

To the Accreditation Council
of the Eurasian Center for Accreditation
and Quality Assurance
in Education and Health Care
December 5, 2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT OF THE EDUCATIONAL
PROGRAMME 8D10102 "MEDICINE"
OF THE CORPORATE FOUNDATION "UNIVERSITY MEDICAL CENTER"
FOR COMPLIANCE WITH STANDARDS FOR EDUCATIONAL
PROGRAMME ACCREDITATION OF PHD DOCTORAL STUDIES
IN HEALTHCARE**

external expert assessment period: November 17-19, 2025

Astana, 2025

TABLE OF CONTENTS

	List of Designations and Abbreviations	3
1.	Composition of the External Expert Assessment	4
2.	General Part of the Final Report	5
2.1	Presentation of the Educational Programme in Specialty 8D10102 "Medicine"	5
2.2	Information about Previous Accreditation	6
2.3	Brief description of the Self-Assessment Report for Educational Programme 8D10102 "Medicine" and Conclusions on its Completion	6
3.	Description of the External Expert Assessment and Conclusion	7
4.	Analysis of Compliance with Accreditation Standards Based on the Results of the External Assessment of Educational Programme 8D10102 "Medicine"	9
5.	Recommendations for Improving the Educational Programme 8D10102 "Medicine"	36
6.	Recommendation to the Accreditation Council on Accreditation	36
	Annex 1. Quality Profile and Criteria for the External Assessment of the Educational Programme of PhD Doctoral Studies in Specialty 8D10102 "Medicine"	37
	Annex 2. List of Documents Reviewed as part of the External Expert Assessment	38

LIST OF DESIGNATIONS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Education and Health Care
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
MH RK	Ministry of Healthcare of the Republic of Kazakhstan
SCES	State Compulsory Education Standard
EP	Educational Programme
PhD	Doctor of Philosophy
TS	Teaching staff
RW	Research Work
DRW	Doctoral Research Work
LEC	Local Ethics Committee
IWP/IWPD	Individual Work Plan of doctoral student
IWST/IWD	Independent Work of Students/Doctoral Students
JCI	Joint Commission International
IRC	Information Resource Center (Library)
CF	Clinical Facility
NU	Nazarbayev University
NLA	National Laboratory Astana
CF UMC	Corporate Foundation University Medical Center
DC	Dissertation Council
EEC	External Expert Commission
LMS	Learning Management System
CPD	Continuing Professional Development

1. Composition of the External Expert Commission

In accordance with ECAQA Order No.28 dated October 28, 2025, an External Expert Commission (hereinafter referred to as the EEC) has been formed to conduct an external assessment of the educational programme 8D10102 "Medicine" in the period November 17-19, 2025, consisting of the following members:

No.	Status on the EEC	Full name	Academic degree, academic title, position, place of work/study, year, specialty
1	Chairperson	Morenko Marina Alexeyevna	Doctor of Medical Sciences, Professor, Head of the Department of Childrens' Diseases No.1 at NJSC "Astana Medical University", Chief Pediatric Allergist-Immunologist at the Astana Public Healthcare Administration, Member of the European Academy of Allergologists and Clinical Immunologists, Member of the Eurasian Association of Pediatricians and Neonatologists.
2	International Expert	Yanchev Yavor Petkov	Doctor of Medical Sciences, Professor of Neurosurgery, Head of the Department of Neurosurgery and ENT Diseases at the Medical University of Varna. Head of the Neurosurgery Clinic at the "St. Marina" University Hospital of the Medical University of Varna (Varna, Bulgaria). Vice President of the Bulgarian Society of Neurosurgeons (BSNS); President of the Bulgarian Society of Pediatric Neurosurgery (BSPNS);
3	International Expert	Akhvlediani Leila Teimurovna	Professor, Academic Doctor of Biology, Doctor of Philosophy (PhD) in Biology (Immunology, Allergology), Dean of the School of Medicine and Healthcare Sciences at "BAU Batumi International University; Republic of Georgia
4	Academic Expert	Madyarov Valentin Manarbekovich	Doctor of Medical Sciences, Head of the Department of Surgery with a Course in Anesthesiology and Resuscitation at NEI "Kazakh-Russian Medical University"
5	Academic Expert	Yessenkulova Saule Askerovna	Doctor of Medical Sciences, Professor at the Postgraduate Education Center of the JSC "Kazakh Research Institute of Oncology and Radiology", Member of the Association of Oncologists of the Republic of Kazakhstan
6	Academic Expert	Abeuova Bibigul Amangeldiyevna	Doctor of Medical Sciences, Professor at the Department of Family Medicine No.3 of the NJSC "Astana Medical University"
7	Academic Expert	Tashenova Gulnara Talipovna	Doctor of Medical Sciences, Head of the Professor N.A. Barlybayeva Department of Childrens' Diseases at NJSC "S.D. Asfendiyarov Kazakh National Medical University", Chief Freelance Pediatrician of the Ministry of Healthcare of the Republic of Kazakhstan
8	Academic Expert	Talkimbayeva Nailya Anuarovna	Doctor of Medical Sciences, Head of the Simulation Center at the NJSC "S.D. Asfendiyarov Kazakh National Medical University"

9	Academic Expert	Izbassarova Akmaral Shaimerdenovna	Candidate of Medical Sciences, Associate Professor, Head of the Department of Physical Medicine and Rehabilitation, Sports Medicine at the NJSC “S.D. Asfendiyarov Kazakh National Medical University”, Neurologist of the Highest Category
10	Academic Expert	Ivanchenko Nellya Nikolayevna	Candidate of Medical Sciences, Head of the Department of Postgraduate and Continuing Education at JSC “Research Institute of Cardiology and Internal Diseases”
11	Academic Expert	Kabildina Nailya Amirbekovna	Candidate of Medical Sciences, Professor, Oncosurgeon, Head of the Department of Oncology and Radiation Diagnostics at NJSC “Karaganda Medical University”
12	Academic Expert	Salimbayeva Damilya Nurgaziyevna	Candidate of Medical Sciences, Head of the Department of Strategic Development and Science at JSC “Scientific Center for Obstetrics, Gynecology and Perinatology”
13	Academic Expert	Rustembekkyzy Zhansaya	Researcher-Teacher, PhD at the Department of Obstetrics, Gynecology and Perinatology at the NJSC “Karaganda Medical University”
14	Employer Expert	Tugelbayeva Kyzylgul Alimovna	Head/Chief of the Educational Programmes Department at the Republican State Enterprise on the Right of Economic Management “Scientific and Production Center for Transfusiology” of the Ministry of Healthcare of the Republic of Kazakhstan
15	Doctoral Expert	Yktyyarov Ayaz Abdirakhymuly	Second-year doctoral student in “Medicine” at the NJSC “Astana Medical University”
16	Postgraduate doctor Expert	Makhmutov Timur Nurzhanovich	First-year postgraduate doctor in “Urology and Andrology Adult, Pediatric” at the JSC “National Research Oncology Center”

The EEC's work was conducted in accordance with the EEC Regulations. The EEC report includes a description of the results and conclusions of the external assessment of the educational programme of PhD doctoral studies in specialty **8D10102 "Medicine"** for compliance with the Standards for Educational Programmes Accreditation in Doctoral Specialties in Healthcare, as well as conclusions (hereinafter referred to as the Accreditation Standards), the EEC's recommendations for further improvement of the approaches and conditions for implementing the aforementioned educational programme and recommendations for the ECAQA Accreditation Council on Accreditation.

2. General part of the final report

2.1 Presentation of the Educational Programme of PhD Doctoral studies in **8D10102 "Medicine"**

Organization name, legal form of ownership, BIN	CF “University Medical Center” BIN 151 040 018 391
Governing body	Board of Directors
Full name of the first head	Chairperson of the Board of Directors: Yuriy Vladimirovich Pya
Date of establishment	Created in accordance with the resolution of the Board of

	Trustees of the Autonomous Educational Organization “Nazarbayev University” dated September 20, 2015, No.20, at the subsidiaries of the Joint-Stock Company “National Medical Holding”
Location and contact information	Address: Astana, Nura District, Kerey, Zhanibek Khandar, 5/1 Tel: 8/7172/69-24-84 Email: umc@umc.org.kz Website: https://umc.org.kz/
State license for educational activities in PhD doctoral programmes (date, number)	Clause 1, Article 8 of the Law of the Republic of Kazakhstan "On the Status of “Nazarbayev University”, “Nazarbayev Intellectual Schools” and “Nazarbayev Foundation" dated January 19 2011, No.394-IV
Information on branches and subsidiaries (if any)	Diagnostic Center Center for Motherhood and Childhood Heart Center
Year of commencement of the accredited educational programme (EP)	2026
Duration of study	3 years
Total number of graduates since the beginning of the EP	no
Number of doctoral students in the EP since the beginning of the current year	no
Full-time teachers/ Part-time employees involved in the EP, including % of academic degree holder rate	Full-time teachers – 21 Part-time faculty – 3 Academic degree holder rate – 100%
Link to the university website where information about the educational programme is posted	https://umc.org.kz/doktornatura/

2.2 Information about previous accreditation

Previously, educational programme 8D10102 "Medicine" has not been accredited.

2.3 Brief description of the Self-Assessment Report of the Educational Programme in 8D10102 "Medicine" and Conclusions on its Completion

The self-assessment report of the educational programme 8D10102 "Medicine" (hereinafter referred to as the report) consists of 39 pages of main text, 2 pages of annexes, and copies or electronic versions of over 100 documents located at <https://drive.google.com/drive/folders/1FWLLhg1vuXc69NldnAIDBR1e-ICiblcs>.

The report is characterized by completeness of responses to all 8 key accreditation standards and criteria, structured in accordance with the recommendations of the Guidelines for Conducting Self-Assessment of Educational Programme provided to the educational organization by the accreditation center - ECAQA, and internal unity of information. A cover letter signed by Yuryi Vladimirovich Pya, Chairman of the Board of Directors of the CF “UMC”, confirming the accuracy of the quantitative information and data included in the self-assessment report, is attached to the report.

The report includes a list of 16 members of the internal self-assessment committee, indicating the responsibilities of each employee, and information about the representative of the organization responsible for conducting the self-assessment of the educational programme – **Aliya Ibaidullayevna**

Sailybayeva – Candidate of Medical Sciences, Director of the Science Department at CF “UMC”.

The self-assessment of educational programme 8D10102 "Medicine" was conducted based on Order No.310-n/k dated August 5, 2025, "On the creation of a working group to prepare for specialized accreditation of the doctoral programme".

All standards provide the CF “University Medical Center's” actual practice of training doctoral students in the specialty 8D10102 "Medicine", taking into account the start of student admission in 2026. They also provide substantiated data, examples of the implementation of educational programme objectives, national and international events, and methodological support, confirming compliance with accreditation standards. The description in the self-assessment report is sufficiently comprehensive and up-to-date regarding the number of doctoral students, teachers and administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, the university's physical facilities and clinical sites, contractual obligations with partners (universities, associations and facilities), financial information, and development and improvement plans.

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

The quality of the self-assessment report served as the basis for moving on to the next stage of the accreditation process – external assessment. Experts plan to validate the report data and compare the information from the report with the information obtained during a visit to educational organization, i.e., verify quantitative and qualitative indicators.

3. Description of the external expert assessment

The external expert assessment of the educational programme 8D10102 "Medicine" was organized in accordance with the Guidelines for Conducting External Assessment of Educational Organizations and Educational Programmes of the ECAQA and according to the programme. The visit dates to organization are November 17-19, 2025.

