

To the Accreditation Council
of the Eurasian Center for Accreditation
and Quality Assurance
in Education and Healthcare
January 31, 2025

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT OF THE EDUCATIONAL
PROGRAMME
IN THE SPECIALTY "7R01124 – OTOLARYNGOLOGY ADULT,
PEDIATRIC"
OF LLP KAZAKHSTAN MEDICAL UNIVERSITY "HSPH"
FOR COMPLIANCE WITH THE ACCREDITATION STANDARDS FOR
POSTGRADUATE EDUCATION PROGRAMMES (RESIDENCY
SPECIALTIES) OF MEDICAL EDUCATIONAL ORGANIZATIONS**

External expert assessment period: January 21-23, 2025

Almaty 2025

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LIST OF SYMBOLS AND ABBREVIATIONS

| Abbreviation | Designation |
|--------------|---|
| ECAQA | Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare |
| EEC | External Expert Commission |
| WFME | World Federation for Medical Education |
| MSHE RK | Ministry of Science and Higher Education of the Republic of Kazakhstan |
| LLP | Limited Liability Partnership |
| KMU | Kazakhstan Medical University |
| HSPH | Higher School of Public Healthcare |
| NCIE | National Center for Independent Examination |
| RLA | Regulatory and Legal Acts |
| TS | Teaching staff |
| EP | Educational Programme |
| RD | Residency Department |
| SCD | Science and Consulting Department |
| JSC | Joint Stock Company |
| MSE on REM | Municipal state enterprise on the right of economic management |
| SCP & PS | Scientific Center for Pediatrics and Pediatric Surgery |
| CP & PCS | Center for Perinatology and Pediatric Cardiac Surgery |
| CME | Control and Measuring Equipment |
| CED | Catalog of Elective Disciplines |
| QMS | Quality Management System |
| PDR | Postgraduate doctor Research |
| FSC | Final State Certification |
| AMP | Administrative and Management Personnel |
| RW | Research Work |
| STP | Scientific and technical programme |
| PTF | Program-targeted funding |
| TM | Teaching materials |

1. Composition of the External Expert Commission

In accordance with ECAQA Order No.01 dated January 9, 2025, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment of the residency educational programme 7R01124-"Otolaryngology adult, pediatric" from January 21-23, 2025, consisting of the following members:

| No. | Status in the EEC | Full name | Academic degree/title, position, place of work/place of study, year, specialty |
|-----|----------------------|-------------------------------------|---|
| 1 | Chairperson | Kudabayeva Khatimya Ilyassovna | Associate Professor, Candidate of Medical Sciences, Professor of the Department of Internal Diseases No.1 of NJSC "West Kazakhstan Medical University named after M. Ospanov" |
| 2 | International Expert | Sheppley Yelena Vladimirovna | MBA, Lecturer of Department of Modern Healthcare Management Technologies of Private Educational Institution of Additional Professional Education "Academy of Medical Education named after I. F. Inozemtsev". Expert at the Federal State Budgetary Institution "National Institute of Quality" of Federal Service for Supervision of Healthcare in the project on the implementation of practical recommendations of Federal Service for Supervision of Healthcare. Deputy Director General of the Self-Regulatory Organization "Association of Private Clinics of St. Petersburg" |
| 3 | Academic Expert | Zhumalina Akmaral Kanashevna | Doctor of Medical Sciences, Professor, Head of the Department of Pediatric Diseases with Neonatology of the NJSC "West Kazakhstan Medical University named after M. Ospanov" |
| 4 | Academic Expert | Bozhbanbayeva Nishankul Seitbekovna | Doctor of Medical Sciences, Head of the Department of Neonatology of NJSC "Kazakh National Medical University named after S. Asfendiyarov" |
| 5 | Academic Expert | Bagiyarova Fatima Arystanovna | Candidate of Medical Sciences, Professor of the Department of Communication Skills of NJSC "Kazakh National Medical University named after S. Asfendiyarov" |
| 6 | Academic Expert | Akhmetova Almira Kalikapassovna | Candidate of Medical Sciences, Associate Professor, Acting Professor of the Department of Infectious Diseases, Dermatovenereology and Immunology of the NJSC "Semey Medical University" |
| 7 | Academic Expert | Karibayeva Dina Orynbassarovna | Candidate of Medical Sciences, Associate Professor of the Department of General Medical Practice of NEI "Kazakh-Russian Medical University" |
| 8 | Academic Expert | Zhakenova Saira Sakhpkereyevna | Candidate of Medical Sciences, Senior Lecturer of the Otolaryngology Course of NEI "Kazakh-Russian Medical University" |
| 9 | Academic Expert | Kabildina Nailya | Candidate of Medical Sciences, Professor, |

