

To the Accreditation Council of the
Eurasian Center for Accreditation
and Quality Assurance
in Education and Health Care
October 28, 2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT OF THE EDUCATIONAL
PROGRAMME
7R01112 "DERMATOVENEROLOGY ADULT, PEDIATRIC"
OF THE REPUBLICAN STATE ENTERPRISE ON THE RIGHT OF
ECONOMIC MANAGEMENT "KAZAKH SCIENTIFIC CENTER OF
DERMATOLOGY AND INFECTIOUS DISEASES" OF THE MINISTRY OF
HEALTHCARE OF THE REPUBLIC OF KAZAKHSTAN
FOR COMPLIANCE WITH THE STANDARDS FOR PROGRAMME
ACCREDITATION OF THE POSTGRADUATE EDUCATION (RESIDENCY)
OF THE EURASIAN CENTER FOR ACCREDITATION AND QUALITY
ASSURANCE IN EDUCATION AND HEALTH CARE**

External expert assessment period: October 16-17, 2025

Almaty, 2025

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
EHEA	European Higher Education Area
WFME	World Federation for Medical Education
MH RK	Ministry of Healthcare of the Republic of Kazakhstan
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
RLA	Regulatory and Legal Acts
EP	Educational Programme
ESG	Standards and Guidelines for Quality Assurance in Higher Education in the European Higher Education Area
"KSCDID" MH RK	Republican State enterprise on the Right of Economic Management "Kazakh Scientific Center of Dermatology and Infectious Diseases" of the Ministry of Healthcare of the Republic of Kazakhstan
SCES	State Compulsory Education Standard
FSC	Final State Certification
TM	Teaching materials
EMC	Educational and Methodological Council
BDC	Basic Disciplines of the Compulsory Component
MDC	Major Disciplines of the Compulsory Component
MDRH	Multidisciplinary Regional Hospital
SAC	State Attestation Commission
IC	Individual Curriculum
QMS	Quality Management System
IL	Instruction Letter
WP	Working Study Programme
WC	Working Curriculum
SP	Standard Study Programme
SC	Standard Curriculum
EMC	Educational and Methodological Complex
CED	Catalog of Elective Disciplines
AB	Academic Board
CME	Control and measurement equipment
PED	Department of Postgraduate Education
PRS	Point Rating System
NCIE	National Center for Independent Examinations
MCQ	Multiple-Choice Question
TBL, PBL	Team-Based and Problem-Based Learning
PO	Public Organizations

1. Composition of the External Expert Commission

In accordance with ECAQA Order No.23 dated October 1, 2025, an External Expert Commission (hereinafter referred to as the EEC) has been formed to conduct an external assessment of the residency educational programme in specialty 7R01112 "Dermatovenereology adult, pediatric" from October 16-17, 2025 in the following composition:

No.	Status in the EEC	Full name	Academic degree/title, position, place of work/place of study, year, specialty
1	Chairperson	IMASHEVA BAGDAT SAKENOVNA	Doctor of Biological Sciences, Professor, Head of the Educational and Methodological Department of the NJSC "Astana Medical University", Deputy Chairperson of the Educational and Methodological Association of the Republican Educational and Methodological Council in "Healthcare", Scientific Consultant for the journal: Central Asian Bulletin of Medical Rehabilitation.
2	International Expert	URUNOVA DILBAR MAKHMUDOVNA	Candidate of Medical Sciences, Head of the Laboratory of "Epidemiology of Infectious Diseases", Republican Specialized Center for Epidemiology, Microbiology, Infectious and Parasitic Diseases, Republic of Uzbekistan.
3	Academic Expert	BEYSEBAYEVA ULZHAN TURSUNKULOVNA	Candidate of Medical Sciences, Professor in the Department of "Dermatovenereology" of NJSC "S.D.Asfendiyarov Kazakh National Medical University".
9	Employer Expert	ABILKASIMOVA GULNARA YERDENBAYEVNA	Candidate of Medical Sciences, Director of the Scientific and Practical Center of Dermatovenereology and Cosmetology, Almaty.
10	Student Expert	STARKOVA LOLITA ALEXANDROVNA	Second-year postgraduate doctor in the specialty "Dermatovenereology adult, pediatric" of NEI "Kazakh-Russian Medical University".

The EEC report includes a description of the results and conclusions of the external assessment of the educational programme "7R01112 Dermatovenereology adult, pediatric" for compliance with the Standards for Programme Accreditation of Postgraduate Education (Residency) (developed based on the 2023 WFME International Standards for Quality Improvement in Postgraduate Education Programmes) and conclusions (hereinafter referred to as the Accreditation Standards), the EEC recommendations for further improvement of the approaches and conditions for implementing the aforementioned educational programme and recommendations on accreditation for the ECAQA Accreditation Council on accreditation.

2. General Part of the Final Report

2.1 Presentation of the Residency Educational Programme in Specialty 7R01112 "Dermatovenereology adult, pediatric"

Organization name, legal form of ownership, BIN	RSE on REM "Kazakh Scientific Center of Dermatology and Infectious Diseases" of the Ministry of Healthcare of the Republic of Kazakhstan BIN 181240026355
Governing body	Supervisory Board
Full name of the first head	Medeubekov Ulugbek Shalkharovich
Date of establishment	Resolution of the Government of the Republic of Kazakhstan No.565 dated September 14, 2018 "On Certain Issues of the Ministry of Healthcare of the Republic of Kazakhstan" through the merger of two organizations: RSE on REM "Research Institute of Skin and Venereal Diseases" of the Ministry of Healthcare of the Republic of Kazakhstan and RSE on REM "Republican Center for the Prevention and Control of AIDS" of the Ministry of Healthcare of the Republic of Kazakhstan.
Location and contact information	Almaty city, Raiymbek Avenue, 60
State license for educational activities in residency (date, number)	No. 13004346 dated March 19, 2013 No. KZ70LAA00016692 dated 23.07.2019 No. KZ19LAM00001409 dated 07.04.2025
Information on branches and subsidiaries (if any)	-
Year of commencement of the accredited educational programme (EP)	2019
Information on inclusion in the Register of the European Higher Education Area (EHEA) of the Ministry of Science and Higher Education of the Republic of Kazakhstan	https://epvo.kz/#/register/education_program/application/61913
Duration of study	2 years
Total number of graduates since the beginning of the EP	Total number of graduates – 169 Number of graduates by year: 2018-2019 -3 2018-2020 -24 2019-2021-21 2020-2022- 20 2021-2023-24 2022-2024 - 33 2023-2025 - 44
Number of postgraduate doctors in the EP since the beginning of the current academic year	2024-2026 – 33 2025-2027- 36
Full-time teachers/part-time teachers involved in the EP implementation	Total number of teachers – 20, including 17 full-time and 3 part-time Academic degree holder rate, % – 64.8% Category, % – 2%
Website	http://www.kncdiz.kz

Email: Instagram with active pages	info@kncdiz.kz https://www.instagram.com/kncdiz_nikvi?igsh=MWlzM2l0NThx dnJ5cw== https://t.me/kncdizKZ https://www.instagram.com/rcaidskazakhstan?igsh=MWZienVra HJqY3h6OQ==
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RSE on REM “Kazakh Scientific Center of Dermatology and Infectious Diseases” of the Ministry of Healthcare of the Republic of Kazakhstan was established in accordance with the Resolution of the Government of the Republic of Kazakhstan No.565 dated September 14, 2018 "On Certain Issues of the Ministry of Healthcare of the Republic of Kazakhstan" through the merger of two organizations: RSE on REM “Research Institute of Skin and Venereal Diseases” of the Ministry of Healthcare of the Republic of Kazakhstan and RSE on REM “Republican Center for the Prevention and Control of AIDS” of the Ministry of Healthcare of the Republic of Kazakhstan.

Being the legal successor of the Research Institute of Skin and Venereal Diseases, the Republican State Enterprise on the Right of Economic Management “KSCDID” of the Ministry of Healthcare of the Republic of Kazakhstan received state license No.KZ70LAA00016692 dated 23.07.2019 for the implementation of educational activities (Annex No.001 dated 23.07.2019, postgraduate education, code 7R091 - Healthcare (medicine), residency in the specialty 7R01112 “Dermatovenereology, including pediatric”), in 2025 the State license for the implementation of educational activities was reissued under No.KZ19LAM00001409 dated 07.04.2025 (Annex No.001 dated 07.04.2025, postgraduate education, code 7R011 - Healthcare, residency in specialty 7R01112 "Dermatovenereology adult, pediatric") (<https://kncdiz.kz/ru/obrazovanie/litsenziya/>). The residency educational programme in specialty 7R01112 "Dermatovenereology adult, pediatric" has been added to the Bologna Process EP Registry (https://epvo.kz/#/register/education_program/application/61913)

The Center actively collaborates with regional healthcare authorities and meets the needs of practical healthcare in training specialists. In 2023-2025, 2 postgraduate doctors (A.M. Maratova, A.K. Sersenaly) were trained under a targeted grant for Atyrau Regional Skin and Venereal Diseases Dispensary, and 2 postgraduate doctors (A.S. Arikesheva, Zh.K. Sakenova) were trained under a grant from the Almaty Local Executive Bodies.

A number of graduates continued their academic growth by entering doctoral studies in the specialty 8D141 PhD "Medicine" (Aryzbekova A.T., Zharylkap U.T., Dzhumanova A.Ye., Rysymbet D.S.), which confirms the high scientific potential of the residency. Other graduates have successfully found employment in specialized institutions: for example, Verdina K.V., Idrisova A.S., Raimkul I-M.S., Shakirova A.Sh., Madiyeva A.N., Kudaybergen S.S. work in the clinic of the KSCDID, and Sarmyrza G.D., Bisanova A.M., Vashchurina Ye.L., Zulkarnayeva Zh.D., Dumanze Ya.A. - in regional Skin and Venereal Diseases Dispensaries in the regions of Kazakhstan, Mamedova E.N. and Kaliyeva N. are senior teachers in the Department of Clinical Disciplines at Al-Farabi Kazakh National University and speakers at international schools. This confirms that programme graduates are in demand and apply their knowledge in various regions of the country.

In 2025, the KSCDID received 8 state grants and 1 grant from the Zhetisu Regional Local Executive Bodies of the Healthcare Administration (<https://drive.google.com/drive/folders/1woQmEU2Xo1s1Orbp-hXpJwjWlOCL0knC?usp=sharing>), on a competitive basis, which was an important confirmation of the state and regional trust in the quality of the educational programme. Enrollment for the 2025–2027 academic years has begun: 27 postgraduate doctors have been admitted on a contractual basis.

The KSCDID residency programme of the Ministry of Healthcare of the Republic of Kazakhstan in the specialty "Dermatovenereology adult, pediatric" ensures continuity of professional training by combining state procurement, regional grants and contractual learning.

Since 1994, the journal "Problems of Dermatology and Venereology" has been published. On February 7, 2025, the Center received a registration certificate for a new periodical, the journal "Epidemiology and Infectious Diseases" demonstrating the expansion of its scientific publishing activities.

The Center has a reference accredited diagnostic laboratory with partial use for educational process (Accreditation Certificate No.KZ.M.02.2573 dated September "15", 2023, for compliance with the requirements of ST RK ISO 15189-2023, valid until September "15", 2028).

Implementation of research projects: - BR25593457 on "Development of a Kit for Isolating Exosomes from Umbilical Cord Mesenchymal Stem Cell Culture for Therapeutic and Research Purposes", - Improving HIV Prevention Among MSM by Studying the Impact of Epidemiological, Socioeconomic, Psychological and Biobehavioral Factors on PrEP Use - "Scientific Justification for Improving the Prevention of HIV Spread Among Users of New Psychoactive Substances in Kazakhstan in Current Conditions".

2.2 Information about Previous Accreditation

ECAQA accredited educational programme 7R01112 "Dermatovenereology adult, pediatric", accreditation certificate registration number SA-R-00218 from December 20, 2022 to December 19, 2025.

https://epvo.kz/#/register/education_program/application/61913

2.3 Brief description of the Analysis Results of the Self-Assessment Report of the Residency Educational Programme in Specialty 7R01112 "Dermatovenereology adult, pediatric" and Conclusions on Completion

The self-assessment report for the residency educational programme in specialty 7R01112 "Dermatovenereology adult, pediatric" (hereinafter referred to as the report) is presented on 104 pages of the main text, 13 pages of annexes and copies or electronic versions of 82 documents located at <https://drive.google.com/drive/u/2/folders/1woQmEU2Xo1s1Orbp-hXpJwjWIOCL0knC>.

The report is characterized by completeness of responses to all 8 main accreditation standards and criteria, structured in accordance with the recommendations of the Guidelines for Conducting Self-Assessment of Educational Programmes provided to the educational organization by the accreditation center - ECAQA, and internal consistency of information. A cover letter signed by Acting Director U.Sh. Medeubekov is attached to report, confirming the accuracy of the quantitative information and data included in the self-assessment report.

The report includes information about the representative of the organization responsible for conducting the self-assessment of the educational programme 7R01112 "Dermatovenereology adult, pediatric" – S.A. Ospanova, Candidate of Medical Sciences, Head of the Department of Postgraduate and Continuing Education.

The self-assessment of the educational programme 7R01112 "Dermatovenereology adult, pediatric" was conducted based on Acting Director Order No.171-P dated August 26, 2025 "On the Preparation and Conduct of the Specialized Accreditation Procedure".

All standards describe the KSCDID's actual practices for training postgraduate doctors in the specialty "7R01112 "Dermatovenereology adult, pediatric" taking into account the start of student admission in 2025. They also provide substantiated data, examples of the implementation of educational programme objectives, national and international events, and methodological support, confirming compliance with accreditation standards. The description in the self-assessment report is

sufficiently comprehensive and up-to-date regarding the number of postgraduate doctors, teachers and administration, information on selection and admission, learning outcomes, knowledge and skills assessment results, the university's physical facilities and clinical settings, contractual obligations with partners (universities, associations and settings), financial information, 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 manner, the wording for each standard is clear and understandable and is described in accordance with the criteria of the standards. The tables contain references in the text and are numbered consecutively.

3. Description of the External Expert Assessment

The external expert work of the educational programme 7R01112 "Dermatovenereology adult, pediatric" was organized in accordance with Guidelines for Conducting External Assessment of Educational Organizations and Educational Programmes of the ECAQA. The visit dates to organization: October 16-17, 2025. The 2-day visit schedule is detailed in Annex 3 to this report.

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

- conversation with 4 management and administrative staff;
- interviews with 33 postgraduate doctors;
- website review <http://www.kncdiz.kz>;
- interviews with 53 staff members, 7 teachers and 16 supervisors;
- questionnaires for 11 teachers and 57 postgraduate doctors, respectively;
- observation of postgraduate doctors learning: attendance at 1 practical lesson. A practical lesson on "Corneotherapy of Chronic Dermatoses" was conducted by teacher Zarina Maratovna Sukhanberdiyeva and attended by 6 first-year postgraduate doctors. The lesson used case problems in which students were given the opportunity to select ointments and medications from a wide range and then justify their choices.
- A review of resources in the context of meeting accreditation standards: 3 practice/clinical training settings were visited, including the A.A. Kasymkhanova Clinic; the clinical diagnostic unit; and the center's clinic, where 69 postgraduate doctors are trained in the educational programme 7R01112 "Dermatovenereology adult, pediatric" with the participation of 20 full-time/part-time teachers;
- A review of 81 educational and methodological documents, both before the visit to the organization and during the visit to the divisions (a list of the 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 conversations sites (Table 1).

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

No.	Position	Quantity
1	Acting Director, Deputy Director for Clinical and Antiepidemic Activities	1
2	Deputy Director for Research and Strategic Development	1
3	Chief Accountant	1
4	Economist	1
5	Head of the Department of Postgraduate and Continuing Education	1
6	Acting Head of the Department of Research Management and International Cooperation	1
7	Teachers	5
8	Postgraduate doctors	33
9	Human Resources	1
10	Residency Graduates in 7R01112 "Dermatovenereology adult, pediatric"	6

11	Members of the Academic Board	5
12	Employers of graduates of the residency programme in 7R01112 "Dermatovenereology adult, pediatric"	4

On the final day of the visit to organization, a meeting of the EEC members was held to discuss the external assessment. A final discussion was held regarding the external assessment of the educational programme, document review, conversation, interview and questionnaires results. The EEC members began drafting the final EEC report. The external assessment results were summarized. The experts individually completed the "Quality Profile and Criteria for External Assessment of the Educational Programme 7R01112 "Dermatovenereology adult, pediatric" for compliance with the ECAQA Accreditation Standards". The EEC members made no comments. Recommendations for improving the educational programme were discussed, and Chairperson B.S. Imasheva held a final open vote on the recommendations for the ECAQA Accreditation Council.

Comfortable conditions were created for the EEC and access to all necessary information and material resources was provided. The Commission notes the high level of ECAQA's corporate culture and the team's openness in providing information to the EEC members. Past graduates provided particularly valuable suggestions based on their work experience.

In a survey of postgraduate doctors, 100% rated the work of the External Expert Commission on Accreditation as positive, 94% and 6% - as satisfactory. The majority of respondents (92%) believe that educational institutions or educational programmes should be accredited.

According to 100% of teachers, the survey conducted by ECAQA is useful for developing recommendations for improving key areas of activity of the accredited educational institution.

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

4. Analysis of compliance with standards for accreditation based on the results of the external assessment of the residency educational programme in specialty 7R01112 "Dermatovenereology adult, pediatric".

Standard 1: MISSION AND VALUES

1.1 Stating the mission

Compliance with the criteria of *Standard 1* was established during the implementation of programme activities, namely, following conversations with the first head, acting director, members of the advisory body: the Academic Board and interview with staff of the Research Management and International Cooperation Department, postgraduate doctors and teachers. All participants in the educational process are familiar with the mission of Programme 7R01112 "Dermatovenereology adult, pediatric" and participated in developing proposals for the mission. The mission has been communicated to potential postgraduate doctors through the official website in three languages (<https://kncdiz.kz/ru>), social media (<https://www.facebook.com/rcaids/>, <https://www.instagram.com/rcaidskazakhstan/>, https://www.instagram.com/kncdiz_nikvi, <https://t.me/kncdizKZ>), +7 (727) 39742 06 Hotline), publications and press releases (<https://kncdiz.kz/ru/press-sluzhba/press-relizy/>), as well as staff presentations at scientific conferences and seminars (https://kncdiz.kz/ru/obrazovanie/rezidentura/obshchestvennaya_zhizn_rezidentov/).