The external assessment aims to validate the self-assessment report data and verify indicators demonstrating the degree of compliance with accreditation standards.

The 3-day visit schedule is detailed in the Visit Programme (hereinafter referred to as the Programme), which is included in the accreditation center's documentation and in Annex 3 to this report. The programme serves as evidence of the implementation of all planned activities within the framework of the external expert assessment.

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

- conversation with management and administrative staff – 12 people;;
- interviews with doctoral students: not conducted
- website review: <https://umc.org.kz/doktornatura/>
- interviewing: 12 employees, 7 teachers;
- survey for teachers and doctoral students – 9 and 0, respectively;
- monitoring of doctoral student learning: not conducted

3 clinical facilities for learning and conducting research work for doctoral students were visited, including the Diagnostic Center, the Center for Motherhood and Childhood, and the Heart Center, where the implementation of the doctoral educational programme in the specialty "Medicine" is planned and are used as a facility for conducting the clinical part of the research for future doctoral students. These centers also provide access to laboratory and instrumental facilities for scientific and clinical training, where learning is conducted under 1 doctoral educational programme with the participation of 21/3 full-time/part-time faculty members;

- review of 25 educational and methodological documents both before the visit to an organization and during the visit to divisions (the list of documents reviewed is in Annex 2).

The staff of the accredited organization ensured the presence of all persons specified in the visit programme and in the lists of interview and conversation sites (Table 1).

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

No.	Position	Quantity
1	Management of the CF “University Medical Center” Chairman of the Board of Directors – Professor Yuriy Vladimirovich Pya	2
2	Science Department Director: Aliya Ibaidullayevna Sailybayeva	6
3	Deputy Chairperson of the Board of Directors – Makhabbat Sansyzbayevna Bekbossynova	2
4	Director of the Women's Health Department – Gauri Billakhanovna Bapayeva	1
5	Director of the Radiology and Nuclear Medicine Department – Tairkhan Bekpolatovich Dautov	1
6	Head of the Clinical and Genetic Diagnostics Department – Mirgul Faizullinovna Bayanova	2
7	Deputy Director for Science and Education of the Internal Medicine Department – Kuat Pernekulovich Oshakbayev	1
8	CF UMC's partners in the implementation of the doctoral programme. International scientific consultants. Robertas Samalavičius, Doctor of Medical Sciences, Professor at Vilnius University	1
9	Teaching staff and Research Scholars of the Nazarbayev University School of Medicine	1
10	Secretary of the Local Ethics Committee	1
11	Secretary of the Academic Board	1
12	Head of the library.	2

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

CF “UMC” has divisions directly related to the educational programme 8D10102 "Medicine", which can be recognized as best practices in education: the Clinical Diagnostic Laboratory of the Center for Motherhood and Childhood, the Center for the Prevention of Cervical Precancerous Diseases and the Biomedical Center of the Nazarbayev University School of Medicine. This conclusion was reached because during their visits to these divisions, the experts witnessed firsthand their high level of equipment, well-organized processes and a clear focus on integrating clinical, scientific and educational activities. The Clinical Diagnostic Laboratory of the Center for Motherhood and Childhood demonstrated modern analytical equipment, a significant volume of research and strict internal quality control procedures, creating a tangible foundation for developing competencies in laboratory diagnostics and clinical-laboratory correlation among future doctoral students. The Center for the Prevention of Cervical Precancerous Diseases at the Center for Motherhood and Childhood demonstrated an example of a comprehensive approach: combining clinical encounter, HPV screening programmes, the use of digital colposcopes and training models, participation in a national research project and regular training events for physicians. This makes it a model platform for practice-oriented learning and the implementation of research results in clinical practice.

The Biomedical Center (a biomedical laboratory of the Nazarbayev University School of Medicine), visited by experts, demonstrated the availability of a modern research infrastructure for molecular genetic, cellular and translational research, as well as a willingness to collaborate with CF “UMC”. This provides future doctoral students with access to high-tech research methods, an

interdisciplinary environment and the experience of working in a team with internationally recognized scientists.

Taken together, these divisions demonstrate best practices precisely because they already function as clinical and scientific facilities, where the educational component is seamlessly integrated into ongoing research and treatment activities, and the working conditions and culture meet the expectations of an academic medical center.

On the final day of the visit, a meeting of the EEC members was held to discuss the external assessment results. A final discussion of the external assessment results of the educational programme, document review, conversation, interview and survey results, was held. The EEC members began drafting the final EEC report. The external assessment results were summarized. The experts individually completed the "Quality Profile and Criteria for External Assessment of the Educational Programme 8D10102 "Medicine" for Compliance with the ECAQA Accreditation Standards". The EEC members made no comments. Recommendations for improving the educational programme were discussed, and the chairperson, Doctor of Medical Sciences, Professor M.A. Morenko held a final open vote on recommendations for the ECAQA Accreditation Council for the 5-year accreditation period.

Comfortable conditions were created for the EEC, with access to all necessary information and material resources. The commission noted the University's high level of corporate culture and the team's high level of openness in providing information to the EEC members.

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

4. Analysis of compliance with Accreditation Standards based on the results of the external assessment of educational programme of PhD doctoral studies 8D10102 "Medicine"

The analysis of compliance with accreditation standards was conducted based on a self-assessment report, a visit to clinical facilities, interviews with the administration, potential members of the advisory committees and the teaching staff involved in the educational programme's implementation. Experts determined that UMC has demonstrated a high level of readiness to launch a PhD programme. However, a number of components are being implemented for the first time, as this accreditation is initial and the first enrollment of doctoral students in the specialty "Medicine" is planned for the 2026-2027 academic year. Therefore, a number of criteria are being assessed for potential compliance, including elements related to learning practices and dissertation defense.

Particular attention was paid to ESG-marked criteria, including educational quality assurance mechanisms, internal monitoring, academic honesty, stakeholder engagement and regulatory system transparency. The interviews confirmed that UMC has a well-developed internal education quality assurance system based on ESG principles. However, student feedback mechanisms and their participation in programme management cannot yet be assessed, as the educational process has not yet begun.

The results of the visit and data verification showed that the university has the necessary clinical infrastructure and human resources to support doctoral research, including access to the high-tech resources of multidisciplinary clinical centers. A formalized procedure for appointing academic supervisors is in place, consistent with national regulatory requirements. Proactive approaches to international collaboration, publication activity and the implementation of modern research training methods were noted.

The external review revealed no discrepancies that would hinder programme implementation. At the same time, areas for further improvement were identified: developing procedures for monitoring student satisfaction, formalizing mechanisms for admission to dissertation defense, implementing uniform supervision standards and supporting future doctoral students in academic writing and scientific data management.

Survey results. Given that doctoral students have not yet been enrolled and the educational process has not yet begun, an online survey of students was **not conducted**. Given that accreditation is initial and the PhD educational programme is not yet implemented, a student survey was not conducted for objective reasons..

As part of the external assessment, an online survey of teaching staff involved in the training of postgraduate personnel was conducted. **All 9 respondents** participated in the survey (100% response rate), ensuring a sufficient level of confidence in the results obtained.

The analysis revealed a **high level of teachers' satisfaction with key aspects of the educational process and research activities** at the organization. All respondents have over **10 years** of teaching and clinical experience, demonstrating the well-established human resource capacity for implementing the PhD programme. Most teachers hold multiple roles (full-time and part-time), and some serve as supervisors, which aligns with the current requirements of the supervising model in clinical and research training.

Satisfaction with the organization of the educational process is high: **77.8% strongly agree and 22.2% partially agree**. Similarly, **100% of respondents confirm adherence to ethical standards and subordination** in staff relationships, consistent with ESG principles and the internal quality of the educational environment.

A significant proportion of teachers (77.8%) are satisfied with their working conditions and opportunities for professional development. **All respondents (100%) indicated the availability of opportunities to conduct research and publish their results**, which is critical for the PhD programme and enhances compliance with research standards.

Respondents also rate the logistical support as sufficient: **100% agree** that there are sufficient equipment and resources for training doctoral students in the future. This is confirmed by the results of the visit to the clinical facilities.

Furthermore, the economic motivational parameters revealed **moderate satisfaction with labor compensation**: 44.4% agree, while 55.6% said "more YES than NO". There is no outright rejection, but this distribution indicates the need for further measures to strengthen financial incentives as the workload expands to include the PhD programme.

The indicators of participation in the development of methodological materials (66.7% fully and 33.3% partially) demonstrate **active preparation for the programme's launch**, which is consistent with the stated development strategy of the UMC.

Participation in conferences is supported by the organization: 44.4% receive travel and registration fees, and 22.2% are willing to co-finance, which also reflects favorable potential for meeting the requirements for publication activity and academic mobility of doctoral students.

The majority of respondents consider the survey useful for improving the educational process (100% of positive responses), and **88.9%** recognize accreditation as an important quality assurance tool (in line with ESG logic).

Among their suggestions, teachers noted the importance of increased salaries and the involvement of experts with modern research experience, demonstrating an **open attitude toward process improvement** and the constructive involvement of staff in programme development.

Standard 1: RESEARCH ENVIRONMENT

During programme implementation, including conversations with the Chairperson and members of the Board of Directors, as well as interviews with teachers, compliance with the criteria of Standard 1 was confirmed.

All participants in the educational process are aware of the organization's mission and the key goals of the programme and actively participated in developing proposals for its formulation. Strategic documents are communicated to doctoral applicants through the official website, social media and newsletters to medical and scientific institutions.

As part of the accreditation assessment, the organization's strategic plan, covering key development areas for the next five years, was analyzed. The document reflects a systematic approach to improving the institution's operations and includes the following priorities:

- **optimization of medical care** – implementing a personalized approach with a focus on patient needs, increasing the availability and quality of medical services;

- **enhancement of educational programmes** – integrating innovative methods into the education and practical training of healthcare professionals, ensuring high standards of professional growth;

- **development of research activities** – supporting advanced studies, implementing modern technologies and strengthening the organization's scientific potential;

- **financial sustainability and effective management** – the development of a transparent administrative system aimed at long-term stability and the rational use of resources.

These areas not only confirm compliance with accreditation standards but also demonstrate a clear vision of the organization's mission, its strategic objectives and long-term prospects. Implementation of the plan will strengthen the institution's position as a leader in medical education, science and practical healthcare.

UMC is currently accredited as a subject of scientific and technical activity (Certificate MK No.000058 dated March 9, 2021) until 2026. The center actively participates in competitions for grant funding for scientific research, including the **NU CRP (Collaborative Research Program)**, which promotes the development of interdisciplinary projects.

Between **2023 and 2025, 37 research projects** (clinical and fundamental) were completed at UMC clinics and research centers. **The publication activity** of UMC staff is steadily growing:

- **166 articles** were published in international peer-reviewed journals with impact factors in **2024**;

- **116 publications** in the first half of **2025**, demonstrating the high momentum of scientific work.

As of 2025, the **maximum h-index** among UMC physician-researchers reached **33**, while the average value in the **Heart Center** was **7**, confirming the international recognition of their scientific work.

Thus, UMC demonstrates the sustainable development of its scientific potential, high research productivity and active participation in the global academic community.

UMC is currently implementing 17 research projects and 5 international clinical trials, within which doctoral dissertations may be planned.

It should be especially noted that the teaching staff involved in training future PhD students combines two key aspects:

- **practical competence** – all teachers are practicing physicians with extensive clinical experience;

- **recognized scientific reputation** – each of them is actively conducting research and making a significant contribution to the international scientific community.

