 |
| 20. | Положение об академическом совете ПЛ-МУА-126-23 | 1 | 17.03.2023 |
| 21. | План работы Академического совета на 2023-2024 учебный год | 1 | 04.10.2023 |

| | | | |
|-----|---|---|------------|
| 22. | План работы Школы резидентуры на 2023 год | 1 | 25.11.2022 |
| 23. | План работы Центра развития академической деятельности на 2023 год | 1 | 10.02.2023 |
| 24. | Политика управления рисками НАО «МУА» | 1 | 17.03.2020 |
| 25. | Методика определения бизнес-процессов, присущих им рисков и ключевых индикаторов риска в НАО «Медицинский университет Астана» | 1 | 17.03.2020 |

ЕКАОА