The EEC members were familiarized with the strategic development plan of "KSCDID" for 2025-2029, approved by the decision of the Supervisory Board dated March 31, 2025, Protocol No.1, consisting of the following 6 parts: Introduction, Analysis of the Current Situation and Risk Management, Priority Areas of the Center's Activities, Architecture of the Interrelationship between Strategic and Budgetary Planning, Strategic Directions, Goals and Target Indicators and Necessary Resources. "KSCDID"'s strategic plan includes 2 areas: Providing preventive and medical services and organizing epidemic monitoring for HIV infection, sexually transmitted infections (STIs) and

dermatoses; and developing scientific and innovative activities and improving the effectiveness of human resource management, which confirms compliance with accreditation standard and demonstrates the Center's goals, objectives and prospects. Based on the strategic development plan, "KSCDID" has received a registration certificate for a new periodical, the journal "Epidemiology and Infection Diseases" to expand its scientific publishing activities. Interviews with postgraduate doctors revealed that before classes begin, teachers inform postgraduate doctors about the mission and work plans of the educational institution and explain where to obtain necessary information about the educational programme, teachers and learning facilities.

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

- "KSCDID" coordinates the work of services for the prevention and treatment of HIV/AIDS and dermatovenereological diseases, ensuring the integration of efforts in addressing priority healthcare issues;

- "KSCDID" has a Department of Postgraduate and Continuing Education directly related to the implementation of educational programme 7R01112 "Dermatovenereology (Adult, Pediatric)". This division's work can be considered an example of best practice in medical education. The department's work is characterized by a high level of teamwork and a pronounced team spirit. Past postgraduate doctors as well as current students, speak highly of their interactions with this division. The teachers and department head provide comprehensive support to postgraduate doctors in addressing both educational and social issues.

The study results of the programme 7R01112 "Dermatovenereology Adult, Pediatric" indicate that the educational process is structured in accordance with the State Compulsory Educational Standard and current regulatory legal acts (RLA) in postgraduate education and healthcare.

KSCDID trains postgraduate doctors at clinical settings including the Center's clinic, the Clinical Diagnostic Unit and the A.A. Kasymkhanova Clinic. The educational process is built on the principles of a patient-centered approach, which is realized through the individualization of treatment and diagnostic procedures, as well as the development of trusting relationships between physician and patient.

KSCDID places special emphasis on patient safety and autonomy, ensuring these through strict adherence to ethical standards of medical practice, the protection of personal data, maintaining a high level of informed consent and ongoing monitoring of the quality of medical care.

Experts have determined that postgraduate doctors have appropriate working conditions to support their own health, as the educational institution provides a cloakroom, a lunchroom, including household appliances, computer rooms and access to information resources.

Basic competencies for postgraduate doctors in the accredited specialty, such as collecting anamnesis, conducting a clinical examination, establishing a preliminary diagnosis and prescribing examinations in accordance with protocols, as well as specialized competencies including dermatoscopic diagnostics, interpreting laboratory and instrumental studies, performing minor dermatosurgical interventions and managing patients with infectious and chronic dermatoses, help the educational organization implement innovative learning forms. This will allow postgraduate doctors to develop skills and qualities such as clinical thinking, critical evaluation of evidence-based information, multidisciplinary collaboration and responsible clinical decision-making. "KSCDID" encourages postgraduate doctors to participate in research in their chosen specialty through participation in the National Programme for the Implementation of Personalized and Preventive Medicine (2021–2023), with subsequent publication of the results in a journal (<https://kncdiz.kz/kk/nauka/zhurnal/>). Presentation at scientific and practical conferences: IV, V, VI Dermatological Readings named after Zh.A. Orazymbetova - annually; III, IV Educational Academy of Multidisciplinary Dermatovenereology; "Application of the method of remote HIV self-testing (HIV-ST) in anonymous examination of sexual and injection partners of people living with HIV during the epidemiological investigation of an HIV infection case"; at scientific and practical seminars as part of World Leprosy Day - annually, as part of World STI Prevention Day - annually. Postgraduate doctors are encouraged

to participate in academic events; 5 postgraduate doctors are members of the European Academy of Dermatology and Venereology (EADV). Annual regional learning forums held by the KSCDID with the participation of postgraduate doctors serve as an effective platform for interaction with regional healthcare authorities and establishing contacts with future employers.

1.2 Participation in Mission Formulation

The experts established that the following representatives of practical healthcare participated in the development of the goals and objectives (mission) of the educational programme 7R01112 "Dermatovenereology adult, pediatric": the Dermatovenerologic dispensary of Almaty city - M.K. Yeshmetova, the Almaty region – Central District Hospital of Talgar city – M.A. Botpayeva, Chief Physician of the Regional Dermatovenerologic dispensary of Atyrau city – M.U. Berdesheva, the Deputy Chief Physician of the Regional Dermatovenerologic dispensary of Taraz city – S.M. Baibossynova, members of the Public Association “Society of Dermatovenerologists, Dermato-cosmetologists and Leprologists” – V.V. Khvan, A.A. Markabayeva and Professor Z.B. Yessengarayeva, first- and second-year postgraduate doctors and department staff. The document was then submitted for review and approval by the Academic Board, as confirmed by the minutes dated June 16, 2023 and November 20, 2023, respectively. Proposals were made with an emphasis on the prevention and early detection of HIV/STIs, an interdisciplinary approach and the integration of science with clinical practice, consistent with state strategies “People health and Healthcare system” and international standards. When updated regulatory legal acts and orders in education and healthcare are released, the developers of the educational programme "Dermatovenereology adult, pediatric" take these into account and make appropriate changes. For example, the Center's employees initiated amendments to the Order of the Minister of Healthcare of the Republic of Kazakhstan dated September 3, 2025 "On Amending the Order of the Minister of Healthcare of the Republic of Kazakhstan dated December 3, 2020 "On Approval of the Rules for Investigating Cases of HIV Infection Among the Population" which serves as a guideline for conducting practical training for postgraduate doctors on relevant topics.

In a conversation conducted with postgraduate doctors, 94% responded positively to the question "How do teachers engage in advisory bodies (methodological council for the educational programme, academic board).

In a survey of 57 postgraduate doctors (on the resource <https://webanketa.com/>), several of the 39 questions were devoted to the quality of the educational process and the educational programme. It was found that 92.98% of postgraduate doctors would recommend studying at this educational institution to their acquaintances, friends and relatives. And 94.74% of respondents believe that the educational programme heads and teachers are aware of students' learning challenges. To the question "Do you think this educational institution allows you to acquire the necessary knowledge and skills in your chosen specialty?", 96.49% of postgraduate doctors responded positively, 0% were unsure, 3.51% were not yet able to answer this question and 0% would like to believe so. Are you satisfied with the teaching organization? 96.49% were completely satisfied, 3.51% were partially satisfied.

The 11 teachers surveyed (23 survey questions) also responded that they were 100% satisfied with the work organization and workplace at this educational institution. The experts determined that the organization has a healthy microclimate, with 100% stating that ethics and subordination are observed in relationships between colleagues, teachers and management. According to 72.73%, teachers at this educational institution have the opportunity to develop as professionals in their specialty. A total of 11 people (there are 7 in total) responded, with 27.27% having up to 5 years of teaching experience, 9.09% having up to 10 years and 63.64% having over 10 years of teaching experience.

Thus, KSCDID coordinates the work of services for the prevention and treatment of HIV/AIDS and dermatovenereological diseases, ensuring the integration of efforts in addressing priority healthcare issues.

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

Standard 2: CURRICULUM

2.1 Curriculum and Certification

Experts have established a correlation between the content and required postgraduate doctor qualifications upon completion of the programme 7R01112 - "Dermatovenereology adult, pediatric" at KSCDID. This is expressed in the educational programme, which fosters professional behavior and clinical competencies necessary for working as a practicing physician, medical expert, communicator, researcher, team member and administrative leader.

Upon completion of the learning, postgraduate doctors are admitted to an independent examination consisting of testing and computer simulation, which allows them to obtain a specialist certificate in adult and pediatric dermatovenereology and be admitted to clinical practice. Upon completion of the programme, postgraduate doctors receive a postgraduate education diploma confirming their qualification as a specialist in their chosen specialty, as well as a specialist certificate entitling them to independent clinical practice <https://www.elicense.kz/LicensingContent/ServicesList?scode=%D0%A0%D0%946>.

The educational organization has developed 600- and 480-hour certification courses in "Dermatocosmetology" and "Pediatric Dermatovenereology" which meet the goals of training a specialist in dermatovenereology. In 2024, 100% of residency graduates in specialty 7R01112 - "Dermatovenereology adult, pediatric" - passed the independent assessment with excellent marks (30.3%) and good marks (69.7%). In 2025, 13.6% passed with excellent marks and 79.5% with good marks. The failure rate for the exam was 0% in 2024 and 4.5% in 2025, which was discussed at meeting No.8 of the Academic Board of the KSCDID dated August 28, 2025.

Experts reviewed documents confirming the fulfillment of this accreditation standard criterion: the Rules for Organizing the Educational Process in Residency for the Current Academic Year, the Residency Program's Working Curriculum, the Residency Program's Teaching Materials, reviews by academic experts and feedback from practical healthcare on the Residency Programme and/or its parts, including a syllabus, control and measurement equipment, portfolios, didactic materials, including electronic versions on Residency Programme topics, educational journals (electronic), access to the electronic journal via AIS-University, a 360-degree questionnaire from clinical supervisors, the work plan of the Postgraduate Education Department and a database of test assignments and clinical situations in major disciplines of Residency programme, extract from the minutes of the Academic Board, Department of Postgraduate Education (DPE), Academic Board composition, Postgraduate Doctor Code of Ethics, Teacher Honor Code, Academic Policy, list of clinical supervisors, Supervisor Regulations and a platform for implementing distance learning technologies for postgraduate doctors (if applicable). Distance learning technologies used in postgraduate doctor training are demonstrated.

Programme 7R01112 - "Dermatovenereology adult, pediatric" has been included in the Register of the Unified Higher Education Area (UHEA) of the Ministry of Science and Higher Education of the Republic of Kazakhstan since 2024.

2.2 Intended Learning Outcomes

The intended learning outcomes are defined and included in the educational programme document, which was developed by the DPE and approved by Academic Board No.4 dated November 20, 2023. Stakeholders are informed about the intended learning outcomes for postgraduate doctors in the specialty "Dermatovenereology adult, pediatric" through roundtable discussions, debates and meetings at the scientific and practical conferences "Dermatological Readings named after Zh.A. Orazymbetova", Regional Educational Forum "20 Regions of Dermatovenereology, Dermatocosmetology and Leprology", "Multidisciplinary Academy of Dermatovenereologists, Dermatocosmetologists and Leprologists" <https://www.instagram.com/p/DGNQb-9Czv7/?igsh=MW55eXA1dXQwN2pqdA==>, <https://www.instagram.com/p/C6YJQ15iDgo/?igsh=aHdoczZiN2R1Nzdn>,

<https://www.instagram.com/p/C6YKLObCOB0/?igsh=MTMwODMxNXBkaGdwZg==>, which allows us to formulate priority areas for training postgraduate doctors, ensuring their compliance with modern challenges of practical healthcare. Experts confirmed that postgraduate doctors' professional behavior and communication skills are developed through the inclusion of a communication component aimed at in-depth development of postgraduate doctors' skills for trusting communication with patients, their families and colleagues. This reflects the values of the medical profession and is reflected in the corresponding document - the Postgraduate Doctor's Code of Honor of the KSCDID dated June 5, 2023. Teachers and postgraduate doctors are informed of the code of ethics. The code of ethics can be found on the KSCDID website https://kncdiz.kz/ru/obrazovanie/rezidentura/kodeks_chesti_rezidenta/.
(ESG II Part 1.2)

It has been established that the expected learning outcomes meet the requirements of national professional standards for the specialty "Dermatovenereology adult, pediatric" and develop skills in making a clinical diagnosis, prescribing appropriate therapy, ensuring patient safety and working according to the principles of evidence-based medicine. This serves as the basis for admission to certification exams and subsequent clinical practice. A review for the accredited educational programme was received from the Head of the Dermatovenereology Department of NJSC "S.D. Asfendiyarov KazNMU", A.B. Khabizhanov, dated October 25, 2023, and from S.M. Baibulatova, Deputy Director for Clinical Work at the Zhambyl Regional Dermatovenerologic dispensary, dated October 20, 2023. Thus, the requirements of the professional community in the field "Dermatovenereology adult, pediatric" have been taken into account.

The residency programme defines learning outcomes for the specialty "Dermatovenereology adult, pediatric" which include knowledge, skills and professional behavior. Each skill can be assessed and measured using checklists, such as identifying symptoms and tests characteristic of bullous dermatoses, such as pemphigus and Duhring's dermatitis herpetiformis. Postgraduate doctors receive regular oral feedback after each session and complete a survey once a year. A survey of postgraduate doctors in the specialty "Dermatovenereology adult, pediatric" revealed that postgraduate doctors are interested in patients at various levels of specialized medical care, primarily in regions where a variety of dermatological pathologies are encountered. To improve the residency programme in the specialty "Dermatovenereology adult, pediatric" the educational organization did the following in 2024-2025: a laboratory with modern equipment was created and is functioning <https://drive.google.com/drive/u/2/folders/1woQmEU2Xo1s1Orbp-hXpJwjWIOCL0knC>, where postgraduate doctors acquire skills in conducting diagnostic tests, interpreting their results and their application in clinical practice, and develop the competencies necessary for evidence-based medicine. The KSCDID laboratory underwent reaccreditation in 2025 <https://www.nca.kz/sales/prikaz-1078-od-ot-09-09-2025-g-ob-akkreditatsii-i-pereofornlenii-attestatov-akkreditatsii/>, <https://drive.google.com/drive/u/2/folders/1woQmEU2Xo1s1Orbp-hXpJwjWIOCL0knC>

Participation in providing medical care to the population is a mandatory component of postgraduate doctor training. Postgraduate doctors undergo training at medical facilities such as the dermatovenerologic dispensaries in Atyrau, Taraz and the Turkestan region, where they learn procedures, such as performing the Nikolsky and Besnier-Meshchersky tests, determining the PASI index and more. Postgraduate doctors' independent learning includes library visits, participation in calls under the supervision of a clinical supervisor and conducting health education activities. Health education activities include preparing brochures, developing presentation materials and conducting conversations with patients. All results of independent work are compiled into a health education assessment checklist.

Professional attitudes require adherence to the Physician's Code of Ethics, the standards of professional conduct and the internal regulations of the KSCDID. When interviewing employers, experts inquired about their satisfaction with the postgraduate doctor's behavior. Overall, postgraduate doctors maintain ethical behavior toward teachers, fellow students and staff members of medical organizations. A disciplinary committee is in place, which any employee of the educational organization can appeal to resolve conflict situations. No such situations occurred during the period

2021-2025. During a meeting with experts, the postgraduate doctors themselves confirmed that teachers maintain ethical behavior toward them. When asked whether conflict resolution classes had been held in the past few years, the response was that, since 2024, a psychologist at the "LUPUS" patient support center has been conducting art therapy to prevent professional burnout for KSCDID teachers.

When determining the intended learning outcomes, the Postgraduate Education Department staff considered previous undergraduate and internship learning outcomes as prerequisites, as well as the goals and objectives of subsequent continuing professional development in the chosen specialty. The educational institution provides continuing and non-formal education (continuing professional development), including programmes in the specialty of the accredited educational programme. For example, programmes have been developed and implemented on the topics of "Podology", "Trichology", "Phototherapy of Chronic Dermatoses" and "Dermatoscopy" each lasting 4 credits.

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

Teachers-respondents during the external assessment responded that 45.5% were fully satisfied with the level of postgraduate doctors' previous training, while 54.5% were partially satisfied.

The qualification obtained by completing the programme in "Dermatovenereology adult, pediatric" corresponds to level 8 of the National Qualification Framework (ESG 1.2) and has the code 31.08.32. Completion of residency training is accompanied by a Certificate of Residency Completion with a transcript, which will be in demand in the professional community.

2.3 Curriculum Organization and Structure

The educational programme organization for "Dermatovenereology adult, pediatric" is determined based on the intended learning outcomes of postgraduate doctors. It builds on the fundamental competencies acquired in the bachelor's degree/internship within the unified competency framework and develops to the level of professional independence. The programme content is structured in accordance with national professional standards and logically continues basic education.

Duration of study: 2 years. The consistency and transparency of learning is guaranteed by its regular review and adaptation to the modern needs of practical healthcare, human resources policy, social challenges and changes in basic medical education.

Compliance with the State Compulsory Educational Standard and standard requirements has been established, including the standard curriculum for medical and pharmaceutical specialties approved by Order No.4 of the Ministry of Healthcare of the Republic of Kazakhstan dated March 9, 2022. This includes requirements for training specialists in the "Dermatovenereology adult, pediatric" residency programme and elective educational programmes; Order of the Ministry of Healthcare of the Republic of Kazakhstan dated December 11, 2020 No.KR DSM-249/2020 "On Approval of the Rules for Assessing the Knowledge and Skills of Students, Assessing the Professional Readiness of Graduates of Educational Programmes in the Field of Healthcare and Healthcare Specialists" (as amended by the Order of the Ministry of Healthcare of the Republic of Kazakhstan dated May 26, 2021 under No.KR DSM-46); Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018 under No.600 "On Approval of the Standard Rules for Admission to Educational Organizations Implementing Higher and Postgraduate Education Programmes"; Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 20, 2015 under No.19 "On Approval of the Rules for the Transfer and Readmission of Students by Types of Educational Organizations", as well as internal orders of the management and local regulations of the organization.

During a 3-hour practical lesson on "Corneotherapy of Chronic Dermatoses" the experts received convincing evidence that the learning was being conducted according to plan. Postgraduate doctors completed quizzes before the lesson, received feedback from the teacher and had the opportunity to hone their skills in identifying indications based on the pathohistological process in the skin and determining the application technique for topical agents.

An analysis of educational activities revealed that the scientific foundation and all scientific advances in the relevant disciplines have been taken into account, additions have been made to the bibliographies of the teaching materials and syllabuses, and teachers use them in their classes.

The supervising system described in the Clinical Supervisor Regulations document was evaluated. There are 17 supervisors, whose tasks include sharing personal professional experience with postgraduate doctors and improving their professional and personal competencies.

The procedure for informing postgraduate doctors of their rights and responsibilities is reflected in the Clinical Supervising Regulations for Postgraduate Doctors of the RSE on REM KSCDID dated September 26, 2021.