The teachers' scientific productivity is confirmed by high bibliometric indicators: Prof. **Yuryi Pya** (H-index – 19), Prof. **A. Gaipov** (H-index – 33), Prof. **Milan Terzic** (H-index – 20), Prof. **Antonio Sarria Santamero** (H-index – 28), Assoc. Prof. **M. Bekbossynova** (H-index – 11), Assoc. Prof. **Talshyn Ukubassova** (H-index – 12).

This combination of clinical practice and research ensures a comprehensive approach to doctoral training, developing not only professional skills but also world-class scientific thinking.

As part of UMC's research programmes, the innovative ALEM technology was developed – a unique system that ensures normothermic preservation and safe, long-term transportation of donor organs at the preclinical stage. The implementation of complex research projects has enabled the establishment of several specialized centers:

1. The Center for the Correction of Metabolic Disorders, focusing on weight loss and diabetes treatment

2. The MLR (Mixed Lymphocyte Reaction) Cell Laboratory for immunological research
3. The Center for Preventive Oncogynecology, specializing in the prevention of precancerous conditions of the cervix

The opening of these centers was made possible by the systematic implementation of scientific programmes, demonstrating the effective translation of UMC's fundamental research into practical healthcare.

UMC's primary scientific partner is the National Laboratory Astana Nazarbayev University (NLA), a major research facility with modern laboratories and international collaborations specializing in interdisciplinary fundamental and applied research.

Doctoral students will receive academic learning and conduct research at three leading UMC medical centers accredited by the Joint Commission International (JCI), ensuring compliance with the highest global standards of medical education: **the UMC Center for Motherhood and Childhood, the UMC Heart Center, and the UMC Diagnostic Center**. Each center has modern educational infrastructure, creating ideal conditions for academic and professional growth:

- **The Center for Motherhood and Childhood** offers 3 specialized classrooms, a spacious conference hall with a capacity of over 260 seats, and two interactive classrooms with 40 and 20 seats.

- **The Diagnostic Center** is equipped with a spacious conference hall for over 100 people and a comfortable classroom for 20 people,

- **The Heart Center** has an assembly hall for over 360 people and two modern seminar rooms for 25 people each.

All study spaces are furnished with ergonomic furniture, equipped with powerful computers and laptops, and equipped with interactive multimedia systems to conduct high-tech educational activities. This infrastructure creates a unique environment for conducting innovative research, organizing scientific discussions, improving professional skills and interacting with leading experts in the field of scientific medicine.

The Information Resource Center (IRC) is a modern library format. The IRC is located in 2 centers: the Center for Motherhood and Childhood and the Heart Center. They are equipped with the necessary equipment, it includes 2 circulation desks, 2 reading rooms are equipped with printers and 32 computers, and 62 seats. The computers are equipped with the following application software: the entire Microsoft Office suite, Microsoft FrontPage XP, Macromedia Flash, Hyper Cam, Adobe Photoshop CS2, Windows Movie Maker, Caintasia, Cisco packet tracer, Iren - test program and electronic textbooks. The reading room in the Center for Motherhood and Childhood seats 12, while the reading room in the Heart Center seats 50. The library collection contains 6,619 books, including 2,786 textbooks, 1,283 scientific literature, including 139 in Kazakh, 4,751 in Russian, and 1,729 in English. The total area of the CF "UMC" libraries is 214.3 m.

The UMC Information Resource Center (IRC) is an innovative, next-generation library platform located on the premises of two key medical centers: the Center for Motherhood and Childhood and the Heart Center. The center's technical equipment includes 2 circulation departments, 2 modern reading rooms, 32 computer workstations and 62 comfortable seats. Software includes a full Microsoft Office suite, specialized programs (Adobe Photoshop CS2, Windows Movie Maker, etc.), professional testing and modeling tools (Cisco Packet Tracer, Iren), and electronic learning resources. Reading rooms: 12 seats in the Center for Motherhood and Childhood and 50 seats in the Heart Center. The book collection comprises 6,619 items in three languages, including 1,283 scientific publications.

The total library space is 214.3 square meters, creating a comfortable space for research and study.

To ensure academic honesty and quality control of research papers, UMC has implemented the officially licensed "Antiplagiat-Kazakhstan. Expert" system. This software platform is certified and used by specialists in the Science Department to comprehensively review doctoral students' research papers for originality and compliance with academic ethics requirements. The system enables in-depth analysis of publications and the generation of detailed reports, helping to maintain the high standards

of scientific activity at the university medical center. (Agreement with LLP Antiplagiat. Kazakhstan, dated October 24, 2025, No.UD-2832).

UMC is actively expanding its international partnerships, having concluded 14 agreements with foreign universities and 22 contracts with Kazakhstani universities. This creates the foundation for promising collaboration in the areas of academic advising, joint research, scientific and technical information exchange, patenting and the implementation of innovative technologies in educational, scientific and clinical practice.

Thus, UMC is creating an effective ecosystem for scientific activity that combines technical equipment, international partnerships, an innovative approach and support for young researchers.

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

Standard 2: INTENDED OUTCOMES

The expected competencies and intended learning outcomes are presented in the doctoral educational programme 8D10102 "Medicine", approved by the Resolution of the Academic Board dated March 27, 2025, Protocol No.1, and are reflected in Table 6 of Annex 11. This section of the educational programme outlines the intended learning outcomes and competency structure on which the content of the programme is based.

The intended learning outcomes are based on the Dublin Descriptors for the third level of higher education (doctoral studies) and reflect the set of competencies that doctoral students must master. The areas of professional competence are designed to address the needs of employers, the academic community and current social demands.

As the institution does not currently have doctoral students, interviewing them was not possible. However, the programme's learning outcomes are accessible to prospective candidates, as they are posted on the official website (<https://umc.org.kz/doktornatura/>), which contains information about the mission, academic calendar, educational programme, teachers and learning facilities.

The educational programme's learning outcomes were developed in accordance with Order No.KR DSM-63 of the Ministry of Healthcare of the Republic of Kazakhstan dated July 4, 2022, "On Approval of State Compulsory Standards for Levels of Education in Healthcare". This regulatory document defines mandatory requirements for the structure, content and expected training outcomes, ensuring the programme's compliance with established state standards and professional requirements in the healthcare industry.

The organization's submitted documents include a work programme that defines the goal, integrates practical and theoretical components and includes independent work.

The requirements for the level of doctoral training for the educational programme 8D10102 "Medicine" are also defined based on the Dublin Descriptors for the third level of higher education (doctoral studies), which reflect a set of competencies and are specified in the achieved learning outcomes.

The intended learning outcomes for doctoral students are as follows:

1) demonstrate a systemic understanding of the field of healthcare in their area of its expertise and possess the skills and research methods used in this field;

2) use specialized knowledge to critically analyze, evaluate and synthesize new, complex ideas that are at the forefront of healthcare;

3) conduct independent research and work towards scientific results, demonstrating a sustained interest in developing new ideas and projects that lead to the emergence of new technologies in healthcare;

4) participate in professional discussions, orally or in writing, and publish research results in international academic journals;

5) generate ideas, predict the results of innovative activities, and promote the technological, social and cultural development of a knowledge-based society in academic and professional contexts;

6) demonstrate leadership qualities, innovation and independence in work and academic activities in new contexts that require solving problems involving multiple interrelated factors;

7) communicate on topics in their area of expertise with peers, the broader scientific community and society;

8) demonstrate self-analysis skills, a commitment to lifelong learning and the experience necessary for teaching at the higher and postgraduate levels.

Based on the first intended outcome (IO), the doctoral students has a deep understanding of the theoretical foundations of medicine and the current state of the field, confidently applying scientific methods. This competency is properly developed, but requires regular updating of the methodological base and interdisciplinary knowledge to keep pace with rapidly changing technological trends in medicine.

The doctoral student is able to thoroughly evaluate modern scientific research and independently formulate innovative concepts. In practice, the implementation of this competency requires in-depth training in biostatistics and big data analysis, which is provided by the educational programme.

IO third assumes that doctoral students possess the ability to engage in full research autonomy, including independent planning of a research project, implementation of all stages of its implementation, critical interpretation of the obtained data and the formation of scientifically sound conclusions.

IO fourth states that doctoral students effectively communicate the results of their research and actively integrate into the international academic community. In practice, this competency is successfully implemented because doctoral students receive the necessary support in publication activities, including supervision by their supervisors, consultations on academic writing and assistance in submitting articles to peer-reviewed journals.

Based on the fifth IO, doctoral students are capable of creating and implementing projects that impact technological and social development. This competency requires developed management skills and an understanding of the processes of translating scientific ideas into practice, which is properly covered in the curriculum.

The sixth, seventh and eighth learning outcomes are clearly formulated and achievable. Doctoral students demonstrate the ability to make informed decisions, manage professional processes and effectively act in non-standard situations. They are able to assess their own professional path, continuously develop and teach others. At the same time, they confidently interact with colleagues, the expert community and the general public, presenting complex scientific concepts in an accessible and understandable manner, demonstrating mature professional communication skills and developed leadership qualities.

Although interviews with doctoral students were not possible because the programme is not yet operational, interviews with staff involved in the programme's implementation, as well as an analysis of the educational programme, curriculum and syllabuses, revealed that the stated learning outcomes are consistent with the programme's goals and the institution's mission, and are transparent and achievable.

The organization ensures compliance with ethical aspects in the implementation of the educational programme, as we have reviewed the Code of Business Ethics (approved on December 26, 2022, Annex 3, Amendment and Supplement No.11, approved on July 12, 2024) and the institution has an established ethics committee.

Although the doctoral studies in this educational programme is not yet operational and there are no students enrolled, an analysis of the programme structure and curriculum shows that the development of key competencies is fully provided. The curriculum includes the following components aimed at developing research and academic skills: 4 credits (60 contact lessons) in "Academic Writing"; "Research Methods" – 4 credits (60 hours); "Current Trends and Topics in Medical Research" – 5 credits (25 hours); "Research Internship" – 10 credits (300 hours); "Applied Statistics" – 4 credits (60 hours); "Research Work" – 75 credits (2250 hours); "Teaching Internship" – 10 credits (300 hours).

The content and distribution of hours indicate that the programme is systematically focused on developing academic writing skills, analytical thinking, mastery of modern research methods, statistical data processing and practical experience in research and teaching. Thus, even at the pre-launch stage, it can be concluded that its structure ensures all the conditions for achieving the stated learning outcomes and meets the requirements for doctoral training.

In addition to the learning outcomes, the doctoral programme in medicine also provides for the development of general competencies. The presented general competencies reflect a broad range of requirements for a modern doctoral student, encompassing fundamental knowledge about the evolution of scientific paradigms, the characteristics of various branches of science, the activities of scientific schools and the mechanisms for implementing research into practice. Considerable attention is paid to understanding scientific ethics, the norms of academic interaction and the role of science in society. This approach ensures that doctoral students develop a holistic worldview, a deep understanding of the development patterns of global and national science and an awareness of the social responsibility of researchers.

The skill and ability requirements emphasize the need for high research autonomy, mastery of modern methodologies, critical analysis of scientific information, generation of new ideas and participation in international scientific communication. The programme emphasizes the development of skills in scientific writing, public speaking, project management, leadership and intellectual property protection, thereby preparing doctoral students for professional research and teaching activities. Thus, these competencies complement the programme's learning outcomes and provide comprehensive training for researchers capable of independent scientific work, critical thinking and continuing professional development.