| | | | |
|----|-----------------|--------------------------------------|--|
| | | Amirbekovna | Oncosurgeon, Head of the Department of Oncology and Radiation Diagnostics of NJSC "Karaganda Medical University" |
| 10 | Academic Expert | Zhanaspayeva Galiya Amangaliyevna | Candidate of Medical Sciences, Head of the Rehabilitation Unit of RSE on the right of Economic Management "National Scientific Center of Traumatology and Orthopedics named after Academician N.D. Batpenov" of the Ministry of Healthcare of the Republic of Kazakhstan, doctor of physical medicine and rehabilitation of the highest category |
| 11 | Employer Expert | Kunayeva Gulbanu Dzhanabayevna | Deputy Director for Strategic Development of the Central City Clinical Hospital of Almaty |
| 12 | Student Expert | Bekenova Asemkul Berikovna | Second-year postgraduate doctor in the specialty "Radiology" of the Kazakh National University named after Al-Farabi |

The EEC report includes a description of the results and conclusions of the external assessment of the "Otolaryngology" educational programme for compliance with the Accreditation Standards for Postgraduate Education Programmes (Residency Specialties) of medical educational organizations and its conclusions (hereinafter referred to as the Accreditation Standards), recommendations of EEC 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 Specialties 7R01124- "Otolaryngology adult, pediatric"

| | |
|--|--|
| Organization name, legal form of ownership, BIN | LLP "Kazakhstan Medical University "HSPH" BIN 011 240 001 712 |
| Governing body | Rector |
| Full name of the first director | Auyezova Ardak Mukhanbetzhanovna Rector, PhD. |
| Date of establishment | July 21, 1997 |
| Location and contact information | Republic of Kazakhstan, Almaty, 19A Utepov Street. |
| State license for educational activities in residency (date, number) | License for educational activities No. KZ18LAA00006861 dated April 21, 2016 Annex to the educational license – Postgraduate Education (7R011 – Healthcare), issue date – December 26, 2023 |
| Year of commencement of the accredited educational programme (EP) | Start year – 2024 Total number of graduates since the implementation of the residency programmes – none. |
| Duration of study | From 2 to 3 years |
| Number of postgraduate doctors in the current academic year | 39, including 12 otolaryngology postgraduate doctors |
| Quality indicators in the residency | Number of postgraduate doctors in programmes "_39_" expelled over a period of 5 years - _0___, including for poor performance - _0_ people. |
| Full-time teachers/part-time workers involved in the implementation of | Total number of teachers - 112, including full-time - 42, part-time - 70 teachers-supervisors (clinical). |

| | |
|---|---|
| the EP, incl. % of academic degree holders rate | Academic degree holder rate, % - 81% Categorization, % - 100 |
| Website | https://ksph.edu.kz/ |

2.2 Information about previous accreditation

The residency educational programme for specialty 7R01124—"Otolaryngology adult, pediatric" has not yet been accredited.

2.3 Brief description of the analysis results of the self-assessment report of the residency educational programme in the specialty 7R01124 "Otolaryngology adult, pediatric" and conclusions on completion

The self-assessment report for the residency educational programme in specialty 7R01124 – Otolaryngology adult, pediatric (hereinafter referred to as the report) is presented on 157 pages of the main text, 5 annexes on 5 pages, copies or electronic versions of 1 document, located at <https://drive.google.com/drive/folders/1P1kuKjUSMDrBjWguu8rNIIHsEZnXCbbs>

The report is characterized by completeness of answers to all 9 main accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for conducting self-assessment of educational programmes provided to the educational organization by the accreditation center – ECAQA, as well as the internal unity of information. The report is accompanied by a cover letter signed by Rector A.M. Auezova, which confirms the accuracy of the quantitative information and data included in the self-assessment report.