Teachers use postgraduate doctor learning methods such as TBL, PBL and case studies. A list of learning methods is described in the EP. These methods enable postgraduate doctors to participate in providing medical care to patients. Teachers can provide postgraduate doctors with approximately 2-3 specialized patients per day and 7-8 per month. For example, upon completion of their training, postgraduate doctors can perform procedures such as dermatoscopy, scraping, skin testing, biopsies and medical documentation processing.

Experts determined that the educational institution fully implements the principles of academic honesty and anti-plagiarism. This is reflected in the Postgraduate Doctor Honor Code. Academic honesty applies at all stages of postgraduate doctor training, and anti-plagiarism applies when postgraduate doctors are engaged in research, writing articles and preparing conference reports. Postgraduate doctors are trained to promptly collect informed consent from patients for all diagnostic and therapeutic procedures. The experts noted that the corresponding document, signed by the patient, is included in the patient's medical records.

Thus, by the end of the 2-year learning, postgraduate doctors will acquire the basic skills and competencies of adult and pediatric dermatovenereologists, enabling them to work in institutions such as dermatovenerologic dispensaries, centers at the PMSC level (**ESG 1.2**). However, a review of the provided documentation did not reveal a full understanding of the mechanisms regulating the educational process between clinical settings. A plan for distributing postgraduate doctors of different years of learning is available, but there is no group rotation across different settings, including outside Almaty, and there is no monitoring of this process.

The experts did not find any violations regarding the principle of equality in postgraduate education and continuing professional development, as the educational organization complies with the Constitution of the Republic of Kazakhstan, the Law on the Languages of the Peoples of the Republic of Kazakhstan and other regulatory legal acts in the fields of education and healthcare. For example, the educational organization employs 100 people, 83% of whom are women and 17% - men.

The educational organization has a mechanism for regularly adapting teaching and learning methods to the requirements of modern science and education, as well as the current needs of practical healthcare. This mechanism includes conducting surveys among postgraduate doctors and organizing meetings and roundtables with employers.

2.4 Curriculum Content

There are documents containing requirements for the structure and content of the residency programme, including the Academic Policy and regulatory legal acts of the Ministry of Healthcare of the Republic of Kazakhstan in the field of education and healthcare. The Department of Postgraduate Education is responsible for the selection and implementation of innovations in the educational process.

The content of the work programmes and the catalog of elective disciplines reflect the needs of the healthcare system, including dermatoscopy, the use of phototherapy in the treatment of chronic dermatoses, consideration of issues in podiatry and trichology, as well as the specifics of research and the scientific achievements of teachers. These include the participation of postgraduate doctors in the scientific and practical conferences with presentations, the preparation of poster presentations, the writing of articles and participation in competitions for young scientists. To successfully implement the educational programme in the specialty "Dermatovenereology adult, pediatric" the organization has

resources for organizing the assessment of postgraduate doctors' practical skills (a list of practical skills, tools for conducting practical skills (dermatoscope, Wood's lamp, etc.), and checklists). Experts determined that the residency programme takes into account all legislation requirements, including the development of the Catalog of Elective Disciplines.

The theoretical component of the residency programme comprises 4,200 hours, covering 12 disciplines. The practical component of the educational programme consists of patient care at the inpatient and outpatient levels. Potential future roles for residency graduates, namely, medical experts and managers, are developed through mechanisms such as compiling analytical reviews and conducting retrospective evaluations of patient records. Legal aspects of physician activities are discussed in classes in "Organization of Dermatovenereology Services in the Republic of Kazakhstan" section. The scientific component of postgraduate doctor learning is developed through the publication of scientific articles, presentations at scientific and practical conferences and participation in the Council of Young Scientists.

The educational organization guarantees adjustments to the structure, content and duration of the educational programme in the event of any changes in various scientific fields, demographics and in response to the needs of the healthcare system. For this purpose, there are a feedback mechanism with employers, professional associations and issues related to the roadmap "Implementation of HIV Prevention Measures in the Republic of Kazakhstan for 2023-2026"

Teachers provide postgraduate doctors with methodological and didactic materials, as well as additional literature to prepare for classes. 96.49% were fully satisfied, while 3.51% were partially satisfied (according to a survey conducted by an ECAQA observer).

The organization has its own clinical facility with 50 beds and 200 outpatient visits, and has signed 17 agreements with medical organizations, including 4 international ones (Astrakhan State Medical University, Karakalpak State Medical University and the Karakalpak Center for Dermatovenereology). In response to the survey question "Is there sufficient time for practical learning (patient supervision, etc.)?", *100% of postgraduate doctors responded with complete agreement. Furthermore, 100% of postgraduate doctors stated that the teacher provides feedback after classes (listening to their opinions, conducting a mini-survey and an error analysis session). At the same time, when asked, "Do postgraduate doctors' representatives participate in the development of educational programmes?", the experts received a positive response, through a survey and participation in roundtable discussions with employers. Postgraduate doctors surveyed were fully satisfied with the class schedule (98.25%), while 1.75% were partially satisfied.*

The residency programme does not include components on the fundamentals and methodology of scientific research. However, teachers use a methodology for critically evaluating scientific literature and medical research data, as confirmed by examining documents such as issues of the journal "Problems of Dermatology and Venereology", in which postgraduate doctors have publications. This form of learning is organized through a "Council of Young Scientists" which meets quarterly.

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

A survey of postgraduate doctors revealed that the educational institution provides access to student participation in research, with *98.25% fully satisfied and 1.75% partially satisfied. Postgraduate doctors should engage in research, and in their responses to the survey, 50.88% indicated they were already engaged in research, 24.56% planned to begin, 14.04% were searching for a research topic and 8.77% were not currently engaged.*

2.5 Learning Methods and Experiences

The primary learning methods in residency include bedside clinical learning, outpatient visits, clinical discussions, TBL and PBL. Supervising is provided in accordance with the Regulation on Clinical Supervisors (approved on September 26, 2021). Conversations with postgraduate doctors revealed that teachers most often organize clinical case reviews followed by a discussion of patient management strategies. The clinical supervisor is responsible for organizing and supporting clinical

learning, imparting professional knowledge and skills, and more. Feedback is provided daily and postgraduate doctors can ask the supervisor any questions and also have access to medical records and the patient management information system through the supervisor's account (under their control).

Virtual learning methods are used, including participation in webinars and online scientific and practical congresses.

Simulation-based learning technologies are provided in the simulation room at the KSCDID. Postgraduate doctors of the accredited educational programme have access to the following simulation equipment: catheterization training devices, IV injection simulators and CPR simulators. This equipment is designed to practice practical skills in the topics included in the educational programme.

The principles of quality, academic honesty and anti-plagiarism (**ESG II Part 1.3**) are documented in the Postgraduate doctor and Teacher Honor Codes (approved on June 5, 2023, developed by the Department of Postgraduate Education (DPE). The experts asked postgraduate doctors: *"What do they understand by academic honesty?"* and received the following answer: *"Adherence to ethical and moral standards".* The experts concluded that the principles of academic honesty in residency programmes primarily relate to areas such as discipline, midterm and final attestation and the preparation of scientific publications.

Postgraduate doctors are informed of their rights and responsibilities through an introductory conversation upon application, distribution of informational materials, and the Academic Policy posted on the website. The DPE is responsible for this.

Postgraduate doctors' adherence to ethical standards is based on the developed and approved Postgraduate Doctor Honor Code, which is posted on the KSCDID website.

The experts conclude that the educational organization provides postgraduate doctors with the necessary skills and abilities that can impact their personal development and can be applied in their future careers (**ESG II Part 1.3**). KSCDID has established a clear framework of responsibility and authority for the selection, organization, coordination and evaluation of clinical settings, ensuring that postgraduate doctors' practical training complies with national legislation, the State Compulsory Educational Standard of the Republic of Kazakhstan and the educational programme's profile. This is confirmed by the results of a review of documents such as licenses and accreditation certificates of specialized medical and preventive institutions. It is also confirmed by the results of class visits, meetings with graduates and postgraduate doctors' surveys.

Principles of equality, including gender, cultural and religious ones, are observed with respect to postgraduate doctors and teachers, as enshrined in the Academic Policy. No instances of non-compliance with these principles were identified during the visit to organization. The primary documents for the educational institution are the Constitution of the Republic of Kazakhstan and the Law of the Republic of Kazakhstan on Education, where Article 3, paragraph 3 establishes the principle of equal rights for all citizens to education, regardless of gender, age, social status and other factors.

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

The selection of the clinical setting for postgraduate doctors' learning was also based on an analysis of the needs in dermatovenereology specialist training.

Out of the 57 postgraduate doctors surveyed, 100% responded that teachers use active and interactive learning methods in their classes.

2.6 Educational Programme and Learning Facilities

Currently, the accredited programme enrolls 36 first-year postgraduate doctors and 33 second-year postgraduate doctors, who are fully provided with clinical training (sufficient number of patients in the specialty).

The selection of clinical settings was based on the residency programme structure and related disciplines. The Department of Postgraduate Education has the authority to select/determine the clinical setting for postgraduate doctor's training. These medical organizations are accredited: State-owned utility enterprise based on the right of economic management "Zhambyl Regional

dermatovenerologic dispensary” Zh-LP 01251 DH May 11, 2011, State- owned utility enterprise based on the right of economic management “Atyrau Regional dermatovenerologic dispensary” No.00589 DR dated 25.05.2020.

Experts confirmed that postgraduate doctors have access to medical resources. 87.72% of postgraduate doctors surveyed were completely satisfied with the access and equipment of clinical settings and 10.53% rated it as good.

All staff of the DPE and stakeholders, including postgraduate doctors, employers and members of the Association of Dermatovenerologists, Dermatocosmetologists and Leprologists, participated in the planning, development, discussion and approval of the residency programme (**ESG II Part 1.2**) The residency programme was approved at Academic Board Meeting No.4 dated November 20, 2023.

Teaching staff, clinical supervisors and the DPE participate in the development and revision of the programmes, shaping the curriculum structure, developing control and measurement equipment and making suggestions for their improvement.

Experts reviewed the work of divisions, including the DPE, the Department of Research Management and International Cooperation and the clinical laboratory. A total of 10 meetings were held. Cross-sectional interviews revealed that postgraduate doctors are mastering the scientific component within the available resources of the DPE. However, they are not involved in the implementation of existing research projects at the KSCDID.

The training of postgraduate doctors in the specialty "Dermatovenerology adult, pediatric" is aimed at meeting the needs of practical healthcare, as a specialist shortage analysis for 2025 revealed that the Ulytau region requires 2 dermatovenerologists. Thus, during discussions with the organization's management, experts received information about the KSCDID's achievements, and teachers confirmed that postgraduate doctors' training is conducted directly in the clinical units: a 50-bed inpatient unit, a physiotherapy unit, a 200-visit consultative and diagnostic unit, a dermatocosmetology unit and diagnostic laboratories. Postgraduate doctors in this specialty can supervise patients with diseases such as allergic dermatoses, papulosquamous, hereditary, autoimmune and bullous dermatoses.

2.7 Opportunities for Higher Degrees and Research

The educational institution has the following research capabilities: a serology laboratory, PCR testing and a reference laboratory for HIV infection monitoring.

Although KSCDID is implementing research projects such as "Development of a Kit for Isolating Exosomes from Umbilical Cord Mesenchymal Stem Cell Culture for Therapeutic and Research Purposes", "Improving HIV Prevention Among MSM by Studying the Impact of Epidemiological, Socioeconomic, Psychological and Biobehavioral Factors on PrEP Use", and "Scientific Justification for Improving the Prevention of HIV Spread Among Users of New Psychoactive Substances in Kazakhstan in Current Conditions", postgraduate doctors of the "Dermatovenerology adult, pediatric" programme are informally participating in research. The scientific component is provided solely through the publication of articles and reports. During the 2022-2025 period, postgraduate doctors prepared 3 articles and presented 57 presentations at various scientific and practical events. Journal clubs are held quarterly, where postgraduate doctors present the interim results of their research and analytical work.

The residency programme includes 600 hours of independent work. Postgraduate doctors surveyed confirmed that they are provided with access to *research equipment and scientific events held at the training facilities. 50.88% of postgraduate doctors stated that they are engaged in research, while 24.56% are searching for a new research direction.*

Strength:

1. Availability of an accredited reference diagnostic laboratory with partial use for educational process (Accreditation Certificate No. KZ.M.02.2573 dated September “15”, 2023, for compliance with the requirements of [ST RK ISO 15189-2023](#), valid until September “15”, 2028).

2. Implementation of research projects: - BR25593457 on "Development of a Kit for Isolating Exosomes from Umbilical Cord Mesenchymal Stem Cell Culture for Therapeutic and Research

Purposes" - Improving HIV Prevention Among MSM by Studying the Impact of Epidemiological, Socioeconomic, Psychological and Biobehavioral Factors on PrEP Use - "Scientific Justification for Improving HIV Prevention Among Users of New Psychoactive Substances in Kazakhstan in Current Conditions"

3. Since 1994, the journal "Problems of Dermatology and Venereology" has been published. On February 7, 2025, the Center received a registration certificate for a new periodical, the journal "Epidemiology and Infection Diseases" demonstrating the expansion of its scientific publishing activities.

EEC findings by the criteria. Comply with 28 standards: 26 - fully, 2 - partially, 0 - not compliant.

Standard	Standard Implementation	Recommendations for Improvement
2.3.1	Partially Implemented	Develop an effective system for managing clinical rotations in major disciplines, including the stages of planning, provision, implementation and subsequent monitoring within the residency educational programme (standard)
2.7.1	Partially Implemented	Develop a system for engaging postgraduate doctors in research projects to develop research competencies and further ensure continuity of transition to the next level of education - doctoral studies.

Standard 3: ASSESSMENT OF POSTGRADUATE DOCTORS

3.1 Assessment Policy and System

During the expert visit and analysis of the submitted materials, it was established that the "KSCDID" has a comprehensive and structured assessment system covering all levels of postgraduate doctor training and compliant with the requirements of **ESG II Part 1.3** and national regulations.

The organization has developed, documented and officially published a residency assessment policy. It is enshrined in internal regulations - "Academic Policy", "Regulations on the Educational Process in Residency" and the "Residency Student Handbook" - and is posted on the official website of the KSCDID (<https://kncdiz.kz/ru/>).

The assessment system at the KSCDID is based on a competency-based approach, ensuring that not only knowledge is assessed but also clinical skills, professional behavior, communication skills and ethical attitudes toward patients. It is represented by a consistent system of formative, midpoint and summative assessments, covering the entire educational cycle of the residency programme in "Dermatovenereology adult, pediatric".

The primary assessment methods include observation of postgraduate doctors' performance while providing medical care, participation in laboratory and clinical practicums, portfolio management, reports on curriculum completion and participation in consultations. Final attestation is conducted through testing and computer simulation of clinical situations with the participation of the NCIE, eliminating conflicts of interest and ensuring objectivity.

All assessment criteria and forms are described in the educational programme and approved at meetings of the Department of Postgraduate Education. They are communicated to postgraduate doctors from the beginning of their training and comply with the requirements of the State Compulsory Educational Standard of the Republic of Kazakhstan. The transparency and reliability of results are ensured through the Platonus electronic system, which records process and final marks.

In interviews, postgraduate doctors described the assessment forms, weekly patient presentations and discussions, and that they receive regular feedback from teachers.

The appeals procedure is governed by current regulations of the Ministry of Healthcare of the Republic of Kazakhstan, including the Rules for Admission to Residency Training, as well as the organization's internal documents. The assessment policy provides for a transparent appeals mechanism, as set out in the "Admission Rules" posted on the organization's official website (approved on May 16, 2025). No appeals were filed during the reporting period. **(ESG II Part 1.3).**

Validation and reliability assessment of control and measurement equipment (CME) (tests, cases, clinical cases) are conducted by the Department of Postgraduate Education; peer review is performed by internal and external experts. The CME are approved by the minutes of the Academic Board meeting, reviewed at meetings of the Methodological Council and regularly updated to reflect new regulations.

The educational institution has a practice of engaging external examiners to evaluate postgraduate doctors, which is documented in the director's orders regarding residency admission and the final state certification of postgraduate doctors. (Order No.136-P dated 19.06.2025 on admission to residency and the examination committee, where Mustafina B.Zh. is a member of the examination committee, Sailauova K.S., Candidate of Medical Sciences, associate professor, head of the Department of General Medicine of LLP "Medical Academy of Postgraduate Education" chairperson of the appeals committee, Markabayeva A.A., Master of Medical Sciences, dermatovenerologist, dermatocosmetologist-trichologist of the clinic "Al klinik" - member of the appeals committee; Order No.136/1-P dated 19.06.2025 on FSA - on the state attestation commission (SAC), chairperson of the SAC - Kasymkhanova A.A., director of the "A.Kasymkhanova Clinic" of the city of Almaty, chairperson of the appeals committee - Sagidoldina L.K., Candidate of Medical Sciences, associate professor of the department Dermatovenerology of NEI "Kazakh-Russian Medical University". This ensures the independence and objectivity of the assessment results. **(ESG II Part 1.3)**

For example, to verify the data for standard 3, the experts interviewed the head of the postgraduate education department, S.A. Ospanova, and teachers A.S. Idrisova, and also reviewed the documents and methodological materials regulating the postgraduate doctor assessment process. Teacher A.S. Idrisova reported that postgraduate doctor assessments are conducted systematically twice a week, with results recorded in the Platonus electronic journal. The journal reflects exam dates, including oral exams at the end of the first year, practical skills tests and portfolio submission. Process mark (monthly and quarterly) and final mark are conducted at the end of each year of study.

Postgraduate doctor assessment results are documented in the postgraduate doctor's portfolio based on various indicators: calls, conference presentations, participation in health education activities, membership in the Young Scientists Council, participation as an organizing committee for master classes and scientific and practical conferences, work on mobile medical units and patient education at the "health school".

During the visit, the documentation system, including annual reports, teaching and methodological materials, syllabuses, reports, checklists and practical training reports, was reviewed. Current documents on the educational programme and information on the assessment procedure are posted on the official website.

The organization has 13 sets of 24-30 clinical photo assignments and certification assignments in dermatovenerology, 5 sets of assignments with various dermatological tasks and 5 sets of 100 tests in various versions, which were compiled and approved at the Academic Board meeting (Protocol No.6) dated November 20, 2023. The CME were reviewed by A.B. Khabizhanov, Candidate of Medical Sciences, Head of the Department of Dermatovenerology at S.D. Asfendiyarov Kazakh National Medical University and dermatovenerologist.