An analysis of the doctoral educational programme 8D10102 "Medicine" demonstrates that the programme is focused on training a new generation physician-researchers capable of combining clinical experience with independent research. This integrated training model complies with international MD/PhD standards, where key indicators of professional competence include participation in clinical trials, mastery of analytical methods and the ability to implement scientific research results in practical medicine.

The programme develops a broad range of competencies necessary for becoming a leader in evidence-based and innovative medicine. Doctoral students receive training that enables them to formulate new scientific ideas, participate in the development of innovative diagnostic and therapeutic approaches, and analyze cutting-edge research at the international level. This programme content offers graduates significant professional and international prospects, including opportunities to assume leadership and academic positions outlined in the programme self-assessment, such as project supervisor, head of research department, principal investigator, and others. They can also participate in technology startups and innovative developments in HealthTech, MedTech, biomedicine and the pharmaceutical industry.

An important component of the programme is its focus on research and teaching. Graduates who possess the above-mentioned learning outcomes are capable of teaching at medical universities, using modern educational technologies and their accumulated research skills. Doctoral students are trained to conduct theoretical and experimental research, analyze scientific literature, develop research methodology, formulate goals, objectives, hypotheses and select appropriate analytical methods. They are prepared to transfer new technologies, synthesize scientific ideas and implement innovations in educational and professional contexts.

An additional advantage of the programme and the achievement of the intended learning outcomes is the use of Nazarbayev University's research facilities, which provide access to modern laboratory infrastructure, advanced methods and ongoing research projects. The research internship included in the programme promotes research autonomy, the development of sustainable scientific competence and allows doctoral students to integrate into relevant scientific fields.

Thus, upon completion of the doctoral programme 8D10102 "Medicine", graduates possess the knowledge, skills and competencies necessary for critical analysis, evaluation and solution of complex

scientific and practical problems. They are capable of professional growth in academic, clinical, research and innovation settings, and are competitive nationally and internationally as highly qualified scientists and specialists capable of independently conducting scientific research and advancing modern medicine.

The self-assessment clearly and comprehensively describes the academic and research structure of doctoral students at the “University Medical Center”. It describes how the doctoral programme ensures continuous academic progress from the moment of admission and highlights the need to develop an individual work plan (IWP) with academic supervisors, which will guide the entire doctoral programme.

This plan includes:

Theoretical training

Research work on the doctoral dissertation

Professional practice and research internship

Midterm and final certifications

A step-by-step schedule of the main stages of the dissertation is described in detail:

Preparation of documents for approval of the dissertation topic, including a literature review, selection of a research base, patent search, abstract and official approval.

Conducting research, selecting participants, processing data, publishing and participating in conferences.

Dissertation writing and pre-defense at the Academic Board.

Flexibility, allowing for adjustments to the plan if necessary, was also mentioned during the interview.

Standards for scientific publication requirements were established by Order No.127 of the Ministry of Education and Science of the Republic of Kazakhstan dated March 31, 2011, and based on this, dissertation publication is emphasized as a prerequisite for defense.

Elements of the educational programme comply with the standards: theoretical disciplines, practical training (teaching and research), dissertations and assessments, with detailed sections of the individual plan, including research deadlines, publications and internships. Pedagogical practical training assignments focus on pedagogical competencies and lifelong learning skills; research practical training emphasizes modern methods and data interpretation in clinical settings. Annual attestations ensure adherence to the plan, promoting continuous skill development.

The self-assessment presents a full list of portfolio contents, including dissertation planning documents, research reports, individual work plans (IWPs), internship reports and achievements, highlighting its role in self-assessment, demonstrating professionalism and promoting employment. Portfolio storage in the research department and issuance upon graduation is consistent with Kazakhstani recommendations for competency tracking. In our opinion, the organization has developed and implemented a transparent, documented system for assessing the achievement of doctoral students' intended learning outcomes. However, if this were formalized in the form of an electronic portfolio, management and review would be significantly simplified. The programme's self-assessment identifies the portfolio as an area for improvement, and we believe the electronic portfolio format will significantly enhance the programme's effectiveness. An electronic portfolio will provide convenient storage of documents (reports, publications, protocols), instant access for supervisors and attestation committees, and automatic updating of doctoral students' achievements. It facilitates self-assessment, feedback and employment, minimizing the risk of loss of materials and increasing transparency in line with modern accreditation standards.

Thus, learning outcomes are clearly defined in accordance with regulatory requirements and the State Сщзгдыщкн Educational Standard of the Republic of Kazakhstan, ensuring the formation and development of doctoral graduates' competencies. Research internships are organized at the site of dissertation completion at research institutes, departments and laboratories with appropriate facilities, which facilitates practical skills development. Involving leading international experts in management

and collaborating with scientific and medical organizations in Kazakhstan and abroad improves the quality of training by integrating international standards.

EEC findings by criteria. Comply with 5 standards, 4 - fully compliant, 1 - partially compliant, 0 - not compliant

Recommendation for improvement:

- 1) Develop and implement a transparent, documented system for assessing the achievement of intended learning outcomes, including formative and summative assessment, the introduction of an electronic portfolio, and sequential stages of midterm and final defense, specifying criteria for the validity and reliability of assessment methods.

Standard 3: ADMISSION POLICY AND CRITERIA

The admission procedure for UMC's PhD doctoral programme in the 8D10102 "Medicine" is planned based on the Standard Rules for Admission to Educational Institutions Implementing Professional Curriculums for Higher and Postgraduate Education, approved by Order No.600 of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018. Based on these regulatory requirements, UMC has developed its own Rules for Admission to PhD Doctoral Programmes, approved by the Resolution of the Academic Council (No.5 dated October 28, 2025). This document includes the following key provisions:

1 **Procedure for accepting candidates** – regulates the application process, document review, and admission deadlines and conditions.

2. **Preliminary Selection Procedure** – defines the criteria for assessing the academic achievements, scientific potential and professional training of applicants.

3. **Educational Requirements** – establishes mandatory qualifications for applicants (higher education).

4. **Entrance Exam Procedure** – describes the test format, including assessment of professional knowledge, research skills and foreign language proficiency.

5. **Admission Procedure** – establishes the rules for determining the final ranking, publishing results and issuing admission orders.

To develop a PhD student body, UMC uses a multi-tiered funding system that combines state funding for the training of academic and teaching staff, student funds, and additional extra-budgetary resources, ensuring the flexibility and financial stability of the educational process.

In July 2025, UMC submitted an official application to the Ministry of Science and Higher Education of the Republic of Kazakhstan for the allocation of a state educational funding for PhD training for the 2025-2026 academic year in the “Medicine” programme (8D10102). However, the ministry did not approve this application.

Official information about the start of the admissions campaign will be published on the UMC website: <https://umc.org.kz/>, making information about the deadlines, requirements and admission conditions available to all interested parties. UMC independently determines the procedure for conducting the entrance examination for doctoral studies. The examination will be held exclusively at the UMC premises, with no remote participation available. Admission is planned to be competitive. The key assessment criterion will be a conversation, during which the following will be assessed: the applicant's scientific potential, the relevance and prospects of the planned research, and the relevance of the research topic to UMC priority areas.

According to Article 8 of the Law "On the Status of “Nazarbayev University”, “Nazarbayev Intellectual Schools” and “Nazarbayev Foundation”, Nazarbayev University and its Intellectual Schools conduct educational activities based on independently developed educational programmes, as well as the educational programmes of foreign partners. Their organizations also conduct educational activities without a license or state certification.

Therefore, the requirements for applicants to the PhD programme are supplemented by international standards for admission to UMC PhD doctoral programmes, namely: Priority admission to the PhD doctoral programme is granted to the following categories of applicants:

- Individuals with research projects completed within the framework of projects of the Ministry of Science and Higher Education of the Republic of Kazakhstan, as well as international scientific grants;

- Recipients of state awards;

- Individuals with scientific publications in international peer-reviewed scientific journals of the Q1 and Q2 categories;

- University graduates who completed their studies before the implementation of the Bologna system, but who have extensive clinical experience and outstanding academic abilities;

- Master's degree graduates with programmes taught in English.

Therefore, the admissions process for UMC's doctoral programme will combine national educational traditions with the requirements of the international academic community, consistent with the organization's special status and ensuring high-quality research training.

The entrance examination for UMC's doctoral programme will be conducted in the form of an oral conversation focused on the proposed dissertation. This format will assess:

- the scientific validity of the proposed research;

- the applicant's readiness to implement the proposed research project.

During the examination process, the applicant will present a draft of the planned research project to the UMC examination committee in a presentation format; defend their research project; and answer questions from the examination committee members.

Evaluation will be based on a 100-pointing system.

The evaluation criteria are:

- motivation level, leadership qualities and degree of interest in pursuing a doctoral degree (from 1 to 30 points);

- level of professional competencies, experience, knowledge in the field of research, and readiness to conduct research (from 1 to 60 points);

- level of English for communication in the professional community, participation in professional discussions, and publication of research results (from 1 to 10 points). Applicants who score 75 points or higher will be eligible to participate in the general competition for admission to the doctoral programme.

When selecting for the UMC doctoral programme, not only academic performance but also the candidate's research potential, supported by scientific publications, conference presentations and participation in research projects, will be assessed. Applicants also submit a motivation essay describing their proposed research, and based on the results of the preliminary selection, they are granted admission to the entrance examinations.

The following key criteria have been established for dissertation research in the UMC PhD programme:

1. The research topic must be directly related to the main areas of the doctoral programme.

2. The work must address significant scientific problems, make an original contribution to the development of the field and have practical applicability.

3. The research must be based on modern scientific theories. Modern data processing methods and computer-based analysis technologies must be used.

4. The use of relevant scientific approaches, including experimental, analytical and statistical ones.

5. The work must contain methodological developments, practical sections and clearly formulated defensible provisions.

Therefore, UMC imposes strict requirements on dissertation research aimed at ensuring a high scientific level, compliance with international standards and the practical significance of the results.

All PhD dissertations approved by the UMC Academic Council will undergo mandatory ethical review by the Local Ethics Committee (LEC) in accordance with international ethical standards.

It should be noted that, according to the Standard Admission Rules of the Ministry of Education and Science of the Republic of Kazakhstan (Order No.600 dated October 31, 2018), admission to doctoral programmes is permitted only for individuals with either a master's degree or a residency certificate. However, the internal admission rules of the UMC (Academic Council Decision No.5 dated October 28, 2025) provide for the possibility of admission for citizens with higher education, which creates a certain discrepancy with national requirements. In this regard, UMC needs to consider aligning its admission standards with national legislation regarding educational requirements for applicants to doctoral programmes. This will ensure uniformity of educational standards and eliminate potential legal conflicts during the admission and training of doctoral students. This issue is particularly relevant given that the 8D10102 "Medicine" programme is a postgraduate programme, which traditionally requires a higher level of preparation (master's degree or residency) in accordance with international educational standards.

UMC plans to attract teachers with high bibliometric indicators (including the h-index) to doctoral teaching and scientific supervision, which is undoubtedly important for ensuring the quality of research. However, during the accreditation committee's visit, no documentary evidence was provided confirming that these specialists possess the pedagogical competence necessary for training PhD students.

Critical aspects of the problem: PhD studies involve not only scientific but also **pedagogical** training. Supervisors must have teaching experience, academic supervising skills and an understanding of higher education methodologies.

A lack of pedagogical competencies can negatively impact the quality of doctoral student training and compliance with educational standards.

EEC findings by criteria Comply with 6 standards: 4 - fully, 2 - partially, 0 - not compliant.