There is a document for appealing the assessment results, the "Regulations on the Final State Attestation" approved by Order No.290-P of the Acting Director dated July 1, 2024. Starting in 2025, the FSA will be conducted entirely on computers with the participation of independent experts from the National Center for Independent Examinations (NCIE). Postgraduate doctors can file an appeal directly during the test, which will be reviewed by NCIE examiners. To date, there have been no appeals from postgraduate doctors.

During the visit, the documentation system, including annual reports, educational and methodological materials, syllabuses, reports, checklists and practical training reports, which are posted on the official website, was reviewed.

Employers interviewed by Saltanat Baibulatova, Deputy Director of the Zhambyl Regional dermatovenerologic dispensary, and Aliya Turlibekovna Aryzbekova, Director of the “ASIN Dermatology Center” Clinic, noted the high level of training of postgraduate doctors at the KSCDID. She emphasized that postgraduate doctors regularly complete internships at the clinic, demonstrate initiative and professional interest, and expressed willingness to hire them upon completion of their training. A.T. Aryzbekova confirmed the graduates' strong practical skills and knowledge of modern diagnostic and treatment methods, as well as their active participation in clinical processes.

The assessment system was deemed to be functioning effectively. Recommended development areas include implementing an internal audit of the assessment system with an annual reliability check of the control and measurement equipment, creating a digital dashboard integrating Platonus and portfolio data, expanding the participation of external experts in midterm assessments and generating an annual analytical report on the assessment system's performance.

3.2 Assessment in support of learning (formative assessment)

The assessment system at the RSE on REM “KSCDID” of the Ministry of Healthcare of the Republic of Kazakhstan regularly identifies postgraduate doctors’ strengths and weaknesses through formative assessments, midterm assessment, portfolio reviews, clinical observations and conversations following practical cycles.

Formative assessments are conducted monthly, typically following the completion of a thematic seminar, clinical review or completion of case studies and tests. They also include an assessment of participation in rounds, consultations, clinical case analysis, patient management and reports on scientific and practical activities.

The results of formative assessments are recorded in the Platonus electronic system, as well as in individual portfolios and midpoint assessment reports, which have been reviewed by experts. Teachers regularly provide individual feedback to postgraduate doctors following their assessments.

During the visit, the portfolios of postgraduate doctor Sabina Ibadullayeva of 2024-2026 academic years were reviewed. Postgraduate doctors’ portfolios include medical histories, a list of completed practical procedures, information about conference attendance, copies of certificates, photographs confirming clinical performance, presentations and independent work.

Feedback from postgraduate doctors is collected through questionnaires and surveys (Google Forms), processed by the Department of Postgraduate Education, and published in the department's annual reports and the internal newsletter of the KSCDID. In interviews, postgraduate doctors confirmed that feedback is provided after the completion of each learning cycle, including recommendations for improving clinical and theoretical competencies.

As a result of analyzing postgraduate doctors’ feedback, improvements were implemented, such as the introduction of new courses "Trichology" and "Psychodermatology," updating cases in the test database and implementing interactive digital tools (myquiz.ru, mentimeter.com).

The experts inspected resources for assessing knowledge and skills: computer testing labs, simulation rooms, e-learning databases and testing modules in Platonus.

The experts determined that the selection of postgraduate doctor assessment methods is based on a competency-based approach, as practical training is a key part of the programme. For example, methods such as observation of patient care, clinical debriefings and oral interviews promote interprofessional learning. Computerized clinical simulations demonstrate the integration of learning and a focus on developing practical skills. The assessment methods used ensure that postgraduate doctors master all sections of the educational programme and acquire the necessary competencies. Postgraduate doctors confirmed that they receive information about their assessment results in a timely and understandable manner, consistent with the principles of **ESG II Part 1.3**.

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

The summative (final) assessment of postgraduate doctors includes a two-stage FSA, consisting of computerized testing organized by the National Center for Independent Examination and a computerized simulation of clinical cases aimed at assessing practical skills, clinical reasoning and professional behavior.

The criteria for admission to the final attestation are completion of the full course of study, successful completion of all stages of formative and midpoint assessments, a completed portfolio and positive results in all disciplines. This is documented in the "Academic Policy in Residency" and the "Regulations on the Educational Process in Residency".

Admission to the independent examination is granted by the director's order granting admission to the FSA based on the minutes of the assessment committee. In the educational organization's practice, 100% of postgraduate doctors undergo independent examination at the National Center for Independent Examination, ensuring the objectivity of results and eliminating conflicts of interest.

Clinical decision-making is assessed during a computer simulation, where clinical reasoning, patient management tactics, adherence to ethical principles and the safety of care are assessed; this reflects the integration of theoretical knowledge and practical skills.

As a result of the FSA, which includes testing and assessment of practical skills, the Department of Postgraduate Education, together with the Academic Board, conducts an analysis of postgraduate doctors' educational activities. Based on the data obtained, curricula are adjusted, taking into account suggestions from employers and supervisors, as well as the needs of postgraduate doctors and practical healthcare. New elective courses (trichology, dermatoscopy, podiatry, corneology and phototherapy) are being added to the programmes, and practice-oriented education is being strengthened by increasing time spent in clinical settings, implementing simulation training and telemedicine technologies, and upgrading the qualifications of teaching staff in modern diagnostic and treatment methods.

To ensure the objectivity and reliability of assessment, modern methods are used, including multiple-choice questions (MCQs), elements of team-based and problem-based learning (TBL, PBL), and a written work originality check system ("Anti-plagiarism"), which increases the representativeness and transparency of final attestation results. The reliability and validity of quantitative data is ensured by the Postgraduate Education Department, which analyzes the data and maintains electronic records in the Platonus system. **(ESG II Part 1.3)**. Further development of the assessment system will be continued through the implementation of simulation methods and OSCE, expansion of Platonus's analytical capabilities, development of professional conduct and ethics assessment tools, and strengthening international cooperation in competency assessment.

3.4 Quality Assurance of the Assessment System

The quality assurance system for postgraduate doctor assessment at the KSCDID is based on internal and external control mechanisms that ensure transparency, reliability and compliance with established standards.

An internal quality audit is conducted annually through discussions of the results of formative and summative assessments at meetings of the Academic Board and the DPE. Updated test forms, methods and curriculum adjustments are approved during these meetings.

A survey of postgraduate doctors, when answering the question "Am I satisfied with the methods for assessing my knowledge and skills?", revealed that all participants (57 or 100%) were completely satisfied with the existing assessment system.

A survey of teachers revealed that when conducting classes with postgraduate doctors, they use essential teaching and methodological materials: 100% of the course's syllabus and teaching and methodological complex, as well as 100% of control and measurement equipment (tests, case studies). Case studies are used by 81.8% of teachers. Other materials (monographs 18.2%, academic journal 27.3% and work log 9.1%) are used sporadically.

The most frequently used learning methods are oral discussion of the lesson topic (90.9%), practical exercises on clinical skills (90.9%), case study analysis and oral questioning of students

(100% each), indicating the predominance of active and interactive learning forms. Problem-based learning and case-based learning are used by 72.7% and 54.5% of teachers, respectively.

In 2023, the Department of Postgraduate Education conducted a teacher survey, which resulted in a revision of the test formats and formative assessment system, as well as an expansion of the list of elective courses (Trichology and Psychodermatology).

A survey of employers (Zhambyl Regional Dermatovenerologic Dispensary, “ASIN” Clinic) confirmed the high level of clinical and communication competencies of graduates and their readiness for safe practical work. The assessment system includes patient safety criteria - compliance with ethical standards, correct communication and correct procedure execution - assessed during weekly bedside rounds.

For 2022–2024, experts noted positive trends in final scores, stability in academic performance and the absence of appeals, demonstrating the reliability and effectiveness of the internal assessment quality assurance system.

The assessment system at the KSCDID is recognized as compliant with established quality standards and contributes to the development of competent and responsible professionals.

EEC findings by criteria Comply with 15 standards: fully - 15, partially - 0, not compliant - 0.

Standard 4: POSTGRADUATE DOCTORS

4.1 Selection and Progression Policy

The RSE on REM “KSCDID” has developed, approved and implemented a policy for the admission of postgraduate doctors (“Residency Admission Rules”), published on the organization's official website (<https://kncdiz.kz/files/00020552.pdf>).

The KSCDID Residency Admission Rules (hereinafter referred to the Rules) are compiled in accordance with the Standard Rules for Admission to Educational Institutions Implementing Professional Postgraduate Education Programmes, approved by Order No.600 of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018.

Transparency of the selection process and equal access to residency programmes are achieved through a 2-stage entrance examination - testing and oral examination of exam papers, opened in the presence of applicants; publication of results on the day of the examination; and the participation of independent examiners on the committee, as confirmed by paragraphs 3, 5, 6 and 7 of “the Residency Admission Rules”.

Clause 16 of the Rules sets forth approaches to the admission of postgraduate doctors with disabilities. The educational institution has created a barrier-free learning environment, including ramps, call buttons, elevators and toilets for disabled.

The document addresses requirements for residency applicants regarding their previous undergraduate and internship achievements (e.g., GPA, MSQ score and scientific publications) and describes security requirements (e.g., restricting access to classrooms during exams for unauthorized persons without the permission of the responsible secretary; requiring entry to classrooms with identification only, ensuring the identification of each applicant; drawing up a report upon the revelation of prohibited items; and removing the offender from the classroom with the annulment of exam results) **(ESG II Part 1.4)**

Approaches to the admission and transfer of postgraduate doctors from other educational institutions are reflected in Section 10 "Transfer of Postgraduate Doctors" of the Rules. Academic performance, duration of study, completed results and credits, availability of vacancies, compliance with the curricula and adherence to the deadlines and transfer procedures established by the legislation of the Republic of Kazakhstan are taken into account.

The appeal procedure for residency admissions is outlined in paragraphs 32–41 of Section 7 of the Rules. No appeals have been recorded. **(ESG II Part 1.4)**

Representatives of students and employers are included in the process of developing the postgraduate doctors’ admission and selection policy. Feedback is provided to postgraduate doctors on

this issue. Changes in approaches to postgraduate doctor admissions include the introduction of a two-stage entrance exam and the addition of testing.

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

Between 2019 and 2025, the KSCDID accepted 169 postgraduate doctors for training in the accredited specialty 7R01112 "Dermatovenereology adult, pediatric". The educational organization continuously monitors and analyzes the practical healthcare sector's need for dermatovenereologists, which determines the annual enrollment of approximately 30 postgraduate doctors in the accredited educational programme. This figure corresponds to the organization's resource capacity. Information on the need for specialists in the specialty "Dermatovenereology adult, pediatric" comes from official requests from the heads of the Regional dermatovenerologic dispensary, dermatovenerologic centers and Healthcare Institutions in the regions of Kazakhstan.

4.2 Performance Improvement and Exit from the Programme

Processes and opportunities for improving postgraduate doctors' academic performance and professional development, as well as the conditions under which a postgraduate doctor may be expelled from the programme, are documented in the "Regulations on the Organization of the Educational Process in Residency", approved at a meeting of the Department of Postgraduate Education (DPE) (https://kncdiz.kz/ru/obrazovanie/rezidentura/polozheniye_ob_obraz_process/). Academic advising for postgraduate doctors is provided by the DPE based on the "Regulations on the Organization of the Educational Process in Residency". To assess the practice of academic advising, personal support for postgraduate doctors and the development of professional, communication and other acquired skills, interviews were conducted with current postgraduate doctors and KSCDID graduates. The interview results demonstrated teacher accessibility for postgraduate doctors, promptness in resolving academic and personal issues and support and sharing of clinical experience. Teachers prevent unexpected incidents involving postgraduate doctors that could potentially cause harm to patients. This includes preliminary clinical safety briefings, access control for procedures and mandatory supervision by a supervisor during the early stages of learning. According to teachers, no such incidents were observed between 2019 and 2025.

At the same time, a "Postgraduate Doctor Honor Code" (https://kncdiz.kz/ru/obrazovanie/rezidentura/kodeks_chesti_rezidenta/), has been developed, which sets out requirements for postgraduate doctors to comply with the Postgraduate Doctor Honor Code, clinical standards for dermatovenereological care, medical ethics and the principles of informed patient consent. Each postgraduate doctor is familiar with and applies informed patient consent for examination, treatment and medical procedures in their clinical practice. Before classes begin, postgraduate doctors are instructed by their teacher on the rules of conduct within the medical organization and sign the "Postgraduate Doctor Honor Code". This was confirmed by postgraduate doctors during meetings with experts.

Social, financial and personal support for postgraduate doctors is provided jointly with the Public Association "Society of Dermatovenerologists, Dermatocosmetologists and Leprologists" (hereinafter referred to as SDDL) and is documented in Protocol No.5 dated October 28, 2022. For the period 2022-2025, support was provided to 3 postgraduate doctors of the educational programme "Dermatovenerology adult, pediatric". This support included travel and accommodation costs for the Regional Scientific and Practical Training Forum "20 Regions of Dermatovenerologists, Dermatocosmetologists and Leprologists." Postgraduate doctors are also trained at various medical institutions, including specialized centers for the treatment of vitiligo in Shymkent and leprosy in Astrakhan. Also noteworthy is the membership of five postgraduate doctors in the European Academy of Dermatology and Venereology (EADV), confirming the students' involvement in the international scientific and educational space.

Psychological support for postgraduate doctors is provided through consultations with a psychologist and art therapy sessions. The confidentiality of this support is regulated by the activities

of the Kazakhstan Patient Support Society "Lupus" and is provided on the basis of mutually beneficial cooperation.

To help residency graduates plan their careers, roundtable discussions are held as part of scientific and practical events organized by the KSCDID, as well as through a consortium with the Kazakh Medical University "HSPH" for doctoral programmes in the specialties of "Medicine" and "Public Healthcare". Thus, from 2022 to 2025, 4 graduates continued their academic education in doctoral programmes. The KSCDID administration is currently selecting postgraduate doctors for inpatient work; 8 graduates are working at the KSCDID inpatient department. The employment rate for graduates of the residency programme in the accredited specialty "Dermatovenereology adult, pediatric" was 100% from 2022 to 2025.

An Adaptation and Supervising Center (**ESG II Part 1.4**) has been established and is operational (approved by Order of the Acting Director No.192-P dated September 26, 2025). Its activities also focus on adaptation, psychological support and other areas related, in particular, to postgraduate doctors.

4.3 International Medical Graduates

Admission of international applicants to the residency programme is carried out in accordance with the "Admission of Foreign Citizens to Residency" section of the Residency Admission Rules of the KSCDID. No such postgraduate doctors were accepted for the period 2022-2025. "Residency Admission Rules" and "Academic Policy" guarantee equal opportunities for all postgraduate doctors. An agreement is concluded with them, a copy of which is given to the postgraduate doctor and one copy is kept in the DPE. The agreement stipulates the rights and obligations of the parties, the duration of study, financial terms, the expulsion procedure and grounds for termination. The DPE is responsible for this section of the work.

There are currently no postgraduate doctors who do not speak the state language or Russian, so the experts did not find any issues with completing professional clinical training. No negative feedback was received from postgraduate doctors during the review period.

4.4 Postgraduate doctor work and study

Postgraduate doctors are provided with a programme that defines goals, objectives, overall workload and work hours, their areas of responsibility and the intended learning outcomes. Currently, 16 clinical supervisors at 4 clinical settings are involved in postgraduate doctor training under the accredited programme, and all postgraduate doctors are aware of these settings. Postgraduate doctors are informed of the number and timing of formative assessments and final examinations. Information about the examinations is published on the official website of the KSCDID (https://kncdiz.kz/ru/obrazovanie/rezidentura/pravila_priema_v_rezidenturu/).

Postgraduate doctors participate in events organized by clinical settings, in accordance with Acting Director Order No.192-P dated September 26, 2025, and memoranda with clinical settings. The DPE is responsible for this work. The postgraduate doctor clinical training programme includes supervision of 5-7 patients per month and 2 calls. All of this is regulated in the "Academic Policy" document.

However, interviews with postgraduate doctors and graduates revealed insufficient interaction with medical universities and specialized healthcare institutions (city and regional dermatovenereology dispensaries) of the Republic of Kazakhstan.

DPE teachers inform postgraduate doctors of the conditions for their participation in providing medical care through supervisors based on the Regulation on Clinical Supervisors. At the same time, the DPE, through the rotation of postgraduate doctors in the first and second years of training, ensures that the programme component of postgraduate doctor participation in providing medical care does not dominate.

If a postgraduate doctor is forced to interrupt their studies (due to pregnancy, maternity leave, illness or military service), the educational institution provides the following: an academic leave is granted for a period of one year based on the postgraduate doctor's application. For this purpose, an individual training plan is developed for the postgraduate doctor in accordance with Order No.4 of the Minister of

Healthcare of the Republic of Kazakhstan dated January 9, 2023 "On Approval of Standard Curricula in Medical and Pharmaceutical Specialties". Currently, there are no such students enrolled in the accredited programme.

4.5 Postgraduate Doctor Safety

The legal status of the postgraduate doctor with respect to the provision of medical care to patients is defined in the Residency Training Agreement (paragraphs 1, 3, 7, 11-15). Specifically, the postgraduate doctor undergoes training at the clinical settings of the KSCDID, performs clinical procedures and participates in the provision of medical care within the educational process and under the supervision of a supervisor (curator). The postgraduate doctor is responsible for compliance with internal regulations and the legislation of the Republic of Kazakhstan.

Postgraduate doctors provide medical care to patients under the supervision of their attending physician or supervisor. While in the first year of training, postgraduate doctors may act as observers or assistants, in the second year, postgraduate doctors provide medical care independently in the presence of their supervisor or attending physician.

Postgraduate doctors' physical safety during training is regulated by the Safety Procedures, which postgraduate doctors sign before beginning training after reviewing the safety instructions.

Postgraduate doctors' psychological safety is ensured through consultations with an on-site psychologist. Postgraduate doctors can also seek help from the DPE staff if desired. Burnout prevention activities are regularly conducted using art therapy approaches as part of the psycho-emotional support for postgraduate doctors and staff.

4.6 Postgraduate Doctor Remuneration

Postgraduate doctors studying on a state grant and a grant from local executive bodies (LEB) receive a monthly stipend of 134,664 KZT in accordance with Annex 1 to the Rules for the Appointment, Payment and Amount of State Scholarships. The official document "On Approval of the Rules for the Appointment, Payment and Amount of State Scholarships" is Resolution No.116 of the Government of the Republic of Kazakhstan dated February 7, 2008, and is posted on the official website of the Ministry of Healthcare of the Republic of Kazakhstan. The payment policy is revised as regulatory legal acts change. Postgraduate doctors may work 0.5 of a full-time position during their free time from studies in accordance with the Academic Policy.

In special circumstances (e.g., pregnancy, maternity leave, illness, military service), an individualized postgraduate doctor training programme is applied. This includes a one-year academic leave and the development of an individualized training plan for the postgraduate doctor in accordance with Order No.4 of the Minister of Healthcare of the Republic of Kazakhstan dated January 9, 2023 "On Approval of Standard Curricula in Medical and Pharmaceutical Specialties". This is enshrined in the Academic Policy. Experts have determined that in this case the duration of study is respected and amounts to 2 years.

4.7 Postgraduate doctor Health and Welfare

Postgraduate doctors are provided with professional and personal support focused on physical health, personal welfare and psychological health, including "professional burnout" through consultations with DPE staff, clinical supervisors, a psychologist and art therapy sessions. *91% of postgraduate doctors are satisfied with the availability of medical services (the survey was conducted by an ECAQA observer).* Postgraduate doctors can obtain legal assistance by contacting a lawyer at the KSCDID. All of this is confirmed by the results of interviews with postgraduate doctors.

Thus, five postgraduate doctors of the KSCDID are members of the European Academy of Dermatology and Venereology (EADV), confirming the students' involvement in the international scientific and educational environment. Postgraduate doctors' training is organized in various medical and practical institutions, including specialized centers for the treatment of vitiligo in Shymkent and leprosy in Astrakhan.

EEC findings by the criteria. Comply with 19 standards, 18 are fully compliant, 1 is partially compliant, 0 are not compliant.

Standard	Standard Implementation	Recommendations for Improvement
4.4.2	Partially Implemented	To ensure the expansion of academic mobility for the Center's postgraduate doctors through interaction with medical universities and specialized healthcare institutions (city and regional dermatovenereology dispensaries) in the Republic of Kazakhstan

Standard 5: TEACHERS AND CLINICAL SUPERVISORS

5.1 Teachers and Clinical Supervisor establishment

A total of 7 staff members, including 3 full-time and 4 part-time faculty members. Residency programme teacher requirements include a higher medical education, a valid specialist certificate, at least 5 years of clinical experience, teaching competencies and participation in continuing professional development. There are 17 clinical supervisors. The administrative and management staff is responsible for teacher recruitment.

The academic degree holder rate is 68,4%, with 1 holding the highest qualification. Postgraduate doctors in specialty 7R01112 - "Dermatovenereology adult, pediatric" are trained by the Postgraduate Education Department in the inpatient department, physiotherapy unit, clinical diagnostic unit and dermatocosmetology unit.

The experts reviewed the job descriptions of teachers and clinical supervisors, as well as the supervising and personnel policies.

The experts were familiarized with the personnel policies, including the KSCDID Personnel Policy Regulations, the Supervisor Regulations (approved by order of the Acting Director) and the Educational Process Regulations. The teacher-to-postgraduate doctor ratio is 1:6, which does not meet the standard residency-to-clinical faculty ratio of 1:3, as required by Order No.543 dated October 24, 2023, of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

The incentive system for teachers and clinical supervisors includes bonuses and participation in conferences. It should be emphasized that the existing mechanisms apply to all KSCDID employees without distinction. Currently, there are no incentive mechanisms for teachers based on individual professional achievement assessments. The principles of ethics and academic honesty for teachers are reflected in the Code of Honor. During interviews with teachers, they confirmed their awareness and demonstrated knowledge of the Code's provisions, including the prohibition of conflicts of interest and the obligation to maintain academic honesty.

To verify the self-assessment report data for *Standard 5*, external experts obtained teachers' opinion on the HR policy, which included a high level of clinical qualifications for supervisors, adequate faculty resources and the need for advanced teaching training for part-time faculty. The interviews with teachers and clinical supervisors covered topics such as the selection process, faculty support and development, integration with clinical practice and methodological support for the educational process. The experts learned about approaches to recruiting clinical setting staff for teaching (there are 7 such teachers in total), the strategy and tactics for enrolling postgraduate doctors and the informational support for the educational programme. They also identified challenges in human resource management and development, as most part-time faculty are not familiar with teaching methods in medical education.

Technical and administrative staff are available to support the educational programme (**ESG II Part 1.5**), including a laboratory technician and an IT support specialist.

A meeting was held with staff from support divisions such as the Department of Postgraduate and Continuing Education and the Human Resources Department.

A teaching staff survey revealed that 100% of respondents were completely satisfied with the work organization and workplace at this educational institution. At this educational institution,

teachers have the opportunity to engage in research and publish their research results—100% completely agree. Salaries are satisfactory—18.18% completely agree, 54.55% partially agree.

5.2 Ethics and Conduct of Teachers and Clinical Supervisors

The HR policy defines the responsibilities and obligations of teachers in the high-quality education of postgraduate doctors. This is described in the HR Policy.

The responsibilities and duties of clinical supervisors are described in the Regulation on Clinical Supervisors (approved by Director A.T. Abishev on September 26, 2021).

The principles of ethics and academic honesty for teachers are described in the Teacher Honor Code. The teachers interviewed confirmed that they are aware of the Code's provisions, including the principles of ethical conduct and responsibility to patients and students, as well as the principles of academic honesty. The official publication of the documents is available on the KSCDID website - https://kncdiz.kz/ru/obrazovanie/kodeks_chesti/.

The monitoring system and process for improving the performance of teachers (**ESG II Part 1.5**) and clinical supervisors is regulated by the document "Regulation on the Quality Assurance System for Postgraduate and Continuing Professional Education" dated June 16, 2024.

5.3 Continuing Professional Development for Teaching and Clinical Supervisory Staff

During a meeting with the head of the HR department and interviews with teachers, the experts obtained their opinions on approaches to developing faculty pedagogical competence, motivation to work with postgraduate doctors and supervising through advanced training in teaching and their specialty, bonuses and participation in scientific and practical conferences (SPCs).

The experts determined that teachers and postgraduate doctors have sufficient time for teaching, supervising and learning. Teacher work schedules are set in their employment contracts. Working hours: 8:00 AM to 5:00 PM. Teachers conduct 3-hour seminars twice a week. Time for clinical reviews and clinical rounds averages 6 hours per week. Calls are 1-2 times per month.

Experts received responses regarding the teacher advanced training programme, which is conducted every three years in pedagogy and every 5 years in the specialty. 5 teachers participating in the educational programme completed training in pedagogy in January 2023, and all teachers of the accredited educational programme completed training in the specialty "Dermatovenereology adult, pediatric" in 2025. These activities are funded by the educational organization. The expert reviewed teachers' certificates for the following topics: "Improving Teaching Skills at the University (Dermatovenereology)" - 80 hours, "Innovative Technologies in Dermatovenereology and Dermatocosmetology, Including Pediatric Dermatovenereology" - 120 hours, and "Clinical and Diagnostic Aspects in Dermatovenereology" - 120 hours.

Analysis of the CME and interviews with teachers revealed the need to finalize existing assessment tools. Teachers report difficulties in determining the difficulty levels of assignments and applying tools to assess the competencies of F- and G-type postgraduate doctors, particularly in the formats of MCQs, case studies, OSCEs and situational simulations.

The teacher salary consists of a base salary, plus bonuses based on academic degree, category and work experience and totals 24,629,905 tenge.

Experts have found that teachers initiate research topics for postgraduate doctors, stimulate the need for additional learning and independent work with literature and medical documentation, which contributes to the development of research competencies and clinical thinking in students, especially given the opportunity to continue academic education within the doctoral programmes in "Medicine" and "Public Healthcare" at the Kazakh Medical University "HSPH", with which a joint consortium has been signed.

The Human Resources Policy (**ESG II Part 1.5**) and approaches to recruiting clinical supervisors are reviewed annually to reflect the changing needs of postgraduate medical education. The most recent review was conducted in 2021 and included the following changes and additions: increased emphasis on recruiting specialists with academic degrees and categories, and clarified criteria for selecting and evaluating supervisors. Survey results demonstrated the following:

There is opportunity for career growth and competency development for teacher within the educational organization – 63.64% of surveyed teachers responded, and 36.36% partially agreed. 18.18% attended advanced professional training programmes less than 1-5 years ago, 72.73% - during the current year, 9.09% - more than 5 years ago, and 0% responded "I don't remember when it was."

The organization implements social support programmes for teachers: 27.27% responded "yes, such programmes exist", 0% - "I have already used them", 45.45% of respondents responded "no such programmes exist" and 18.18% of respondents were unaware of them

EEC findings by the criteria. Comply with 8 standards, 5 - fully compliant, 3 - partially compliant, 0 - not compliant.

Standard	Standard Implementation	Recommendations for Improvement
5.3.1	Partially Implemented	In order to increase the uniformity and objectivity of assessment, plan events for the Center's teaching staff to advance training in the fundamentals of pedagogical measurement methods, including mastering approaches to assessing the competencies of F- and G-type postgraduate doctors, including MCQ test assignments, case studies, OSCEs and situational simulations.
5.3.2	Partially Implemented	Develop and approve a policy on incentivizing teaching staff performance based on the achievement of key performance indicators (KPIs).
5.3.3	Partially Implemented	Ensure compliance with the standard ratio of residency students to clinical teachers at the level of 1:3 in accordance with the requirements of Order No.543 dated October 24, 2023 of the Ministry of Science and Higher Education of the Republic of Kazakhstan.

Standard 6: EDUCATIONAL RESOURCES

6.1 Physical Facilities for Learning and Research

Postgraduate doctor training is provided at setting, including for postgraduate doctors of the accredited educational programme in the specialty R01112 "Dermatovenereology adult, pediatric" at the KSCDID, State-owned utility enterprise based on the right of economic management "City dermatovenerologic dispensary" of Public Healthcare Administration of Almaty city. The facilities include 11 classrooms, a 250-seat conference hall for seminars and journal clubs, a 50-seat "Corneo" educational dermatology laboratory, a 23-seat computer lab and a 44-seat testing center. In April 2025, A dermatocosmetology department was established, equipped with cabinetry and diagnostic and therapeutic equipment, where postgraduate doctors develop practical skills in dermatocosmetology, trichology, podiatry and dermatosurgery.

Before beginning the relevant course of the educational programme, postgraduate doctors receive a syllabus from the teacher, are introduced with methods of knowledge assessment and are informed of the skills they are expected to acquire and develop during their training. Furthermore, within the framework of academic freedom, the Department of Postgraduate Education is strengthening individual components of the curriculum, such as dermatocosmetology, trichology and podiatry.

The educational organization provides postgraduate doctors with opportunities for practical and theoretical training through work in clinical settings with which agreements and memorandums have been signed, as well as specialized rooms and laboratories, where postgraduate doctors master

diagnostic and treatment skills.
<https://drive.google.com/drive/folders/1cWvW4orhQVd0GDRWdBiUjj6wotmK4j-a>

Access to the latest professional literature and international sources is provided through electronic databases and specialized journals. The Institute has access to national subscription databases: Thomson Reuters (Web of Science), Springer Link. Open access databases: PUBMED, eLIBRARY.RU, Unified Electronic Library, Polpred, Com Media Review, BioMed Central, PabMedCentral, MedLinePlus, TripDatabase, National Institutes of Health, JAMA Network, KazNEB.

The KSCDID is implementing simulation training as an integral component of clinical training for postgraduate doctors by creating a simulation center, which allows them to practice practical skills in conditions as close as possible to actual clinical practice.

A safe learning environment in functional/instrumental diagnostic laboratories/rooms (**ESG II Part 1.6**) is ensured by familiarizing postgraduate doctors with safety and health regulations before classes. Postgraduate doctors develop a culture of professional responsibility for a safe environment through training in equipment handling and clinical documentation. Postgraduate doctors undergo mandatory safety and health training before beginning work. This helps prevent health risks to students and patients. Experts reviewed the Safety Regulations and the Safety Familiarization Log, which are located in the inpatient department, clinical diagnostic unit, physiotherapy unit and dermatocosmetology unit. Postgraduate doctors are familiarized with these documents during their first days of inpatient training. According to the survey results, postgraduate doctors are aware of the availability of these relevant documents.

The KSCDID carries out research in the following areas: "Development of a kit for isolating exosomes from umbilical cord mesenchymal stem cell culture for therapeutic and research purposes", "Improving HIV prevention among MSM based on studying the influence of epidemiological, socio-economic, psychological and biobehavioral factors on the PrEP use" and "Scientific justification of improving the prevention of the spread of HIV infection among users of new psychoactive substances in Kazakhstan in modern conditions". Over 5 years, success has been achieved in the publication activity of postgraduate doctors and participation in scientific and practical conferences: 2022-2023 publications - 1, presentations - 15; 2023-2024 publications - 1, presentations - 18; 2024-2025 publications - 1, presentations - 24. At the same time, it should be noted that KSCDID postgraduate doctors are not involved in scientific work. The scientific component is implemented through the preparation of analytical reviews, examination of case histories and the study of international experience in the diagnosis and treatment of various dermatoses. All information on scientific work is included in the postgraduate doctor's portfolio.

The educational programme includes topics where postgraduate doctors study research methods in medicine, attend training seminars in the Wiley database <https://register.gotowebinar.com/register/5883647697724985944> on publication methodology and use a subscription to the journal of the European Academy of Dermatology and Venereology and OMI e-learning.

An interview with the scientific department of the KSCDID and the teaching staff revealed that postgraduate doctors are planning to conduct research within the framework of the projects: "Improving HIV Prevention Among MSM Based on a Study of the Impact of Epidemiological, Socioeconomic, Psychological and Biobehavioral Factors on PrEP Use" and "Scientific justification of improving the prevention of the spread of HIV infection among users of new psychoactive substances in Kazakhstan in modern conditions".

The KSCDID has implemented a systematic modernization of clinical facilities and educational resources as a strategic element of ensuring the quality of postgraduate doctor training. Updating the physical facilities, including the library collection, is carried out as needed through requests from the relevant divisions. Over the past few years, the following upgrades have been implemented: the purchase of 22 computers, 22 study desks, wireless internet equipment (Wi-Fi routers), 5 ultrasonic scrubbers, 2 diathermocogulators and consumables for dermatocosmetology (300 disposable drapes,

500 meso-needles, 1,000 cosmetic pads, 50 cannulas and 200 syringes) to improve the educational process (**ESG II Part 1.6**)

Interviews with 6 teachers, including 3 full-time faculty, revealed both successes and challenges in educational management, depending on the specific resource (postgraduate doctor access to equipment, a sufficient number of specialized patients, time for medical record keeping and independent work). Clinical settings with a total of 210 beds allow for the full implementation of the educational programme, as these hospitals of various levels cover all nosological pathologies, from the most common allergic dermatoses and fungal infections to rare and severe hereditary and autoimmune diseases of the skin and its appendages. The new dermatocosmetology unit provides the conditions for mastering a wide range of practical skills.

6.2 Postgraduate Medical Education Based on Clinical Learning

Experts assessed the postgraduate doctors' documentation, including the postgraduate doctor portfolio, calls reports and clinical patient analysis.

A review of resources showed that they meet the goals and objectives of the educational programme. For example, clinical settings of the KSCDID, with a total of 50 beds, and the A.A. Kasymkhanova Clinic were visited. The educational organization's staff ensures collegial and ethical relationships with medical staff and clinical setting management to achieve the postgraduate doctors' intended outcomes. A sufficient number of specialized patients is ensured (for example, first-year postgraduate doctors in the "Adult Inpatient Dermatovenereology" course supervise patients with psoriasis, allergic dermatoses, bullous dermatoses and lichen planus, according to the subject plan). Modern equipment is available and demonstrated to be accessible to students. Teachers ensure high-quality training while adhering to ethical and deontological principles.

During a visit to the clinical settings of the educational programme 7R01112 "Dermatovenereology (adult, pediatric)" - the outpatient department of the KSCDID, the physiotherapy unit equipped with modern equipment, the A.A. Kasymkhanova clinic, specializing in the diagnosis and treatment of vitiligo, as well as an accredited diagnostic laboratory (Accreditation Certificate No. KZ.M.02.2573 dated September 15, 2023, issued for compliance with the requirements of ST RK ISO 15189-2023, valid until September 15, 2028), which is partially used in the educational process, the experts conducted a resource assessment.

The assessment confirmed that the material, technical and educational resources meet the requirements of the educational programme, are accessible to teachers and postgraduate doctors, and meet the needs of students and the practical healthcare system.

To validate the self-assessment report and obtain evidence of the quality of the programmes, interviews with postgraduate doctors were conducted. The experts asked questions about satisfaction with the learning, sufficient time for patient care, working with medical documentation, satisfaction with teaching methods and faculty qualifications, social and moral support for postgraduate doctors in need, participation in the Council of Young Scientists, and access to resources from international professional literature databases. Overall, postgraduate doctors were satisfied with the learning and assessment methods, and specifically entered this organization because they believed the educational institution had good resources, a strong image and international connections. At the same time, postgraduate doctors would like more independence in patient care and the expansion of clinical settings outside of Almaty. It was also noted that financial support for active and outstanding postgraduate doctors is provided in the form of a one-time financial incentive, as well as accommodation and travel expenses to various scientific and practical conferences organized by the Center, as well as congresses of the European Association of Dermatovenerologists and the Salzburg Readings.

The KSCDID has implemented simulation learning as an integral part of postgraduate doctors' clinical training. The use of simulation training devices allows for the development of practical skills in conditions as close as possible to actual clinical practice, while completely eliminating risks to patients. Through simulation learning, postgraduate doctors develop clinical thinking, improve manual

skills, master diagnostic and therapeutic procedures and develop teamwork and clinical communication competencies.

Thus, postgraduate doctor training at the simulation center is an integrated part of clinical education.

Postgraduate doctors of the KSCDID demonstrated their commitment to educational organization, actively responded to questions from external experts and provided insights into training organization, assessment of their knowledge and skills, advisory support, opportunities to participate in research and financial support. They also demonstrated a broad range of knowledge. Experts reviewed postgraduate doctors' documents (portfolios, postgraduate doctor assessment results – checklists and postgraduate doctor survey results).