Recommendations for improvement:

1. Update and align the rules for admission to doctoral studies with current regulations by clarifying the selection procedures, applicant requirements, the list of required documents, assessment criteria and decision-making mechanisms.

2. Provide systematic training for teaching staff and academic advisors on pedagogical competencies. This training is necessary to improve the professional preparedness of teaching staff to implement the admissions process and subsequently support PhD students.

Standard 4: PhD PROGRAMME

The doctoral educational programme 8D10102 "Medicine" was developed in strict compliance with the state compulsory standard in healthcare (Order of the Ministry of Healthcare of the Republic of Kazakhstan No.KR DSM-63 dated July 4, 2022, "On Approval of State Compulsory Standards for Education Levels in Healthcare") and the rules for organizing the educational process using the credit-based learning technology (Order of the Ministry of Education and Science of the Republic of Kazakhstan No.152 dated April 20, 2011). The programme was approved by the Corporate Foundation UMC Committee No.2 dated March 13, 2025, and approved by UMC Foundation Academic Board No.1 dated March 27, 2025.

The programme structure is outlined in the academic and work plan. The programme clearly defines the learning path of doctoral students, requirements for training content and competency assessment mechanisms. A key element of the programme is the completion of original scientific research, which requires doctoral students to possess developed analytical and critical thinking skills. The primary goal of the training is to develop highly qualified physician-researchers capable of applying modern research methods and implementing innovative medical technologies into clinical practice.

UMC has established research protocols that ensure compliance with all ethical standards, patient and researcher safety, and guarantee the reliability and originality of the data obtained. This creates a reliable foundation for the high-quality scientific work of doctoral students and promotes the development of a research culture. Overall, the programme is aimed at training specialists capable of independently planning and implementing research projects, critically evaluating data and advancing the development of medical science at the national and international levels.

The mission of the “University Medical Center” (UMC) is focused on patient care, providing a high level of medical care, continuous education of future specialists and the development of innovative treatment methods through scientific research. The central idea of this mission is to improve the quality of life of the population through education, clinical practice and scientific progress.

The goal of the PhD programme in medicine stems from its mission and is to train highly qualified physician-researchers who possess modern methods of scientific analysis, research skills and are capable of implementing new medical technologies in clinical practice.

Thus, the UMC mission and the goal of the PhD programme are interrelated and complementary: training physician-researchers serves as a key mechanism for realizing the UMC mission in terms of innovation, education and improving the quality of medical care.

Interviews with staff involved in the educational programme revealed that the institution possesses significant research potential and actively participates in numerous grant projects. Analysis of the information obtained confirms that the organization's mission is to train future healthcare professionals, conduct scientific research and develop innovative treatment methods - is entirely realistic and fully achievable under current conditions.

It was revealed that the institution's employees clearly recognizes the priority of research and considers it an integral part of the academic process. Accordingly, the programme's goal of training physician-researchers and developing modern research competencies logically follows from the organization's mission and reflects its strategic vision for development.

The PhD programme with code 8D10102 at the University Medical Center (UMC) focuses on medical sciences in education and healthcare, lasting 3 years (180 ECTS credits). It complies with the Bologna Process and Kazakhstani legislation (Resolution No.127 dated December 31, 2011), emphasizing scientific research, publications and teaching practice. Research and teaching staff are trained in doctoral programmes leading to the degree of Doctor of Philosophy (PhD), a minimum of three years of study.

The programme includes a curriculum that defines the goal and integrates practical and theoretical components, elective components and independent work.

A thorough analysis of the doctoral programme demonstrates its comprehensiveness, methodological soundness and compliance with modern requirements for the training of research and teaching staff in the field of medicine.

The programme includes four complementary components: theoretical training, practical training, research work, and a system of midterm and final assessments. This structure ensures the holistic development of doctoral students' professional competencies.

The programme's theoretical component is structured through the study of core and major disciplines and plays a key role as the organizational form of the educational process and a tool for continuously managing students' cognitive activity. The formats used - lectures, seminars, practical and laboratory classes, and various types of independent work - ensure continuity of theoretical and practical training.

The implementation of modern learning methods, such as case-based learning (CBL), specific situations analysis, team-based learning (TBL), problem-based assignments and e-learning elements, demonstrates the educational institution's commitment to innovation and a focus on enhancing the cognitive activity of doctoral students. This is consistent with leading international practices in training researchers and teaching staff.

Independent work by doctoral students plays a significant role in the programme's structure, presented in two forms: IWDT and IWD. Their clear delineation, methodological support and diverse forms of assessment create the conditions for doctoral students to develop skills in independent analysis, scientific research, information structuring and academic responsibility. Seminars and other types of practical training monitor the achievement of educational objectives and promote the development of skills in scientific discussion, argumentation and public speaking.

Practical training, conducted in specialized healthcare organizations, research centers and universities, plays an important role in developing professional competencies and expanding the practical skills of doctoral students. Practical training connects theoretical training with real-world medical and scientific challenges, which aligns with the goals of training highly qualified specialists.

The programme's educational, methodological and informational support are high-quality: doctoral students have access to international scientific databases, electronic resources, library collections and modern computer technologies. This ensures the ability to thoroughly master the educational programme and conduct research work at a current methodological level.

The UMC's physical facilities, which are regularly maintained and upgraded, create the conditions for the effective use of innovative technologies in the educational process. This demonstrates the institution's systematic approach to ensuring the quality of doctoral training and achieving strategic objectives in medical education and science.

Overall, the educational programme demonstrates a high level of methodological maturity, internal consistency and results-oriented approach, which allows us to confirm its compliance with modern academic, professional and research requirements.

The educational programme, syllabuses and course content are developed in accordance with the structure of the PhD educational programme in the scientific and pedagogical field, approved by Order No.2 of the Ministry of Education and Science of the Republic of Kazakhstan dated July 20, 2022, "On Approval of State Compulsory Standards of Higher and Postgraduate Education".

In accordance with the State Compulsory Education Standards, approved by Order No.2 of the Ministry of Science and Higher Education of the Republic of Kazakhstan dated July 20, 2022, "On Approval of State Compulsory Standards of Higher and Postgraduate Education" (<https://adilet.zan.kz/rus/docs/V2200028916>), the educational component constitutes 30% of the total volume of the doctoral educational programme, which is equivalent to 45 academic credits. It includes cycles of core (CD) and major (MD) disciplines, consisting of courses from the university component (UC) and the elective component (EC), as well as practical training. The ratio of CD to MD is determined independently. The list of UC and EC courses is compiled taking into account labor market needs, employer expectations, and the interests and educational needs of doctoral students.

The research component of the doctoral educational programme consists of the doctoral student's research work (hereinafter referred to as RWD), the preparation of scientific publications and the writing and defense of a doctoral dissertation. The research component accounts for 64% of the total course load of the doctoral educational programme, which is equivalent to 123 academic credits.

After analyzing the elective courses, experts concluded that it would be beneficial to expand the catalog of elective disciplines, as it currently includes only eight subjects. Increasing the number of elective courses will increase the variability of the learning path, provide a wider choice for doctoral students, and better accommodate their research interests and individual research needs. This measure will contribute to the flexibility and quality of the educational programme.

An analysis of the structure and content of the doctoral educational programme shows that its organization complies with the requirements of the state compulsory standard and ensures the comprehensive training of future physician-researchers. The final assessment, which includes the writing and defense of a doctoral dissertation (project), constitutes 12 academic credits, or 6% of the total programme, reflecting the importance of independent research work in doctoral students training.

The programme retains key parameters, such as the university component disciplines, the balance of core and major disciplines, and the established number of credits and hours. The programme structure remains comprehensive and includes theoretical training, various types of

practical training, international internships, research activities, and midterm and final assessment procedures, ensuring comprehensive training for doctoral students.

The structure of the doctoral educational programme includes two components - educational and research - which define the programme's content and reflect their relationship, measurement and accounting.

The educational programme provides theoretical training totaling 45 academic credits, including cycles of core (CD) and major (MD) disciplines, represented by the university component (UC) and the elective component (EC), as well as teaching and research practice. The ratio of CD to MD is determined by the UMC independently. The standard academic workload for a doctoral student is 45 hours per week (9 hours per day for a five-day workweek). Research work (R&D) is planned based on this standard: the duration of R&D, corresponding to 1.5 credits, is equal to 1 week.

According to the structure of the doctoral educational programme, research internships constitute 10 credits, and the doctoral student's research work, including an internship and the completion of a doctoral dissertation, constitutes 123 credits. The final assessment (FA) consists of 12 credits (10 weeks) and includes the preparation, presentation and defense of a doctoral dissertation. The educational programme for the scientific and pedagogical doctoral programme includes teaching and research internships.

The self-assessment report states that the purpose of teaching internships is to develop competencies in doctoral students that ensure their readiness for teaching and conducting specific types of classes using innovative educational technologies. To ensure this, the expert committee reviewed the teaching internship facilities. They are numerous and provide doctoral students with the opportunity to complete the internship programme. They provide the necessary conditions and physical facilities (classroom space, computer labs, laboratories, equipment and library materials) that comply with current sanitary and technical standards and support all types of theoretical and practical training required by the curriculum.

Research scientific training are conducted to study the latest theoretical, methodological and technological advances in domestic and international medical science, as well as to reinforce practical skills, apply modern research methods, and process and interpret data in dissertation research. The content of research scientific training is determined by the topic of the doctoral dissertation.

The content of the research scientific training is determined by the topic of the dissertation research. Research scientific training is a type of extracurricular activity organized for doctoral students. The main goal of research scientific training is to complete work relevant to the doctoral research, the results of which make a significant contribution to the preparation and writing of the dissertation.

Those included in the programme noted during interviews that future doctoral students will be sent to undertake research scientific training at organizations relevant to their dissertation topic. The internship can be arranged either by the educational institution or by the doctoral student. Additionally, the organization offers additional forms of research work for the doctoral student:

- participation in organizing and conducting scientific and practical conferences, round tables and discussions;
- participation in research competitions;
- foreign internships;
- research scientific training (collecting practical material through interviews, questionnaires, etc.);
- preparation of scientific publications on the dissertation in conference proceedings and scientific journals.

The content of the educational programme is developed strictly in accordance with the State Compulsory Educational Standard and is based on a system of regulatory documents: the working curriculum, the academic calendar, the individual curriculum and the doctoral student's individual research plan. This approach guarantees transparency, consistency and academic validity of the educational process.

Based on the educational programme and the catalog of elective disciplines, students develop individual curricula that take into account their research interests and academic goals. Approval of the working curriculum at a meeting of the Academic Council confirms institutional quality control and ensures the programme's alignment with the institution's strategic objectives.

Overall, the presented mechanisms for planning, implementing and monitoring the educational process demonstrate the programme's high degree of organizational maturity and its compliance with modern requirements for doctoral training.

An analysis of the educational programme reveals that its structure includes a clearly defined matrix of learning outcomes and developing competencies, which meets modern requirements for the transparency and manageability of the educational process. This matrix ensures a logical connection between the programme's goals, expected learning outcomes and specific elements of the curriculum.

The stated learning outcomes are achieved through a set of complementary components: theoretical training, including core and major disciplines; various types of professional internships; and doctoral research work. These elements, taken together, are aimed at consistently developing the key competencies required by modern specialists: research, teaching and management.

The structural combination of theory, practice and research ensures a holistic approach to doctoral training and promotes their ability to independently conduct research, teach and effectively manage in healthcare. This integration confirms the high quality of the educational programme's design and its alignment with the needs of the professional environment.