Postgraduate doctors' teamwork experience is realized through participation in regional training forums such as "20 Regions of Dermatovenerologists and Dermatocosmetologists", the Academy of Multidisciplinary Dermatovenerology, the Zh.A. Orazymbetova Dermatological Readings and Open Days (<https://kncdiz.kz/ru/press-sluzhba/press-relizy/>), which are held regularly, facilitating networking with colleagues and other healthcare professionals.

Information about the events is published in the specialized publication "Beautycode" and the scientific and practical journal "Problems of Dermatology and Venereology" as well as on social media. (Journal Code ISSN: 2707-3696 Linking ISSN (ISSN-L): 1680-9149 Key Title: Questions of Dermatology and Venereology (Online) Key Title in original characters: Questions of Dermatology and Venereology (Online) Proper Title: Questions of Dermatology and Venereology. Proper Title: Questions of Dermatology and Venereology). Postgraduate doctors conduct health education events for patients and training sessions for interns. For example, postgraduate doctors speak at Psoriasis and Melanoma Days.

100% of postgraduate doctors surveyed noted that they have free access to patients at clinical settings and have all the conditions for improving their practical skills.

Regular updates of equipment and facilities at clinical settings and other educational resources are carried out in accordance with the changing needs of postgraduate doctor training. The planned and current number of postgraduate doctors is taken into account to achieve a 3:1 postgraduate doctor-to-teacher ratio. The profile of clinical supervisors and their compliance with the goals and objectives of the residency, their educational level and their proficiency in teaching methods are determined by the Postgraduate Training Department. During the period 2021-2025, 9 clinical supervisors were trained at the seminars: "Methodological and Technical Support for Continuing Education Programmes" (September 29-October 1, 2021), and "Improving Teaching Skills at a University (Dermatovenereology)" (January 30-February 10, 2023). Clinical supervisors are provided with the following materials for postgraduate doctor training: a syllabus, a list of intended learning outcomes and a list of practical skills.

The DPE, in conjunction with the Academic Board, is conducting an analysis of educational activities, including postgraduate doctors' academic performance and final state attestation results (testing and practical skills). Based on these findings, curricula are adjusted to reflect employer and supervisor feedback, new elective courses (e.g., trichology, dermatoscopy, podiatry, corneology and phototherapy) are included based on postgraduate doctors' and healthcare practitioner requests, and practice-oriented learning is strengthened: increased time at clinical setting, implementation of simulation training, telemedicine and advanced training for teaching staff in modern diagnostic and treatment methods.

Examples of implemented improvements: based on employer feedback, the module on infectious dermatoses and modern treatment methods for chronic skin diseases has been strengthened; additional master classes and clinical case studies have been added based on postgraduate doctors' suggestions; and an analysis of graduate performance (100% employment) confirms the programme's relevance, stimulating its further development.

https://www.instagram.com/p/C7LWw0CCDD4/?img_index=1&igsh=MXNxM3I1MDZxMnJ2aw== ,

<https://www.instagram.com/reel/DLck6dloyRs/?igsh=MTdvZ3ZpMXIzdnB1Mg==>
<https://www.instagram.com/p/DGNbK1bidZZ/?igsh=MWsyOHVjYmw5MmFsdA==>

The annual regional training forums held by the KSCDID, which involve teachers, clinical supervisors and postgraduate doctors, deserve special attention. These events serve as an effective platform for interaction with regional healthcare authorities and networking with potential employers.

Mechanisms for motivating and developing interest in postgraduate research among staff and teachers are key indicators of teacher effectiveness. The KSCDID is committed to developing and implementing such a mechanism.

6.3 Training Postgraduate Doctors at Alternative Clinical Settings

The academic policy for postgraduate doctor training includes the option of training at organizations if existing clinical settings do not cover all the topics of the educational programme. At the same time, postgraduate doctor training in specialty 7R01112 "Dermatovenereology adult, pediatric" is conducted at the KSCDID, which has a 24-hour and day hospital with a total of 50 beds. Postgraduate doctors study disciplines of the educational programme such as "Outpatient Dermatovenereology" at the State-owned utility enterprise based on the right of economic management "City dermatovenerologic dispensary" of the Public Healthcare Administration of Almaty city. The dispensary has 5 units and serves the entire population of Almaty. Research publications are prepared under the supervision of a teacher and do not require additional training. However, postgraduate doctors can participate in academic mobility within the country. For example, an agreement was signed with the Kazakh-Russian Medical University (KRMU), and 4 postgraduate doctors completed 4 credits of "Clinical Laboratory Diagnostics."

Memorandums have been signed with all dermatovenereology service organizations. On August 22, 2025, a memorandum was signed with the Astrakhan State Medical University <http://astgmu.ru/otdel-mezhregionalnogo-sotrudnichestva/>. Work is underway to conclude memorandums with the surgical and oncology clinics of Urumqi, China, and with the Republican Pathohistology Laboratory of Iran. This collaboration allows for the introduction of learning methods and technologies, such as pathohistological diagnostics and oncodermatology, into residency programmes.

The educational organization's teachers are the organizers of the "Educational Academy of Multidisciplinary Dermatovenereology with International Participation as part of World Psoriasis Day" and the "Dermatological Readings named after Zh.A. Orazymbetova" and actively participate in various national and international events. This year, the 16th-17th Republican Educational Scientific and Practical Conference, "20 Regions of Dermatovenerologists, Dermatocosmetologists and Leprologists," was held in Kostanay and Petropavlovsk as part of continuing medical education and World Vitiligo Day. Seminars and conferences are held annually with the Kazakh Republican Leprosarium and the Russian Leprosy Research Institute in Astrakhan. This participation allows for the application of acquired information in the educational process. Over a 5-year period, 2 teachers were trained abroad in the following topics: Pediatric Dermatology, Biological Therapy and Tropical Dermatoses (Salzburg Readings).

6.4 Information Sources, Resources and Use

Experts assessed postgraduate doctors' and teachers' access to essential web resources, including Thomson Reuters (Web of Science) and Springer Link. Open-access databases include PUBMED, eLIBRARY.RU, Unified Electronic Library, Polpred, Com Media Review, BioMed Central, PMC PabMedCentral, MedLinePlus, TripDatabase, National Institutes of Health, JAMA Network and KazNEL.

Postgraduate doctors confirmed their ability to use these electronic resources, including in preparation for classes.

As part of its postgraduate doctor training, the KSCDID ensures the development of digital competencies necessary for effective work in the modern healthcare system.

Postgraduate doctors are trained to use electronic medical records; healthcare information systems; and specialized programmes designed for diagnostics, patient management and treatment monitoring.

This approach helps students develop robust digital literacy skills that meet the requirements of the digitalization of the medical industry.

At the same time, the organization systematically integrates modern digital technologies into the educational process, including: telemedicine platforms; simulation training programmes; multimedia training modules; clinical databases for analyzing and modeling clinical situations.

Access to patient data and the healthcare information system is provided through the Documentolog electronic document management system for external and internal documents. External and internal document management at the KSCDID is carried out via a corporate email system, which handles the receipt and transmission of documents. The postgraduate doctor supervises 2-3 patients per day, including completing the necessary documentation under the supervision of a teacher.

Distance learning methods, such as participation in the Annual All-Russian Congress on STIs "IUSTI" and the Forum on Psoriasis and its Modern Treatment (April 27, 2024, St. Petersburg), are used in training postgraduate doctors on topics such as "Sexually Transmitted Infections (STIs)" and multifactorial skin diseases.

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

To facilitate independent learning for postgraduate doctors, the KSCDID provides stable access to internet resources and a local network. Internet access is available via cable ADSL (speed 51,000 kbps) and 4G mobile technology. Postgraduate doctors have free internet access in the following areas: the library; the postgraduate education department; classrooms and offices equipped with computers. The corporate local area network covers 100% of the center's classrooms, clinical and administrative buildings.

However, an inspection of information resources and interviews with postgraduate doctors revealed that the library's facilities and equipment require further improvement.

Mail and group chats have been created to ensure seamless information exchange with fellow students. Thus, the effective and ethical use of information and communication technologies as an integrated part of learning is ensured through students' access to web resources, including website content, relevant international information networks, electronic databases and other electronic learning tools. Access to relevant patient data and healthcare information systems is organized through online platforms and specialized medical resources **(ESG II Part 1.6)**.

The experts reviewed the following documents regulating these processes: the postgraduate doctors' individual plan, postgraduate doctor portfolio, access to the educational institution's library website and remote international literature databases (based on contracts), the department's research plan for 2024-2025, a list of postgraduate doctors participating in research over the past 5 years, certificates and diplomas for participation in scientific and practical conferences, memoranda of international cooperation, information on the educational institution's website regarding cooperation with foreign partners, agreements with clinical settings, safety regulations and information on infection safety at the clinical settings where postgraduate doctors are trained.

Strengths:

1. Financial support for outstanding postgraduate doctors is provided in the form of a one-time cash incentive, as well as accommodation and travel to various scientific and practical conferences, including congresses of the European Association of Dermatovenerologists and the Salzburg Readings; and participation in events organized by the Center.

2. Annual regional educational forums held by the KSCDID, with the participation of teachers and postgraduate doctors, serve as an effective platform for interaction with regional healthcare authorities and networking with future employers.

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

Standard	Standard Implementation	Recommendations for Improvement
6.4.2	Partially Implemented	Improving the information resource center by creating an intelligent hub integrating medical education, research and digital technologies.

Standard 7: QUALITY ASSURANCE AND IMPROVEMENT IN POSTGRADUATE EDUCATION

7.1 Quality Assurance System

A quality assurance system has been implemented, documented in the "Academic Policy", "Regulations on the Educational Process" and "Code of Honor for Teacher and Postgraduate Doctor" approved by the Academic Board of the KSCDID on June 5, 2023. This system includes an organizational structure with assigned responsibilities, monitoring of educational programmes, a teacher and postgraduate doctor assessment system, surveys, self-assessment and corrective measures to improve the quality of education.

The decision-making and change management process related to residency programmes is regulated by the KSCDID governance structure, developed by the Department of Postgraduate Education and approved by the Academic Board. **(ESG II Part 1.1)**

The experts evaluated the programme for monitoring the processes and results of the educational programme, which includes an educational programme review phase (familiarization with reviews from external experts and KSCDID teachers, from 2023), a programme discussion at a KSCDID Academic Board meeting (Minutes No.3 dated 2023), and feedback on various elements of the residency programme through a survey of postgraduate doctors, teachers, supervisors and employers.

Clinical training for postgraduate doctors is primarily conducted in the main unit, where they work with various categories of patients, and also periodically travel to clinical settings in Almaty to participate in appointments and provide consultations. This approach ensures a practical focus of training, but requires systematization. It is recommended to develop and implement a procedure for regular rotation of postgraduate doctors between clinical settings in Almaty to evenly distribute practical experience and ensure compliance with educational requirements.

A postgraduate doctor survey is conducted once a year and addresses topics such as teaching quality, clinical practice organization, satisfaction with the educational process, assessment objectivity and learning conditions. The results of the postgraduate doctor survey, conducted by the Department of Postgraduate Education in 2023, showed that students positively evaluate the professionalism of the teachers, the quality of practical training and the availability of educational resources, noting the need to further expand simulation learning and introduce additional elective courses.

The results of the postgraduate doctors' survey revealed that the system for ensuring and improving the quality of postgraduate training at the KSCDID is rated by students as effectively functioning and fully meeting their expectations.

Almost all postgraduate doctors (98.3%) expressed complete satisfaction with their learning and their choice of institution, while 96.5% noted a positive attitude toward the educational process and a collaborative atmosphere. 92.9% would recommend training at the KSCDID to their colleagues, demonstrating a high level of trust and a positive image of the center among students.

The majority of respondents (94.7%) noted the attention of management and teachers to issues related to the educational process and student concerns. 100% indicated the accessibility of heads and openness of the administration, reflecting the transparency of the management system and the availability of stable feedback channels.

Postgraduate doctors rated the conditions for learning and practical activities as favorable: 89.5% were satisfied with the condition of classrooms, 91.2% with the organization of amenities and

food, and 94.7% with the availability of modern electronic resources. This confirms the adequacy of the infrastructure and technical support for the educational process.

The methodological and teaching work also received high marks. All respondents (100%) confirmed that teachers use active and interactive learning methods, such as clinical case studies, case discussions, mini-clinical exams and case analysis. 96,5% indicated that they were provided with educational materials and supplementary literature, and 100% reported receiving regular feedback after classes.

Practical training in clinical settings fully meets postgraduate doctors' needs: 100% noted that they had sufficient time and opportunities to practice clinical skills, and 96.5% reported that they had a sufficient number of patients to supervise and participate in procedures. These data demonstrate a strong integration of theoretical learning with clinical practice.

The majority of postgraduate doctors (98.2%) noted the availability of opportunities for research, and more than half are already involved in research and preparing publications. 92,9% indicated that a system of career development and advising exists, confirming that the organization creates opportunities for the professional and scientific development of students.

The knowledge and skills assessment system received an overwhelmingly positive rating, with 100% of respondents expressing satisfaction with the methods used. Over 90% rated the involvement of an external expert commission and the need for accreditation procedures positively, with almost half (49.1%) participating in preparation for accreditation. This demonstrates the conscious involvement of postgraduate doctors in the internal assessment and improvement processes of the educational programme.

Overall, the survey results indicate that the KSCDID has a robust internal quality assurance system based on collaboration between administration, teachers and students, ensuring a high level of postgraduate doctor training, the development of clinical and scientific competencies and the continuous improvement of the educational process.

According to the survey results of the teaching staff, the quality assurance system for postgraduate education at the KSCDID is functioning effectively and meets the requirements of the standard **(ESG II Part 1.9)**

All teachers (100%) positively assessed the organization of the educational process, adherence to academic ethics, the chain of command and interaction with the Department of Postgraduate Education. This demonstrates a stable and manageable system of internal quality assurance. The majority of teachers (63.6%) noted the availability of opportunities for professional growth and career advancement, and all (100%) reported opportunities to participate in research activities and publish research results. 72.7% of teachers have completed advanced training courses in the past year, reflecting the continuing development of their pedagogical and clinical competencies.

In terms of methodological support, 81.8% of teachers participate in the development of teaching and methodological materials for residency programmes, 100% use syllabuses, teaching and methodological complexes, and testing and assessment materials in their work, which confirms the high level of standardization of the educational process.

Teachers considered the physical facilities and learning conditions to be adequate: 90.9% noted the availability of modern equipment and resources for training, and all teachers (100%) confirmed that postgraduate doctors have free access to clinical facilities and can improve their practical skills.

Interactive and practice-oriented learning methods, such as oral analysis, case studies, problem-based learning and small group work, are actively used in teaching. This ensures the development of clinical competencies and critical thinking in postgraduate doctors.

The majority of teachers (72.7%) noted that the center's management systematically takes their opinions into account when making decisions regarding educational, research and clinical activities. All teachers (100%) recognized the survey as a useful tool for improving the educational process. Furthermore, 100% of teachers consider accreditation of educational programmes an important and effective quality assurance mechanism. This confirms the conscious involvement of the teaching staff in maintaining and improving the internal quality assurance system.

Thus, the results of the teacher survey confirm that the KSCDID has a sustainable quality assurance system, including effective management of the educational process, methodological support, human resource development, regular feedback and the use of accreditation tools for the continuous improvement of postgraduate training.

Programme evaluation takes into account the goals and objectives of the learning, the intended learning outcomes, through formative, midterm and summative assessments, independent state attestation and an analysis of graduate employment. The implementation of the educational programme is assessed through feedback from postgraduate doctors, teachers and clinical supervisors, as well as graduates' achievements in clinical practice and research.

A survey of 2024-2025 postgraduate doctors in the specialty of "*Dermatovenereology adult, pediatric*" demonstrated that students highly value the professionalism of their teachers, the adequacy of clinical practice and the use of modern diagnostic and treatment methods. A need for expanded simulation learning and technical resources was noted. A teacher survey conducted in 2025 revealed that teaching staff were satisfied with the level of postgraduate doctor training and the organization of the educational process, but noted the need to improve teaching materials and upgrade clinical facilities.

Postgraduate doctor admissions approaches are assessed by analyzing the results of entrance examinations, conversations and candidates' compliance with educational programme requirements. Knowledge and skills assessment methods are assessed using a point-rating system (PRS), formative and midterm assessments, OSCE, Mini-CEX, DOPS and independent final state attestation. These methods demonstrate objectivity, transparency and compliance with a competency-based approach.

An assessment of the adequacy and quality of educational resources is conducted annually by the Department of Postgraduate Education in conjunction with the Academic Board. It demonstrates that the educational and clinical facilities meet programme goals and standard requirements, are equipped with modern equipment, simulation tools and access to electronic resources.

The results of the clinical practice assessment of postgraduate doctors and residency programme graduates are communicated through the publication of annual reports and analytical materials on the official website of the KSCDID, as well as announcements at meetings of the Academic Board and the Department of Postgraduate Education. Therefore, stakeholders such as the Center's management, teachers, clinical supervisors and employers are informed of the monitoring results and feedback.

The heads of clinical settings have expressed a willingness to employ KSCDID graduates. The graduate employment rate over the past 5 years has been 95-100%. Employers have praised graduates for their high clinical training, responsibility, discipline, mastery of modern diagnostic and treatment methods, communication skills and teamwork skills. However, they also noted weaknesses, such as insufficient medical record-keeping skills and the need to deepen their knowledge in related disciplines.

The graduate employment rate over the past 5 years has ranged from 95% to 100%.

The results of postgraduate doctors and graduates are indicators of the quality of educational programmes. Based on an independent assessment of graduates of the residency programme in specialty 7R01112 "*Dermatovenereology adult, pediatric*" over three academic years (2022–2023, 2023–2024, 2024–2025), it was revealed that 23 postgraduate doctors, all citizens of the Republic of Kazakhstan, were admitted to the final assessment in the 2022–2023 academic year. In the "Knowledge" stage, 1 graduate passed the exam with an "excellent" grade, 16 with a "good" grade, and 6 with a "satisfactory" grade. In the "Skills" stage, all participants (100%) received an "excellent" grade. All 23 graduates received a qualification document.

In the 2023–2024 academic year, 32 postgraduate doctors were admitted to the assessment, including 30 citizens of the Republic of Kazakhstan and 2 international students. Based on the results of the "Knowledge" stage, 8 graduates received the grade "excellent" and 24 received the grade "good". In the "Skills" stage, 21 students demonstrated high results ("excellent"), while 11 graduates received the grade "good". All students successfully completed the programme and received qualification documents.

In the 2024–2025 academic year, 44 postgraduate doctors were admitted to the assessment. In the "Knowledge" stage, 15 graduates achieved "excellent," 27 - "good," and 2 - "satisfactory". In the "Skills" stage, 34 graduates demonstrated a high level of preparation ("excellent"), 8 received "good", 2 received "satisfactory". 2 postgraduate doctors will retake the assessment in 2025. 42 postgraduate doctors have received their qualifications.

The organization initiates procedures for regularly reviewing and updating its organizational structure through meetings of the Academic Board, Supervisory Board and Department of Postgraduate Education. The current organizational structure of the Department of Postgraduate Education was approved on December 21, 2023. New features include the introduction of residency programme methodologists and coordinators, the implementation of an electronic accounting and reporting system, and the redistribution of functions between divisions to improve the efficiency of educational management.

The postgraduate doctor training process, programme structure and content, postgraduate doctor competencies, and knowledge and skill assessment methods are subject to annual analysis based on a review of reports, midpoint and final assessment data, postgraduate doctor, supervisor and employer surveys, as well as graduate employment indicators.

The experts reviewed the minutes of the 2023–2024 meetings of the Department of Postgraduate Education and the Academic Board of the KSCDID. Minutes No.4 dated May 15, 2023, addressed issues of residency training methods. Minutes No.7 dated October 18, 2023, addressed methods for assessing postgraduate doctors' knowledge and skills. The approval of new elective courses was discussed at the Academic Board (Minutes No.1 dated January 25, 2024).

The postgraduate doctor portfolio form was approved at a meeting of the Postgraduate Education Department (Minutes No.2 dated February 12, 2023). During the visit, the portfolios of Sabina Ibadullayeva, a postgraduate doctor in the 2024-2026 academic year, were reviewed. Postgraduate doctor portfolios include medical histories, a list of completed practical procedures, information on conference attendance, copies of certificates, photographs confirming the completion of clinical activities, presentations and independent work.

The Department of Postgraduate Education evaluates educational resources and the compliance of clinical settings with the goals and objectives of the residency programme in "Dermatovenereology adult, pediatric" and these are approved by the Academic Board. The results are documented in inspection reports and minutes of Academic Board meetings.

The quality assurance system operates systematically and includes monitoring of educational programmes, evaluation of teachers and supervisors based on postgraduate doctor feedback and point-rating assessment and certification of students. Innovative learning methods are actively utilized, including a patient-centered approach, telemedicine, dermatoscopy, corneology, phototherapy and genetically engineered biological therapy. To improve effectiveness, the curriculum is regularly reviewed, elective courses are introduced, teachers' qualifications are enhanced, and academic mobility with partner universities and clinics is expanded.

The curriculum update process is based on prospective studies, including analysis of academic performance and end-of-course assessment results, as well as feedback from postgraduate doctors, supervisors and employers (**ESG II Part 1.10**). Over the past 2-3 years, new elective courses (trichology, dermatoscopy, podiatry, corneology and phototherapy) have been added to the residency programme. Simulation learning and telemedicine have been implemented, practical training has been strengthened, and advanced training for teachers was conducted. Benchmarking of the residency programmes is underway with the Astrakhan State Medical University, as well as with clinics in China and Iran. As a result of the 2025 benchmarking, topics in pathohistological diagnostics and oncodermatology have been incorporated into the educational process.

Teachers participate in international and national educational events. For example, following participation in the Salzburg Readings and the national conference "20 Regions of Dermatovenereologists" topics in pediatric dermatology, biological therapy and tropical dermatoses have been incorporated into the residency programme.

As part of the quality assurance system, conditions have been created for the psycho-emotional support of postgraduate doctors and staff. The organization operates an art therapy room, where classes are held to prevent burnout and promote psychological welfare. These activities include individual and group art therapy sessions, which help maintain a positive emotional climate and enhance the effectiveness of the educational process.

7.2 Patient Safety

The KSCDID has implemented a quality assurance system that includes postgraduate doctor error analysis, violation prevention and patient safety measures, as reflected in the "KSCDID Academic Policy" (approved by the Academic Board in 2023) and the "Regulations on the Internal Quality Assurance System". Postgraduate doctor error analysis is conducted by the Postgraduate Education Department in collaboration with clinical setting heads and supervisors. The results are discussed at medical conferences and Academic Board meetings to prevent recurrence and adjust educational modules. Patient safety risks are identified by the Internal Quality Assurance Service and clinical setting administration, which includes internal audits, clinical case reviews, monthly conferences on the quality and safety of medical care and curriculum adjustments.

Thus, measures to prevent burnout have been implemented using art therapy approaches as part of the psycho-emotional support of postgraduate doctors and staff.

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

Standard	Standard Implementation	Recommendations for Improvement
7.1.1	Partially Implemented	Organize regular monitoring of postgraduate doctor rotation at Almaty clinical settings to ensure compliance with educational requirements and the quality of clinical training

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

The experts reviewed the management structure of postgraduate medical education, which includes the Department of Postgraduate and Continuing Education. The structure was approved on December 21, 2023. The B3Y is responsible for supervising, selecting clinical training settings and concluding contracts with them.

During the meeting with the management, some of the main guiding documents were discussed: the Roadmap for improving dermatovenereological care for the population of the Republic of Kazakhstan for 2024-2026, approved by Order No.787 of the Vice Minister of Healthcare of the Republic of Kazakhstan dated November 14, 2024; the Roadmap for the implementation of measures to prevent HIV infection in the Republic of Kazakhstan for 2023-2026 No.155 dated March 16, 2023; and the Strategic Development Plan for the KSCDID for the period 2025-2029, approved by the decision of the KSCDID Supervisory Board dated March 31, 2025, Minutes No.1. The Center's achievements in recent years, existing research projects, plans for further development and potential risks, including in educational activities, were also discussed. Overall, the interview with the Center's management was quite informative and productive.

The experts reviewed the strategic development plan for 2025-2029, which has 2 main development areas: improving HIV prevention and epidemic monitoring, developing scientific and innovative activities and enhancing the effectiveness of human resource management.

The work plan of the Department of Postgraduate Education (DPE) for the current year was also reviewed. After reviewing the annual reports, the experts concluded that the Center is working in several areas, including scientific, research, treatment and educational work.

The first head of the Center is responsible for reputational risks and the image of the educational institution. Therefore, to ensure proper planning and risk management in educational activities, it is recommended to develop a register of potential risks based on the Center's strategic development plan for 2025-2029.

Residency training is conducted in accordance with the requirements of such regulatory rules regarding the admission of postgraduate doctors as the Order of the Minister of Healthcare of the Republic of Kazakhstan dated June 26, 2025 No.409 "On Amending the Order of the Minister of Healthcare of the Republic of Kazakhstan dated May 25, 2021 No.KR DSM-43 "On Approval of the List of Medical Specialties of Residency Programmes"; the Order of the Minister of Healthcare of the Republic of Kazakhstan dated July 4, 2022 No.KR DSM-63 "On Approval of State Mandatory Standards for the Levels of Education in the Field of Healthcare"; the Order of the Minister of Healthcare of the Republic of Kazakhstan dated January 9, 2023 No.4 "On Approval of Standard Curricula for Medical and Pharmaceutical Specialties". Knowledge and skills are assessed on the basis of the CME. To implement the educational programme, the educational organization has an organizational structure in which the educational sector is represented by the DPE. The experts reviewed postgraduate doctor completion documents, including the FSA results. A residency completion certificate with a transcript is issued to postgraduate doctors who have successfully completed the training programme and passed the FSA. It contains information on the courses completed, grades, FSA results and qualifications.

The Regulation on Quality Assurance for Postgraduate Education was developed by the administrative and managerial staff, the Organizational and Methodological Department and the Department of Postgraduate Education, and approved on June 14, 2024, by Acting Director B.S. Turdaliyeva.

The programme in "Dermatovenereology adult, pediatric" is supported by the relevant educational and methodological documentation and faculty.

8.2 Shared governance

The responsibilities and duties of management and staff for postgraduate medical education are defined and assigned to the Deputy Director for Research and Strategic Development and documented in the Organizational Structure. Transparency of governance and decision-making in the educational process is ensured by openly posting information regulating the training, admissions, organization of the educational process and regulatory documents on the Center's official information boards and website, as well as through the work of the Admissions Committee, Academic Board and structural divisions, as reflected in the document "Residency Admission Rules".

The educational institution evaluates the educational process management and staff in relation to the achievement of the residency programme mission and expected learning outcomes through feedback from postgraduate doctors and teachers (see Section 7.2 of the report), certification based on job descriptions, and internal audits on the quality of the educational process and compliance with standards.

Funding for the residency programmes is provided from the educational institution's budget and through paid educational services, targeted state educational procurement and other revenues permitted by the legislation of the Republic of Kazakhstan. The divisions responsible for planning and distributing funds for the residency programmes are the Accounting and Reporting Department and the Planning and Economic Analysis Department. The scope of duties, responsibilities and authorities are reflected in the job descriptions of the employees of the accounting and reporting department, the planning and economic analysis department, approved by the management of the KSCDID. A financial plan is prepared annually, including a target budget for training, which amounts to 9,000,000 tenge. The financial plan is in line with the strategic plan for the period 2025-2029. The share of funding for residency programmes increased by 14.5% in 2025 compared to 2023. The largest amount

of funds is spent on the acquisition of computers and peripheral devices, consumables and power supplies, licenses (access) and integration with electronic databases of students. During a meeting with financial sector staff, experts discovered that the Consortium with the Kazakh Medical University “HSPH” for training doctoral students in the specialties of “Medicine” and “Public Healthcare” has a 40% return on investment for the first year of doctoral studies, and a 100% return for the second and third years. The salary fund for the Department of Postgraduate and Continuing Education is 24,629,905 tenge, and a scholarship fund will be formed starting in 2025.

An annual financial report is submitted and approved by the Supervisory Board. It demonstrates, among other things, the distribution of educational resources in accordance with needs and the coverage of all types of expenses (purchases based on educational requirements, accreditation fees, payments for the “Platon” information system, the "Unified transport environment of government agencies, and final state attestation fees) for the implementation and development of the residency programme.

The assessment results show that the educational institution is financially and organizationally sustainable, as educational programmes are funded by public donations and targeted revenues, and a financial plan is developed annually to ensure the sustainable operation and development of the residency programmes.

The resident training process included updates such as changes to the cycles for the catalog of elective disciplines. Updates are made through discussion at DPE meetings, approval by the Academic Board and are accompanied by the development of corresponding work programmes.

The educational institution annually allocates resources for continuous improvement in the amount of 4,500,000 tenge. For example, computers and peripherals, tables and chairs were purchased for the 2024-2025 academic year.

8.3 Postgraduate Doctor and Staff Representation

The educational institution has the following advisory and consultative bodies: the Academic Board, the Residency Admissions Committee, the Appeals Committee and the Disciplinary Committee. Postgraduate doctors serve on the Academic Board. There is also a Council of Young Scientists. Postgraduate doctors are rewarded for their community service by receiving commendations and recommendations for grant programmes. *The majority of postgraduate doctors (93%) are involved in advisory bodies.* In a survey of postgraduate doctors, experts found that postgraduate doctors positively value the opportunity to participate in the Center's events and perceive social engagement as a significant element of professional development and communication with teachers.

The educational institution has a postgraduate doctor development programme, which includes involvement in educational, scientific and social activities, participation in conferences, trainings and educational schools, as well as creating conditions for individual professional growth.

8.4 Administration

There is an appropriate administrative (21 people) and teaching (7 people) staff, including the acting director, deputy director for research and strategic development, department heads, the head of the postgraduate and continuing education department, teachers and supervisors from clinical settings. To effectively manage the educational process, Education Department staff completed advanced training in 2023 on the topic: "Improving Teaching Skills at the University (Dermatovenereology)". The administration and management of the educational process as a whole, as well as the residency educational programme for specialty 7R01112 "Dermatovenereology adult, pediatric" are assessed through internal monitoring, postgraduate doctor surveys, analysis of key performance indicators and external review.

The results demonstrate achievements such as increased postgraduate doctor satisfaction with the quality of education, an increase in the number of clinical supervisors, improved feedback mechanisms and improved transparency in educational process management. **(ESG II Part 1.9).**

EEC findings by criteria. Comply with 8 standards, 7 are fully compliant, 1 is partially compliant, 0 are non-compliant.

Standard	Standard Implementation	Recommendations for Improvement
8.1.2	Partially Implemented	To ensure adequate planning and risk management in educational activities, develop a register of potential risks based on the strategic development plan of the KSCDID for 2025–2029.

CONCLUSION: An external assessment of the educational programme revealed that 100 of the 109 accreditation standards demonstrate full compliance. 9 standards were partially implemented. No non-compliance with the standards was identified.

5. Recommendations for improvement of the educational programme 7R01112 "Dermatovenereology adult, pediatric".

Standard	Standard Implementation	Recommendations for Improvement
2.3.1	Partially Implemented	Develop an effective system for managing clinical rotations in major disciplines, including the stages of planning, provision, implementation and subsequent monitoring within the residency educational programme.
2.7.1	Partially Implemented	Develop a system for engaging postgraduate doctors in research projects to develop research competencies and further ensure continuity of transition to the next level of education – doctoral studies.
4.4.2	Partially Implemented	Ensure expanded academic mobility for KSCDID postgraduate doctors through collaboration with medical universities and specialized healthcare institutions (city and regional dermatovenereology dispensaries) in the Republic of Kazakhstan.
5.3.1	Partially Implemented	To improve the uniformity and objectivity of assessment, plan advanced training events for KSCDID teaching staff in the fundamentals of pedagogical measurement methods, including mastering approaches to assessing the competencies of F- and G-type postgraduate doctors, including MCQ-format tests, case studies, OSCEs and situational simulations.
5.3.2	Partially Implemented	Develop and approve a policy on incentives for teaching staff, taking into account the achievement of key performance indicators (KPIs).
5.3.3	Partially Implemented	Ensure the standard ratio of residency students to clinical teachers at 1:3, in accordance with the requirements of Order No.543 dated October 24, 2023, of the Ministry of Science and Higher Education of the Republic of Kazakhstan.
6.4.2	Partially Implemented	Improving the information resource center by creating an intelligent hub integrating medical education, research and digital technologies.
7.1.1	Partially Implemented	Organize regular monitoring of postgraduate doctor rotation at clinical settings in Almaty to ensure

		compliance with educational requirements and the quality of clinical training.
8.1.2	Partially Implemented	To ensure proper planning and risk management in educational activities, develop a register of potential risks based on the KSCDID strategic development plan for 2025–2029.

6. Recommendation to the ECAQA Accreditation Council

The EEC members determined that the residency educational programme in the specialty "7R01112 – Dermatovenereology adult, pediatric" complies with the Accreditation Standards and unanimously recommended that the ECAQA Accreditation Council accredit this program for a period of 5 years.

	Full name
Chairperson	B.S. Imasheva
International Expert	D.M. Urunova
Academic Expert	U.T. Beisebayeva
Employer Expert	G.Ye. Abilkasimova
Student Expert	L.A. Starkova

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу 7R01112 «Дерматовенерология взрослая, детская» РГП на ПХВ «Казахский научный центр дерматологии и инфекционных заболеваний» МЗ РК на период 5 лет.

Председатель ВЭК	ИМАШЕВА БАГДАТ САКЕНОВНА	
Международный эксперт	УРУНОВА ДИЛБАР МАХМУДОВНА	
Академический эксперт	БЕЙСЕБАЕВА УЛЖАН ТУРСУНКУЛОВНА	
Эксперт- работодатель	АБИЛКАСИМОВА ГУЛЬНАРА ЕРДЕНБАЕВНА	
Эксперт- резидент	СТАРКОВА ЛОЛИТА АЛЕКСАНДРОВНА	

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

Standard	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И ЦЕННОСТИ	6	6		-
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	28	26	2	-
3.	ОЦЕНКА РЕЗИДЕНТОВ	15	15	-	-
4.	РЕЗИДЕНТЫ	19	18	1	-
5.	ПРЕПОДАВАТЕЛИ И КЛИНИЧЕСКИЕ НАСТАВНИКИ	8	5	3	-
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	14	1	-
7.	ОБЕСПЕЧЕНИЕ И УЛУЧШЕНИЯ КАЧЕСТВА ПОСЛЕДИПЛОМНОЙ ПОДГОТОВКИ	10	9	1	-
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	8	7	1	-
	Всего:	109	100	9	-
			109		

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

№	Наименования документов/дата утверждения	Количество страниц
1.	Соглашение о сотрудничестве между федеральным бюджетным образовательным учреждением высшего образования “Астраханский государственный медицинский университет” министерства здравоохранения Российской Федерации и Республиканским Государственным предприятием на праве хозяйственного ведения “Казахский научный центр дерматологии и инфекционных заболеваний” Министерства здравоохранения Республики Казахстан от 22.08.2025г.	3
2.	Меморандум о сотрудничестве между Медицинским Институтом Каракалпакстана (Республика Узбекистан). Кафедра “Инфекционных болезней и дерматовенерологии” и Республиканским Государственным предприятием на праве хозяйственного ведения “Казахский научный центр дерматологии и инфекционных заболеваний” Министерства Здравоохранения Республики Казахстан от 15.10.2025 г.	3
3.	Меморандум о сотрудничестве между Каракалпакским территориальным филиалом Республиканского специализированного научно-практического медицинского центра дерматовенерологии и косметологии Минздрава Республики Узбекистан и Республиканским Государственным предприятием на праве хозяйственного ведения “Казахский научный центр дерматологии и инфекционных заболеваний” Министерства Здравоохранения Республики Казахстан от 15.10.2025 г.	3
4.	Приказ Министра здравоохранения Республики Казахстан от 3 сентября 2025 о внесении изменений в приказ Министра здравоохранения Республики Казахстан 3 декабря 2020г. “Об утверждении правил расследования случаев заражения ВИЧ-инфекцией среди населения”	13
5.	Приказ о Государственной аттестационной комиссии от 19.06.2025г.	1
6.	Кодекс чести преподавателя РГП на ПХВ “Казахского научного центра дерматологии и инфекционных заболеваний” МЗ РК от 05.06.2023 г.	2
7.	Кодекс чести резидента РГП на ПХВ “Казахского научного центра дерматологии и инфекционных заболеваний” МЗ РК от 05.06.2023 г.	2
8.	Протокол заседания встречи с работодателями в рамках НПК “Дерматологические чтения им. Ж.А. Оразымбетовой” от 10.04.2025г	2
9.	Заседание отдела последипломного образования № 4 от 03.03.2025г.	2
10.	Расписание занятий слушателей резидентуры 2 года обучения 2024-2026 г.	1
11.	Расписание занятий слушателей резидентуры 1 года обучения 2025-2027 г.	1
12.	Рейтинговая оценка НИИ/НЦ Клинического профиля за 2024 год	3
13.	«Жас ғалым» бағдарламасы бойынша 2025-2027 жылдарға арналған жас ғалымдардың ғылыми зерттеулерін гранттық қаржыландыруға Арналған 27.02.2025 ж.	5
14.	КУНТИЗБЕЛІК ЖОСПАР 27.02.2025ж.	8
15.	Положение о совете молодых ученых от 09.09.2023	5
16.	О внесении изменений в приказ 375-П от 16.09.2024г. “О создании временного научного коллектива” от 23.07.2025г.	2
17.	Қазақстан Республикасында есірткіні проблемалы түрде тұтынушы адамдар арасында зерттеу жүргізу туралы 22.08.24 ж.	3