The UMC doctoral educational programme provides doctoral students with structured academic supervision. The University provides doctoral students with the qualified academic supervision necessary to achieve the programme's goals and objectives, as well as to guarantee the completion of their individual learning and research path.

The appointment process for academic supervisors and advisors is organized in strict accordance with the Doctoral Programme Regulations and Academic Policy. Candidates are reviewed at a preliminary meeting of the Academic Council and approved in accordance with the established procedure. Detailed procedures are described in the "Academic Supervision" standard.

Academic supervision is provided by an advisory committee, which includes at least two teaching staff members holding the academic degrees of Candidate of Sciences, Doctor of Sciences, Doctor of Philosophy (PhD) or Doctor of Specialized Sciences. Committee members meet the required academic criteria: publications in journals ranked in the 1st to 3rd quartiles of the JCR (WoS), a CiteScore of at least 35th percentile, or an h-index ≥ 2 . Advisors must also have academic supervision experience. The commission must include a foreign scholar, in accordance with the requirements of Resolution No.33892.

Academic supervisors are responsible for the quality of doctoral students' mastery of the educational programme, for the appropriate selection of scientific internship and professional practice, and for overseeing the implementation of the doctoral student's individual plan. The involvement of foreign advisors ensures the integration of international scientific approaches, the use of international sources and the completion of part of the research at foreign research centers, which contributes to the compliance of the training with European standards.

If necessary, doctoral students are assigned advisors in related research fields. The Science Department oversees the quality and effectiveness of academic supervision.

Interviews with the institution's staff confirmed that potential academic supervisors possess high research potential, actively publish in highly ranked international scientific journals, and have an h-index of 2-16. In addition, the expert group was presented with a list of 51 prospective academic supervisors, including their individual publication activity indicators and h-indexes, demonstrating sufficient human resources to ensure high-quality academic supervision of doctoral students.

Thus, the academic supervision system at UMC is structured, transparent and academically sound.

The expert evaluation determined that the doctoral educational programme 8D10102 "Medicine" fully provides training for doctoral students in ethical standards and the principles of responsible

scientific research, and also meets the requirements for structure and a clear timeline (3 years of full-time work).

UMC fosters a sustainable ethical environment based on the principles of legality, academic honesty and responsibility. UMC has developed a "Code of Academic Honesty" and a "Code of Business Ethics". These documents will provide students with the necessary guidelines for making ethically sound decisions in their education and research.

Responsibility for compliance with ethical principles rests with each doctoral student, and violations of the Code are subject to clearly defined disciplinary measures, including expulsion. This confirms the existence of an effective mechanism for monitoring and maintaining the academic prestige of UMC.

It has been established that the ethical review of all research projects involving humans or animals is carried out by the Local Ethics Committee (LEC) of UMC. The LEC's activities comply with the requirements of Article 180 of the Code of the Republic of Kazakhstan "On Public Health and the Healthcare System" and are based on the principles of independence, objectivity and transparency.

The LEC ensures the protection of the rights, safety and welfare of research participants and conducts an independent assessment of projects' compliance with recognized national and international ethical standards. The structure and functions of the LEC are reflected in the current Committee Regulations.

Doctoral students are trained in ethical principles through both a mandatory course on bioethics and the course "Current Issues of Bioethics in Scientific Research" (4 credits). Within these courses, doctoral students study the fundamental principles of bioethics, international research standards, protection of participants' rights, principles of confidentiality, informed consent, fairness and compliance with the legislation.

These courses provide the in-depth knowledge and practical skills necessary for the ethical conduct of dissertation research.

The doctoral educational programme 8D10102 "Medicine" is structured in strict accordance with the regulatory time limit of 3 years of full-time study for both the research and teaching programmes and the specialized programmes. Extension is possible only if grounds stipulated by legislation arise (academic leave due to illness, pregnancy, childbirth, parental care or military service).

The educational programme is organized modularly and includes:

- academic disciplines;
- research;
- scientific publications;
- teaching practice;
- research internship;
- final certification.

The working curricula are updated annually and approved by the Academic Council. All programme components are integrated and interrelated, ensuring the integrity of the programme.

Each doctoral student has an individual curriculum and an individual work plan, confirming a personalized approach to scientific training.

Based on the above, UMC provides doctoral students with systematic training in the ethical aspects of scientific research, the functioning of an independent Local Ethics Committee, and effective mechanisms for monitoring academic honesty. The doctoral educational programme is structured, implemented within a set three-year period, and ensures the achievement of all stated learning objectives and outcomes. The programme complies with regulatory requirements and demonstrates a high level of organization of the academic and research process.

An analysis of the content and implementation mechanisms of the doctoral educational programme in "Medicine" demonstrates compliance with internationally recognized requirements for the structure, organization and assessment of doctoral research training. Information provided during interviews confirms that the institution will ensure consistent, transparent and objective monitoring of

research work (RWD) and will create the necessary conditions for maintaining a balance between the clinical and scientific activities of doctoral students.

The programme and regulatory documents confirm the existence of a continuous and structured system for monitoring research progress, covering the entire period of study. RWD is represented by a significant research component totaling 123 credits, encompassing the full cycle of research activity - from planning and conducting research to writing and defending a dissertation.

The assessment process is organized according to the principles of academic integrity and scientific validity: The self-assessment report states that formative assessment is carried out by academic supervisors; the institution plans to conduct interim assessment by an independent UMC commission using reports, presentations and supervisor feedback; the programme has implemented transparent criteria for assessing the quality of research, scientific publications and doctoral student activity.

The final assessment procedures described in the programme (the defense of RWD) allow for a comprehensive assessment of the development of research competencies. Academic responsibility mechanisms, including the conditions for assigning a negative grade, are clearly defined and prevent the formal adoption of RWD.

The programme also provides flexible conditions for completing RWD, including the possibility of extending the deadline and retaking credits on a fee-paying basis, which aligns with the principles of academic mobility and inclusiveness.

For clinical doctoral students, the educational programme ensures a rational combination of clinical and research activities. The connection of the dissertation topic with clinical practice facilitates the development of applied research and strengthens the integration of science and practice.

An important element is the opportunity provided by UMC organizations to temporarily release doctoral students from clinical work at key stages of RWD. This fully complies with the requirements of the standard, guaranteeing sufficient time for research.

At the same time, the programme complies with the provisions of the Law of the Republic of Kazakhstan "On Education", allowing doctoral students to combine their work activities, provided they fulfill their individual plan.

UMC demonstrates a responsible approach to the social and professional needs of doctoral students. Students are offered opportunities to work part-time within the framework of research grants or clinical divisions, which aligns with the organization's mission and promotes professional growth.

Additionally, UMC plans to implement a Regulation on Social Support for Students, which will contribute to the creation of a sustainable environment for the realization of doctoral students' research potential.

The payment of scholarship allowance to doctoral students studying under state educational contracts also confirms compliance with the rules for financial support for students.

From the above, it can be concluded that the presented RWD management mechanisms, the assessment system, the organization of conditions for clinicians, and the social support for doctoral students indicate that the doctoral programme in medicine fully complies with both local and international requirements.

Overall, the doctoral training system reflects a high level of academic culture, a focus on the quality of scientific research, and the creation of favorable conditions for the development of competent researchers and future leaders in medical science.

The UMC doctoral educational programme 8D10102 "Medicine" is structured, normatively verified and fully complies with national and international requirements for the training of scientific personnel. The programme is based on current regulatory frameworks and includes a balanced educational component, a developed research component and a transparent final assessment system.

The programme demonstrates high methodological maturity, combining modern educational technologies, clinical and research training, structured monitoring of RWD progress and management of learning outcomes. Practices and internships are provided by specialized institutions with sufficient physical facilities.

The academic supervision system complies with national regulations and includes supervisors with a high publication activity and international advisers. High ethical standards, access to international scientific resources and a developed infrastructure facilitate the implementation of high-quality research.

UMC has the necessary human, scientific and organizational resources to train competitive physician-researchers. The programme can be recognized as compliant with accreditation requirements for the "Medicine" (PhD) programme.

The programme has many strengths:

Infrastructure and resources: Access to an extensive library (116 databases, 42,000 e-books), including Web of Science, Scopus, PubMed, UpToDate, Cochrane, Elsevier and other premium resources for high-quality research.

Research focus: Publication requirements are strict – at least 1 article in Q1/Q2 (JCR/Scopus) + review, or 2 articles in Q3/Q4, plus conference proceedings; a total of 4 publications for defense.

Practical orientation: 75% of the time is spent on research (R&D – 123 ECTS), including individual assignments; balanced with courses (AP, MNI, PP) and pedagogy (PS). Focus on portfolio and case-based learning.

International accreditation: Licenses from 2023 (1729.X.KZ41VWF00116887), partnerships, infrastructure until 2050; integration with global rankings (US News, THE).

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

Recommendation for improvement: *Expand the catalog of elective disciplines*

Standard 5: ACADEMIC SUPERVISION

The HR policy of the Corporate Foundation “UMC” is aimed at ensuring the PhD programme implementation by highly qualified research and teaching staff. The policy is focused on attracting researchers with sustainable scientific results, international experience and involvement in both clinical and research activities. When selecting teachers and academic advisors, consideration is given to academic degrees, h-index, publication activity in journals ranked in the Q1-Q3 quartile or with a CiteScore of at least 35, academic supervision experience, and the participation of international scholars. Academic advisor nominations are reviewed and approved at a meeting of the Academic Council in accordance with the Doctoral Programby Regulations and the institution's Academic Policy.

Academic supervision of PhD students is structured in accordance with state standards and regulatory requirements. Each PhD student has at least two academic advisors, one of whom is a scholar from a foreign university, as confirmed in the self-assessment report and complies with the requirements of the Ministry Science and Higher Education of the Republic of Kazakhstan and the State Compulsory Educational Standards for the training of PhD students. This approach ensures coverage of all aspects of dissertation research and promotes the development of international researcher competencies.

During a visit to organization and conversation with staff, the commission confirmed that a transparent and accessible documentation system has been established to ensure regulatory support for academic supervision. It includes annual and operational plans, divisions’ regulations, contracts with teachers, working curricula and programmes, syllabuses, educational and assessment documentation, as well as certificates and verifications confirming advanced training. A website analysis confirmed the placement of the necessary regulatory and methodological documents related to doctoral training, with information regularly updated.

The formation of the academic supervisor pool is based on UMC's internal regulations and national regulatory requirements, including the Regulation on Doctoral Studies and state qualification requirements for organizations implementing postgraduate education programmes. During the conversation, information was obtained on current approaches to attracting external specialists from NUSOM and National Laboratory Astana, confirming the integration of clinical and fundamental

research into the educational process and ensuring the implementation of the organization's strategy for developing human resources and scientific potential.

The expert group determined that UMC's human resources policy includes measures to develop and motivate teaching staff, primarily through advanced training at leading international centers, participation in mentoring programmes and international master classes. In recent years, more than 300 specialists have completed training abroad through technology transfer programmes, which is confirmed in the self-assessment report and demonstrates the effectiveness of the advanced training system within academic medicine. However, the formalization of the policy for developing pedagogical competencies and scientific supervision skills requires further strengthening.

During the analysis of the self-assessment report and the on-site visit, certain areas requiring improvement were identified. Specifically, recommendations include formalizing a standardized academic supervision system, including defining academic advisor workload limits, introducing mandatory supervision training, regulating the frequency of meetings and feedback, developing student-centered tools and mechanisms for monitoring doctoral student satisfaction, and strengthening scientific data management and open science policies. These areas for improvement are also highlighted in the internal analytical section of the report, confirming the organization's commitment to further developing its academic supervision system.

Thus, UMC has created a scientific and educational environment that ensures compliance with the standard for academic supervision of doctoral students. A system for selecting and approving advisors with sufficient scientific performance and practical experience has been established. The organization demonstrates a commitment to international approaches to PhD research training, as evidenced by the involvement of foreign scientists and integration into the Nazarbayev University academic system. Furthermore, paths for further improvement of the HR policy and supervision mechanisms have been identified, demonstrating the potential for sustainable development of the educational program's quality management.

Strengths:

- The medical organization ensures a rational distribution of workload among academic supervisors and ensures that they possess the appropriate qualifications, academic degree and ongoing research activity. Supervisors can be recruited from both internal divisions and external organizations, including international centers, which expands the research opportunities of doctoral students.

- The organization has documented academic supervisors' responsibilities and provides regular consultations to doctoral students on research issues, ethical compliance, publication preparation and joint projects. Mechanisms are in place for discussing doctoral students' progress and for interaction between academic supervisors and academic advisors.

EEC findings by criteria. Comply with 11 standards, 10 - fully compliant, 1 - partially compliant, 0 - not compliant.

Recommendation for improvement:

1) Ensure the training and development of academic supervisors in the organization and support of doctoral students' research through systematic advanced training courses on academic supervision.

Standard 6: PhD DISSERTATION

A review of local regulatory documents, including the Doctoral Programme Regulations, Academic Policy, educational and methodological documentation (working curricula, syllabuses, assessment tools), annual reports and divisions' operational plans, revealed that the organization is developing an appropriate assessment policy that will ensure a comprehensive assessment of doctoral students' academic achievements and preparation for dissertation submission. The regulatory framework governing the academic supervision and counseling of doctoral students has already been defined and described in self-assessment materials.

However, the commission notes that UMC has not yet established a Dissertation Council for dissertation defense in the specialty "Medicine", as the organization is undergoing initial specialized accreditation, and the first enrollment of doctoral students is planned for the 2026-2027 academic year. Therefore, the practice of holding Dissertation Council meetings and dissertation defense procedures is currently lacking and will be developed as the educational process progresses. This fact is an objective consequence of the launch of the new programme and does not reflect a violation of standards.

During interviews, the employees responsible for programme development confirmed their readiness to establish a Dissertation Council at UMC after the first graduating contingent, as well as to ensure defense procedures in accordance with national legislation and international public review guidelines. The teachers planned to be members of the future Dissertation Council possess the necessary qualifications (academic degrees, publication activity, h-index), as confirmed in the programme staffing section.

A review of the programme's physical and technical resources confirmed access to clinical facilities: the Heart Center, the Center for Motherhood and Childhood, and the Diagnostic Center at UMC, which have a total hospital stock of 529, 200 and 49, respectively, equipped with modern medical equipment and are JCI-accredited clinics. This ensures the collection of clinical material for dissertations by future doctoral students and confirms the availability of conditions for compliance with ethical standards for research involving patients.

Employees combining clinical and academic roles provide a high level of scientific advice and are focused on further support for dissertation research. Following the programme's launch, doctoral students will be provided with methodological materials (syllabuses, competency checklists, assessment criteria and RWD plans), which comply with the State Compulsory Educational Standard (GOSO) and internal academic policy.

The areas for improvement identified by the experts include the need to formalize the operating mechanisms of the future Dissertation Council in advance, define the procedures for interaction with external reviewers, the timeframe and procedures for preliminary dissertation evaluation, and clarify the publication activity requirements for admission to defense. This will ensure that the dissertation defense system is ready in a timely manner by the time the programme graduates.

Taking into account the above, the EEC notes that the organization has demonstrated potential compliance with the standard's requirements in terms of regulatory support for dissertation work and the conditions for conducting RWD. There is no actual dissertation defense practice due to the programme's launch in 2026-2027, but the regulatory mechanisms for its implementation have already been defined. No non-compliance with the standard has been identified.

Strengths:

- availability of a comprehensive and structured system for dissertation preparation and assessment
- compliance of dissertations with international standards and publication activity
- ensuring transparency and openness of dissertation research
- the organization posts full versions of defended PhD dissertations in a dedicated section on the official website, ensuring open access and compliance with accreditation and ethical standards.

EEC finding by criteria. Comply with 9 standards: fully - 9, partial - 0, not compliant - 0

Standard 7: ASSESSMENT

The educational organization has a targeted, structured and transparent student assessment system, including formative, summative and final assessment, as well as elements of independent examination. Formative assessment is conducted regularly within each module and includes: ongoing assessment tasks, clinical discussions, presentations and case-based discussions, OSCE elements, essays and mini-portfolios. Summative assessment includes: modular exams, midterm attestation and final attestation (comprehensive exam + dissertation defense). During midterm attestation, the UMC appoints a committee by order of the Chairperson of the Board of Directors to evaluate the research

results of doctoral students. The doctoral student submits a report on the completion of the research work in accordance with the schedule. The organization uses an independent assessment: the final exam is conducted by a committee with the participation of external experts and independent departments; external dissertation review is also used. Additionally, the committee notes that the procedures for formative and summative assessment are clearly defined and supported by regulations, and that the assessment tools are standardized and updated regularly. The following documents and information systems were examined by the experts: the Electronic Gradebook (Platonus) - in terms of continuous, modular and final assessment; templates of academic journals; templates of summative assessment sheets; templates of individual plans for doctoral students (approved by academic supervisors); templates of minutes of examination committee meetings; templates of protocols for reviewing written examination papers and dissertations. All documents were correctly formatted and contained signatures, seals and dates. During the examination, the CME was studied, including: clinical cases (18 scenarios), written assignments (essays, analysis of case studies), assessment scales and checklists (formative and summative). The analysis showed that the organization has implemented an appropriate assessment policy that allows for an objective and comprehensive evaluation of the academic achievements of postgraduate doctors and doctoral students. The CME meets the requirements of validity, reliability, structuredness and the criteria of the educational programme.

The assessment system is designed so that students undergo sequential stages of assessment, from ongoing monitoring to final attestation. Results are recorded in Platonus, which ensures: full traceability of academic performance dynamics; data accessibility for students and teachers; minimization of the risk of discrepancies between module results and final reports; and adherence to academic honesty through automation.

The system of individual plans (IPD) for doctoral students is coordinated with academic supervisors and academic advisors, ensuring the integration of academic and research components.

The commission confirms that the procedures for preliminary and final defense are regulated by the regulatory acts of the Ministry of Education and Science of the Republic of Kazakhstan, as well as internal regulations. The admission mechanism for defense provides for a multi-level assessment: conclusions of academic advisors; written reviews by external experts; preliminary defense results; confirmation of publication activity and compliance with the requirements of the conferring of a degree rules. The appeals system is structured correctly, providing for independent review and specific deadlines for informing doctoral students.

The Commission notes that the educational institution uses elements of independent assessment: engaging external experts on examination committees; independent review of dissertations; and the use of clinical scenarios and OSCE elements developed and tested by UMC departments and external experts.

These measures ensure the objectivity of assessment procedures and comply with international medical education standards.

Documents, formative assessment journal and summative assessment sheets are maintained correctly and comply with regulatory requirements.

The Commission confirms that the educational institution meets the requirement for openness: the preliminary defense is conducted publicly at an extended meeting of the AC; the final defense is open to the public; information on procedures, regulations and appeals is posted on the official website. This confirms its commitment to the principles of transparency and academic honesty.

The educational institution declares its willingness to include international members on dissertation councils, subject to financial and organizational capabilities. The committee assesses this as consistent with the principles of internationalization and the development of academic mobility.

Final attestation of doctoral students takes the form of a dissertation defense. The defense and appeal procedure during the defense are defined by the *Standard Regulations on the Dissertation Council*, approved by Order No.126 of the Minister of Education and Science of the Republic of Kazakhstan dated March 31, 2011 (<https://adilet.zan.kz/rus/docs/V1100006929>). In accordance with these Regulations, an appeal against a negative judgement of the dissertation council may be submitted

by the doctoral student in any form within two months of the decision being made. The appeal procedure is independently approved. The appeal committee's decision is communicated to the doctoral student within five business days of its adoption and posted on the UMC website.

During a visit to the educational organization and a conversation with A.A. Sailybayeva, Director of the UMC Science Department, the commission confirmed that the UMC clinic and educational divisions have a transparent, structured and publicly accessible documentation system, including: annual divisions' operational plans; annual reports on clinical and academic workload; simulation center regulations; cooperation contracts between the UMC and universities (for doctoral students and postgraduate doctors); contracts between the UMC and teachers, clinical supervisors and academic supervisors; individual plans for doctoral students; minutes of UMC clinical conferences and scientific seminars; and UMC orders on the appointment of examination committees and the distribution of responsibilities. The commission also reviewed the educational and methodological documentation used at the UMC, including working curricula, course work programmes, syllabuses, formative assessment journals at the clinical facility and summative assessment sheets.

During the clinical facilities' visits, the commission confirmed that the organization has a modern infrastructure and sufficient resources for the assessment process. Assessment tools: UMC checklists, test specifications, clinical scenarios and tasks, written assessment scales and independent assessment forms. Additionally, qualification documents were reviewed, including UMC teachers' certificates for simulation training and certificates of participation in clinical master classes conducted by UMC.

An analysis of the UMC official website revealed the following information is available: clinical practice guidelines; doctoral student portfolio requirements; internal regulations of UMC clinics; competency assessment guidelines; and a list of simulation center resources. Information is also available on open scientific events and clinical practice admission procedures. This information was confirmed during a conversation with K.P. Oshakbayev, Deputy Director for Science and Education at the CAD of UMC Internal Medicine. Based on the reviewed documentation, conversation results and information systems analysis, the commission concludes that: the regulatory framework for student assessment is fully compliant with the legislation of the Republic of Kazakhstan and the requirements of Standard 7; assessment tools are valid and diverse; procedures for developing, monitoring and verifying competencies are fully implemented; transparency and documentation of processes are high; and independent assessment elements are implemented and functioning. The educational institution demonstrates sufficient readiness to implement doctoral student assessment procedures following the launch of PhD enrollment in the 2026-2027 academic year.

Strengths:

- availability of a complete and structured system for the final assessment of doctoral work
- adherence to the principles of objectivity and independence in the assessment process

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

Standard 8: ORGANIZATIONAL STRUCTURE

The external assessment established that the educational process at the doctoral level at UMC is managed in accordance with the standard structure of higher and postgraduate education institutions in the Republic of Kazakhstan. The organizational structure of UMC includes: Board of Trustees/ Board of Directors – strategic management of the foundation. Chairperson of the Board of Directors – general management. The Department of Science – the key division ensuring the implementation of doctoral programmes. Departments and clinical base departments – methodological and pedagogical implementation of disciplines. The Information Resource Center (IRC) provides access to educational and scientific resources. The Admissions Committee selects doctoral students. The Academic Quality Committee monitors the quality of the educational process. The organizational structure was updated in 2023 (confirmed by the Order of the Chairperson of the Board of Directors and the internal regulations of the departments). The Department of Science bears direct responsibility for the

accredited programme, developing, coordinating and overseeing the implementation of EP 8D10102 "Medicine".