18.	Аттестат аккредитации от 15.09.2023г. до 15.09.2028г.	6
19.	Договор №0024А/02.24 о создании инновационного-образовательного консорциума от 22.02.2024г.	9
20.	О зачислении в докторантуру на 2025-2026 учебный год от 28.08.2025 г.	3
21.	Должностная инструкция заведующего отделом послевузовского и дополнительного образования от 29.03.2024 г.	5
22.	Должностная инструкция методиста отдела послевузовского и дополнительного образования от 29.03.2024 г.	5
23.	Должностная инструкция преподавателя отдела послевузовского и дополнительного образования от 29.03.2024 г.	5
24.	Должностная инструкция менеджера отдела послевузовского и дополнительного образования от 29.03.2024 г.	4
25.	Должностная инструкция менеджера по дополнительному образованию отдела послевузовского и дополнительного образования от 29.03.2024 г.	4
26.	Свидетельство о постановке на переучет периодического печатного издания, информационного агентства и сетевого издания от 07.02.2025 г.	1
27.	О внесении изменений в приказ 144а-П от 06.10.2021 г. “О создании локальной этической комиссии по биоэтике” от 29.08.2025 г.	2
28.	Приказ о составе Ученого совета Казахского научного центра дерматологии и дерматологии и инфекционных заболеваний от 03.06.2025г.	2
29.	Портфолио слушателя резидентуры за 2024-2025 учебный год Ибадуллаева Сабина Маратовна	
30.	Портфолио преподавателя преподавателя Оспанова Сания Альмешевна	
31.	Приказ № 134 О наставничестве резидентов по специальности “Дерматовенерология взрослая, детская” от 07.04.2025	2
32.	Трудовой договор № 107 Оспанова Санибала Алмешевна от 06.02.2018	11
33.	Трудовой договор № 108 Суханбрдиева Зарина Маратовна	13
34.	Научно-практический журнал «ВОПРОСЫ ДЕРМАТОЛОГИИ И ВЕНЕРОЛОГИИ» статья Г.М. Ахметова, Б.С. Турдалиева, Л.Ю. Ганина, А.У. Дербисалова РГП на ПХВ «Казахский научный центр дерматологии и инфекционных заболеваний», “АНАЛИЗ РЕЗУЛЬТАТИВНОСТИ ТЕСТИРОВАНИЯ НА ВИЧ РАЗЛИЧНЫХ ГРУПП НАСЕЛЕНИЯ”	52
35.	Об утверждении штатного расписания от 05.01.2025	10
36.	Кепілдеме хат 17.07.2025	2
37.	Договор о государственных закупках услуг по антиплагиату 03.08.2023	20
38.	Договор № 7 а библиотечно-информационное обслуживание научных организаций и ВУЗов Казахстана от 09.01.2023 г.	2
39.	Договор о государственных закупках услуг Platonus 13.02.2025	20
40.	Договор о государственных закупках товаров ИП "MEDGROUP"	20
41.	РГП на ПХВ "КНЦДИЗ" Ведомость амортизации ОС за 2024 г.	1
42.	ОПО 24 апреля 2025 г. Удовлетворенность резидентов – результаты анкетирования	22
43.	Выполнение стратегический план РГП на ПХВ “Казахский научный центр дерматологии и инфекционных заболеваний” за 6 мес. 2025 г.	7
44.	План заседаний Ученого Совета КНЦДИЗ на 2025 год от 23.12.2024	4
45.	Положение отдела последипломного образования от 14.10.2021 г.	5

46.	Положение отдела научного менеджмента, международного сотрудничества и образования от 05.02.2019 г.	5
47.	Книжный фонд по образовательной программе «Дерматовенерология взрослая, детская»	5
48.	Рецензия на КИС образовательной программы резидентуры - по специальности «Дерматовенерология взрослая, детская»	
49.	Дорожная карта по совершенствованию дерматовенерологической помощи населения РК на 2024-2027 гг.	6
50.	План работы совета молодых ученых РГП на ПХВ «Казахский научный центр дерматологии и инфекционных заболеваний» на 2025-2026 год протокол № 1 от 10.09.2025	4
51.	РОО «Национальный центр независимой экзаменации» Итоговые результаты оценки профессиональной подготовленности (итоговой аттестации) от 18.07.2025	2
52.	О наставничестве резидентов по специальности «Дерматовенерология взрослая, детская» 07.04.2025	2
53.	Меморандум о партнерстве и сотрудничестве между ТОО «центр витилиго и здоровья кожи» и РГП на ПХВ «Казахский научный центр дерматологии и инфекционных заболеваний» Министерства Здравоохранения Республики Казахстан от 22.08.2022	3
54.	Меморандум о партнерстве и сотрудничестве между КГП на ПХВ «Областная инфекционная больница» ГУ управления здравоохранения Алматинской области и РГП на ПХВ «Казахский научный центр дерматологии и инфекционных заболеваний» Министерства Здравоохранения Республики Казахстан от 25.03.2021	3
55.	Меморандум о партнерстве и сотрудничестве между многопрофильным медицинским центром «MEDIA» и РГП на ПХВ «Казахский научный центр дерматологии и инфекционных заболеваний» Министерства Здравоохранения Республики Казахстан от 01.03.2021г.	3
56.	Меморандум о партнерстве и сотрудничестве между многопрофильным медицинским центром «НУР МЕД» и РГП на ПХВ «Казахский научный центр дерматологии и инфекционных заболеваний» Министерства Здравоохранения Республики Казахстан от 25.03.2021	3
57.	Договор о совместной деятельности АО «Научный центр педиатрии и детской хирургии» от 25.01.2024 г.	7
58.	Договор о совместной деятельности «Национальный научный центр фтизиопульмонологии Республики Казахстан» от 26.02.2023 г.	7
59.	Договор о совместной деятельности ТОО «Медицинская академия последиplomного образования» от 22.08.2022 г.	7
60.	Протокол заседания Ученого Совета №6 Казахского научного центра дерматологии и инфекционных заболеваний от 20.11.2023 г.	9
61.	Образовательная программа от 03.08.2023 г.	37
62.	Положение о клиническом наставничестве резидента РГП на ПХВ «Казахского научного центра дерматологии и инфекционных заболеваний» МЗ РК от 26.09.2021	5
63.	Протокол №2 «Об утверждении правил размещения государственного заказа, приема на обучение и подготовки медицинских кадров в резидентуре», в области Жетісу от 22.08.2025	4
64.	Стратегический план «Казахский научный центр дерматологии и инфекционных заболеваний» МЗ РК на 2025-2029 годы	48

65.	Трудоустройство количество учеников 2020-2025 годы	
66.	Certificate of ISSN assignment by the ISSN International Centre от 04.02.2020 г.	2
67.	Көрсетілетін қызметтерді мемлекеттік сатып алу туралы шарт 27.06.2023 ж.	19
68.	HIV Prevention and Awareness Among People with Substance Use Disorders in Kazakhstan: A Systematic Review 25.04.2025	13
69.	Протокол заседания № 4 Ученого Совета “Казахского научного центра дерматологии и инфекционных заболеваний” от 24.04.2025	5
70.	Протокол заседания № 6 Ученого Совета “Казахского научного центра дерматологии и инфекционных заболеваний” от 19.06.2025	
71.	Меморандум о партнерстве и сотрудничестве между ГУЗ “Областного кожно-венерологического диспансер” и РГП на ПХВ “Казахский научный центр дерматологии и инфекционных заболеваний” Министерства Здравоохранения Республики Казахстан от 10.04.2023	3
72.	Международная научно-практическая конференция, посвящённая 100-ЛЕТИЮ ДЕРМАТОВЕНЕРОЛОГИЧЕСКОЙ СЛУЖБЫ АТЫРАУСКОЙ ОБЛАСТИ И 90-ЛЕТИЮ АТЫРАУСКОГО ОБЛАСТНОГО КОЖНО-ВЕНЕРОЛОГИЧЕСКОГО ДИСПАНСЕРА 22 – 23 августа 2025 года	12
73.	Приказ об академической мобильности резидентов от 02.05.2025	1
74.	Приказ об академической мобильности резидентов от 08.05.2025	1
75.	Договор об оказании услуг организации питания от 08.01.2024	2
76.	Договор о регистрации цифровых идентификаторов объектов № 133 от 30.06.2023	5
77.	ДОРОЖНАЯ КАРТА реализации мер по предотвращению ВИЧ-инфекции в Республике Казахстан на 2023-2026гг. от 16.03.2023	19
78.	ЛИЦЕНЗИЯ Коммунальное государственное предприятие на праве хозяйственного ведения "Кожно- венерологический диспансер" Управления общественного здравоохранения города Алматы от 06.06.2023 года	9
79.	Свидетельство о регистрации участника Международного технологического парка IT стартапов “Астана Хаб” Platonus от 11.01.2022	3
80.	Меморандум о партнерстве и сотрудничестве между ТОО “Казахстанский медицинский университет “ВШОЗ” и РГП на ПХВ “Казахский научный центр дерматологии и инфекционных заболеваний” Министерства Здравоохранения Республики Казахстан от 22.02.2024	9
81.	Заседание отдела последипломного образования № 6 от 16.06.2023	3

Программа
визита внешней экспертной комиссии Евразийского центра аккредитации и обеспечения
качества образования и здравоохранения (ЕЦА/ЕСАQA) в РГП на ПХВ «Казахский
научный центр дерматологии и инфекционных заболеваний» МЗ РК в рамках
специализированной аккредитации программы резидентуры
г.Алматы, 16-17 октября 2025 г.

Время	МЕРОПРИЯТИЕ	ПРИМЕЧАНИЕ
	15 октября 2025 г. (среда) заезд членов внешней экспертной комиссии (ВЭК) в г.Алматы	*Стандарты аккредитации/ место проведения
День первый – 16 октября 2025 г. (четверг)		
08:40-09:00	Сбор членов ВЭК в КНЦДИЗ (г. Алматы, г. Алматы, пр. Райымбека, 60).	<i>Малый конференц-зал, 3 этаж</i>
09:00-09:20	Совещание членов ВЭК. Обсуждение программы и графика посещения КНЦДИЗ. Распределение областей ответственности между членами ВЭК. Председатель: Имашева Багдат Сакеновна, д.б.г., профессор, заместитель председателя УМО РУМС по направлению подготовки – Здравоохранение.	
	Встречи ВЭК с руководством и сотрудниками:	
09:20-09:45 (20')	Медеубеков Улутбек Шалхарович, и.о. директора, заместитель по клинической и противозидемической деятельности	Стандарты 1,8,9 <i>Кабинет зам. директора КНЦДИЗ, 3 этаж</i>
09:50-10:20 (30')	Оспанова Сания Алмешевна – к.м.н., зав. отделом послевузовского и дополнительного образования Яшева Лаурат Курманбаевна – главный бухгалтер Майлыбаев Сабит Амирханович – экономист	Стандарты 1,2,6,7,9 <i>Конференц-зал Глобального Фонда КНЦДИЗ, 2 этаж</i>
10:25-10:55 (30')	Отдел послевузовского образования Оспанова Сания Алмешевна – к.м.н., зав. отделом послевузовского и дополнительного образования Документация отдела	Стандарты 2,3,4,5,7,8 <i>Конференц-зал Глобального Фонда КНЦДИЗ, 2 этаж</i>
11:00-11:30 (30')	Отдел менеджмента научных исследований и международного сотрудничества Рысулы Мустафа Рысулович – д.м.н., и.о. зав. отделом менеджмента научных исследований и международного сотрудничества Суханбердиева Зарина Маратовна – преподаватель отдела послевузовского и дополнительного образования	Стандарты 2,6,7,8,9 <i>Конференц-зал Глобального Фонда КНЦДИЗ, 2</i>

		<i>этаж</i>
11:35-12:05 (30')	Руководители и преподаватели образовательной программы по направлению 7R01112 «Дерматовенерология взрослая, детская» (интервью). Анкетирование преподавателей. ФИО: Суханбердиева Зарина Маратовна Идрисова Айгерим Серикбаевна Кожаева Айгуль Зейнолловна Темиржанова Арай Толеугазиевна Ахметова Гульжахан Мажитовна	Стандарты 2,3,5,6 <i>Конференц-зал Глобального Фонда КНЦДИЗ, 2 этаж</i>
12:10-12:50 (45')	Интервью с резидентами Анкетирование резидентов	Стандарты 2,3,4,6 <i>Конференц-зал Глобального Фонда КНЦДИЗ, 2 этаж</i>
12:50-13:00	Совещание ВЭК. Обмен мнениями. Обсуждение.	
13:00-14:00	Обед	
14:00-15:00 (60')	Обзор ресурсов для клинического обучения (клинические отделения, лаборатория, физиоотделение, КДО).	Стандарты 2,6,8,9
15:00-15:35 (35')	Библиотека, информационные ресурсы	Стандарты 2,6,8,9
15:40-16:00 (20')	Отдел кадров Сардарбек Акжан Жумагазиевна	Стандарты 5,7,8,9 <i>Конференц-зал Глобального Фонда КНЦДИЗ, 2 этаж</i>
16:05-16:35 (30')	Интервью с выпускниками программы резидентуры по направлению 7R01112 «Дерматовенерология взрослая, детская» Идрисова Айгерим Джуманова Алия Калиева Нилюфар Мамедова Элина Жарылқап Ұлпан Рысымбет Дана Смирнова Ольга (он-лайн) Ссылка ZOOM: https://us02web.zoom.us/j/83464270063?pwd=ClzEoaGA2wmg1gZuH5GoHLICx47nNI.1	Стандарты 2,3,4,6,7 <i>Конференц-зал Глобального Фонда КНЦДИЗ, 2 этаж</i>
16:35-17:40 (105')	Изучение документации программы резидентуры по направлению 7R01112 «Дерматовенерология взрослая, детская»	<i>Малый конференц-зал 3 этаж</i>

17:40-18:00 (40')	Совещание ВЭК. Обсуждение итогов 1-го дня визита.	<i>Малый конференц-зал 3 этаж</i>
День второй – 17 октября 2025 г. (пятница)		
08:45-09:00	Сбор членов ВЭК в КНЦДИЗ (г. Алматы, проспект Райымбека 60).	<i>Малый конференц-зал 3 этаж</i>
09:00-09:20	Совещание членов ВЭК (конференц-зал). Планирование 2-го дня визита.	<i>Малый конференц-зал 3 этаж</i>
09:20-11:00	Посещение баз обучения резидентов (внешние базы): - Клиника А.А. Касымхановой	Стандарты 2,5,6,7,9
11:00-11:20 (20')	Посещение семинара для резидентов образовательной программы 7R01112 «Дерматовенерология взрослая, детская». Тема: Корнеотерапия хронических дерматозов ФИО преподавателя: Суханбердиева З.М.	Стандарты 2,3,4,5,6 <i>Кабинет «Корнео»</i>
11:30-12:00 (30')	Ученый совет Турдалиева Б.С. - заместитель по научной деятельности и стратегическому развитию, Рысулы М.Р., Оспанова С.А., Утегенова Алия Казиевна, Дзисюк Наталья Владимировна, Ахметова Гульжахан Мажитовна, Джусупгалиева Марзия Хакимовна, Ибадуллаева Сабина Маратовна	Стандарты 1,2,7,8 <i>Конференц-зал Глобального Фонда КНЦДИЗ, 2 этаж</i>
12:00-12:30 (30')	Интервью с работодателями выпускников программы резидентуры по направлению 7R01112 «Дерматовенерология взрослая, детская» Бердешева Мира Уразовна – Директор ОКВД г. Атырау Байбулатова Салтанат Мараткалиевна – зам. директора ОКВД Жамбылской области Хван Владислав Вениаминович – директор клиники «Центр дерматологии» г. Шымкент Арызбекова Алия Турлыбековна – директор клиники ASIN, г. Алматы Ссылка ZOOM: https://us02web.zoom.us/j/84456586739?pwd=pRygBJyiZ2bQxAkswdanl2ZPmYzFXd.1	Стандарты 2,6,7,9 <i>Малый конференц -зал 3 этаж</i>
12:30-13:00 (30')	Изучение документации и дополнительные встречи с сотрудниками КНЦДИЗ по запросу от членов ВЭК.	<i>Малый конференц-зал 3 этаж</i>
13:00-14:00	Обед	
14:00-17:00	Обсуждение итогов визита в КНЦДИЗ. Проектирование отчета ВЭК, разработка рекомендаций по улучшению образовательной программы резидентуры по направлению 7R01112 «Дерматовенерология взрослая, детская». Профиль качества и критериев оценки на соответствие стандартам аккредитации ЕЦА. Рекомендация для Аккредитационного совета по аккредитации образовательной программы резидентуры по направлению 7R01112 «Дерматовенерология взрослая, детская».	<i>Малый конференц-зал 3 этаж</i>
17:00-17:25 (25')	Ознакомление руководства КНЦДИЗ с результатами работы ВЭК, рекомендациями по улучшению.	<i>Кабинет зам. Директора КНЦДИЗ</i>

17:25- 18:00	Завершение работы внешней экспертной комиссии ЕЦА. Отъезд экспертов.	
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*** СТАНДАРТЫ АККРЕДИТАЦИИ ПРОГРАММЫ РЕЗИДЕНТУРЫ ЕЦА**

1. Миссия и ценности
2. Образовательная программа
3. Оценка резидентов
4. Резиденты
5. Преподаватели и клинические наставники
6. Образовательные ресурсы
7. Обеспечение и улучшения качества последипломной подготовки
8. Управление и администрирование