During the visit, the expert group was presented with the following documents: the Regulations on the Department of Science; the Regulations on the Departments; the Academic Policy; the Internal Quality Assurance Policy; the Regulations on Final Certification; the Rules for Developing and Updating the Doctoral EP; the Regulations on the Appeals Committee; and the Minutes of the Academic Council and meetings on updating the EP. Meetings with the management and teaching staff confirmed that the programme is managed systematically, with regular monitoring and content adjustments. Responsible divisions: Clinical departments involved in teaching basic and major disciplines in medical topics. The Department of Science – organizational support, doctoral student reporting and midterm assessment. UMC basic clinics – conduct scientific research and clinical training stages. The Information Resource Center (IRC) – provides access to Scopus, Web of Science, clinical guidelines, etc.

During the interview, the teaching staff provided the following data: the organization has sufficient staff (1 academician, 7 doctors of science, 11 candidates of science, 5 PhDs); teachers participate in UMC research projects and publish in Q1–Q3 journals; modern learning methods are used (clinical discussions, simulations); it is planned to annually revise the course working curricula based on feedback from doctoral students.

Planned achievements of the divisions during the programme implementation: updating curricula to meet employer requirements; increasing the publication activity of the teaching staff; developing research areas in clinical medicine; expanding the research base for doctoral students; increasing the digitalization of library resources.

The educational programme is managed by the Department of Science, which: monitors the implementation of individual plans for doctoral students; organizes meetings of the research commission; ensures the functioning of the academic calendar; monitors compliance with the requirements of the State Compulsory Educational Standard and the regulations of the Ministry of Education and Science and the Ministry of Healthcare of the Republic of Kazakhstan; and facilitates communication between departments, academic supervisors and doctoral students. During the visit, the experts obtained the following evidence: templates of academic assessment protocols for doctoral students; research reports; midterm assessment journals; documents confirming the work of appeals commissions; and materials on interactions with clinical facilities. **However, during the visit, the EEC revealed the absence of a designated person responsible for coordinating, monitoring and supporting the educational process within the doctoral programme.** This leads to fragmentation in the management of academic issues and a lack of coordination between structural divisions. To improve the effectiveness of the educational programme implementation, it is necessary to **centralize the management of all doctoral programmes**, including: monitoring compliance with academic deadlines (assessments, preparing reports, publications, dissertation defenses); consulting doctoral students on organizational, regulatory and methodological issues; interacting with graduating departments, academic supervisors and university divisions; monitoring individual doctoral student plans and promptly identifying risks of schedule failure; ensuring documentation of procedures (observation journals, meeting minutes, reporting to the EMC and ENAP). **It is recommended to create or formalize a separate position (doctoral programme coordinator/manager)**, fixed in the university's organizational structure and job descriptions, which will ensure process transparency and a single point of responsibility.

Interaction between divisions is consistent with the principles of continuity: doctoral students → academic supervisors → science department → academic council. The expert group studied the following: State Compulsory Educational Standard for Postgraduate Education (2022); Standard Rules for the Activities of the Postgraduate Education Organizations (Order No.595); Academic Honesty Policy; Doctoral Programme Regulations; Curricula and Working Curricula; Research Plans; Appeals Regulation; Admission Rules; Code of Business Ethics; Regulations on the Academic Quality Committee; Anti-Corruption Culture Policy. Responsibility for compliance with regulatory

requirements lies with: the Chairperson of the Board of Directors; the Director of the Science Department; academic supervisors; and the Secretary of the Dissertation Council (after the start of enrollment). Doctoral student representation is planned: on the Academic Council (1 doctoral student representing the interests of students); on the Academic Quality Committee; in working groups for reviewing educational programmes; and in research commissions.

Strengths:

- Sufficient resources and structural divisions for the implementation of the PhD programme. The organization has the necessary human, informational and administrative resources to ensure the implementation of educational processes and support for PhD student activities.

- Established mechanisms for updating and improving PhD programmes. Programme content is regularly reviewed, feedback is collected from doctoral students and academic supervisors, and teaching and methodological materials are updated in accordance with quality requirements.

- Support for doctoral students and respect for the rights of participants in the educational process. The organization ensures discussion of individual doctoral student issues, transparency of procedures, access to consultations and participation in committee meetings, which contributes to an open and supportive educational climate.

EEC findings by criteria. Comply with 9 standards, 8 - fully compliant, 1 - partially compliant, 0 - not compliant.

Recommendation for improvement:

1) Create a separate staff position responsible for organizing, monitoring and supporting the educational process for PhD programmes.

5. Recommendations for improving the PhD educational programme 8D10102 "Medicine":

1. Develop and implement a transparent, documented assessment system for the achievement of intended learning outcomes, including formative and summative assessment, a portfolio and sequential stages of midterm and final defense, specifying criteria for the validity and reliability of assessment methods (2.5);

2. Update and align the doctoral admissions rules with current regulations by clarifying the selection procedures, applicant requirements, the list of required documents, assessment criteria and decision-making mechanism (3.1);

3. Provide systematic training for teaching staff and scientific advisors on pedagogical competencies. This training is necessary to improve the professional readiness of teaching staff to implement the admissions processes and subsequent support of PhD students (3.4);

4. Ensure the training and development of scientific supervisors in the organization and support of doctoral students' research through systematic advanced training courses in scientific supervision (5.11);

5. Create a separate staff position responsible for organizing, monitoring and supporting the educational process for PhD doctoral studies (8.5).

6. Recommendation to the ECAQA Accreditation Council

The EEC members determined the compliance of the PhD educational programme in the specialty 8D10102 "Medicine" with the Accreditation Standards and unanimously recommended that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

	Full Name
Chairperson	Marina Alexeyevna Morenko
International Expert	Yavor Petkov Yanchev
International Expert	Leila Teimurovna Akhvlediani
Academic Expert	Valentin Manarbekovich Madyarov
Academic Expert	Saule Askerovna Yessenkulova
Academic Expert	Bibigul Amangeldiyevna Abeuova
Academic Expert	Gulnara Talipovna Tashenova
Academic Expert	Nailya Anuarovna Talkimbayeva
Academic Expert	Akmaral Shaimerdenovna Izbassarova
Academic Expert	Nellya Nikolayevna Ivanchenko
Academic Expert	Nailya Amirbekovna Kabildina
Academic Expert	Damilya Salimbayeva Nurgaziyevna
Academic Expert	Rustembekkyzy Zhansaya
Employer Expert	Tugelbayeva Kyzylgul Alimovna
Doctoral Student Expert	Yktiyarov Ayaz Abdirakhymuly
Postgraduate Doctor Expert	Makhmutov Timur Nurzhanovich

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу **8D10102 «Медицина» Корпоративного фонда «University Medical Center»** на период 5 лет.

Председатель ВЭК	МОРЕНКО МАРИНА АЛЕКСЕЕВНА	
Международный эксперт	ЕНЧЕВ ЯВОР ПЕТКОВ	
Международный эксперт	АХВЛЕДИАНИ ЛЕЙЛА ТЕЙМУРОВНА	
Академический эксперт	МАДЬЯРОВ ВАЛЕНТИН МАНАРЬЕКОВИЧ	
Академический эксперт	ЕСЕНКУЛОВА САУЛЕ АСКЕРОВНА	
Академический эксперт	АБЕУОВА БИБИГУЛЬ АМАНГЕЛЬДИЕВНА	
Академический эксперт	ТАШЕНОВА ГУЛЬНАРА ТАЛИПОВНА	
Академический эксперт	ТАЛКИМБАЕВА НАЙЛЯ АНУАРОВНА	
Академический эксперт	ИЗБАСАРОВА АКМАРАЛ ШАЙМЕРДЕНОВНА	
Академический эксперт	ИВАНЧЕНКО НЕВЛА НИКОЛАЕВНА	
Академический эксперт	КАБИЛДИНА НАЙЛЯ АМИРБЕКОВНА	
Академический эксперт	САЛИМБАЕВА ДАМИЛЯ НУРГАЗИЕВНА	
Академический эксперт	РУСТЕМБЕККЫЗЫ ЖАНСАЯ	
Эксперт-работодатель	ТУГЕЛЬБАЕВА КЫЗЫЛГУЛЬ АЛИМОВНА	
Эксперт-докторант	ЫҚТИЯРОВ АЯЗ ОБДІРАХЫМҰЛЫ	
Эксперт-резидент	МАХМУТОВ ТИМУР НУРЖАНОВИЧ	

Профиль качества и критерии внешней оценки образовательной программы
8D10102 «Медицина» (обобщение)

Standard	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	НАУЧНО-ИССЛЕДОВАТЕЛЬСКАЯ СРЕДА	6	6		
2.	КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	5	4	1	
3.	ПОЛИТИКА И КРИТЕРИИ ПРИЕМА	6	4	2	
4.	ПРОГРАММА PhD ДОКТОРАНТУРЫ	10	10		
5.	НАУЧНОЕ РУКОВОДСТВО	11	10	1	
6.	PhD ДИССЕРТАЦИЯ	9	9		
7.	ОЦЕНКА	7	7		
8.	СТРУКТУРА ОРГАНИЗАЦИИ	9	8	1	
	Итого:	63	58	5	0
			63		

Список документов, изученных членами ВЭК в рамках проведения внешней оценки образовательной программы 8D10102 «Медицина»

№	Наименования документов	Количество	Дата утверждение
1.	Образовательная программа по специальности «8D10102 – Медицина»	1	№ 1/2025 от «27» марта 2025
2.	8D10102 Medicine (PhD) doctoral educational program	1	№ 1/2025 от «27» марта 2025
3.	8D10102 Медицина (PhD) докторантураның білім беру бағдарламасы	1	№ 1/2025 от «27» марта 2025
4.	Рецензия на образовательную программу докторантуры (PhD) 8D10102 «Медицина» (по научно – педагогическое направление)	1	03.11.2025
5.	Элективті пәндер каталогы Каталог элективных дисциплин	1	№ 1/2025 от «27» марта 2025
6.	Преподавательский состав по программе докторантура корпоративного фонда «University Medical Center»	1	№5 от 28.10.2025
7.	РУП	1	№5 от 28.10.2025
8.	Академический календарь	1	№5 от 28.10.2025
9.	Контрольно-измерительные средства для итоговой оценки знаний, умений и навыков (тесты) по дисциплине: «Организация охраны репродуктивного здоровья»	1	№3 от 10.04.2025
10.	Силлабусы	1	№5 от 28.10.2025
11.	Положение об Академическом совете	1	№18 от 31.10.2025
12.	Положение о педагогической практике докторантов	1	№5 от 28.10.2025
13.	Положение об апелляционной комиссии	1	№5 от 28.10.2025
14.	Академическая политика	1	№5 от 28.10.2025
15.	Положение о научных руководителях докторантов	1	№5 от 28.10.2025
16.	Положение Комитета по академическому качеству	1	№5 от 28.10.2025
17.	Положение о докторантуре	1	№5 от 28.10.2025
18.	Положение о комитете по обучению и преподаванию	1	№5 от 28.10.2025
19.	Кодекс академической честности	1	№5 от 28.10.2025
20.	Правила приема в докторантуру	1	№5 от 28.10.2025
21.	Правила о разработке, оценке и обновлении образовательной программы по докторантуры	1	№5 от 28.10.2025
22.	Правила предварительного отбора на обучение по программе докторантуры	1	№5 от 28.10.2025
23.	Алгоритм подготовки документов для защиты диссертации	1	№5 от 28.10.2025
24.	Руководство для обучающихся по образовательной программе докторантуры	1	№5 от 28.10.2025
25.	Положение о Комитете по качеству КФ «УМС»	1	23.12.2023 №15