The report contains a list of 23 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting the self-assessment of the educational programme - Abirova Akmaral Adilkhanovna - Director of the Residency Department.

The self-assessment of educational programme 7R01124— "Otolaryngology adult, pediatric" was conducted based on Order No.139 dated September 23, 2024, "On the establishment of a working group."

All standards provide the University's actual practice of training postgraduate doctors in the specialty 7R01124 – "Otolaryngology adult, pediatric," taking into account the start of student admission in the 2024-2025 academic year, substantiated data, examples of the implementation of educational programme objectives, national and international events and methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated in terms of the number of postgraduate doctors, faculty 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 and development and improvement plans.

The report was submitted to the ECAQA in its final form, with data adjusted according to the above recommendations. It is written in a competent language, and the wording for each standard is clear and understandable, described in accordance with the criteria of the standards, tables contain links in the text and has continuous numbering.

3. Description of the external expert assessment

The external expert work within the framework of the assessment of the educational programme 7R01124—Otolaryngology adult, pediatric—was organized in accordance with the Guidelines for conducting external assessment of educational organizations and educational programmes of ECAQA. Dates of the visit to organization: January 21–23, 2025. The sequence of the visit over 3 days is presented in detail in Annex 3 to this report.

- To obtain objective information, the EEC members used the following methods and their results:
- conversation with management and administrative staff—13 people;

- interviews with postgraduate doctors—38 people, including foreign ones (*none*);
- website review <https://ksph.edu.kz/> ;
- interviews with ___25 employees, 29 faculty members and 10 supervisors;
- questionnaires for faculty and postgraduate doctors—__37__ and __37__, respectively;
- observation of postgraduate doctor training: attendance of 1 practical lesson ("Mastoiditis," teacher – Burkutbayeva Tatyana Nuritdinovna, first-year otolaryngology postgraduate doctors, clinical setting - JSC “City Clinical Hospital No.5”); no lectures;
- review of resources in the context of fulfilling accreditation standards: 1 practical/clinical training site was visited, including JSC “City Clinical Hospital No.5”, where learning in the otolaryngology programme is conducted with the participation of 2 full-time/part-time workers;
- study of 29 educational and methodological documents both before the visit to the organization and during the visit to the divisions (the list of documents studied 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 EEC members

| No. | Position | Quantity |
|-----|---|----------|
| 1 | Vice-Rector for Academic and Research Activities | 1 |
| 2 | Vice-Rector for Clinical Activities | 1 |
| 3 | Commercial Director | 1 |
| 4 | Department of Science and Consulting, Director | 1 |
| 5 | Scientific Council, Secretary | 1 |
| 6 | Residency Department, Director | 1 |
| 7 | Residency Department, Deputy Director | 1 |
| 8 | Educational and Clinical Center, Specialist | 1 |
| 9 | Department of International Activities, Acting Director | 1 |
| 10 | Department of Methodology and Quality of Educational Programmes, Director | 1 |
| 11 | Department of Strategic Development, QMS, Acting Director | 1 |
| 12 | HR Department, HR Specialist | 1 |
| 13 | Department of Digitalization and Technical Support, Director | 1 |
| 14 | Library, Librarian | 1 |
| 15 | Department of Continuing Professional Education, Director | 1 |
| 16 | Academic Board, Secretary | 1 |
| 17 | Department of Economics and Finance, Chief Accountant | 1 |
| 18 | Head of Departments | 6 |
| 19 | Faculty | 16 |
| 20 | Head of Otolaryngology Course | 1 |
| 21 | Senior Teachers of the Otolaryngology Course | 3 |
| 22 | Postgraduate doctors in specialty 7R01124 – Otolaryngology adult, pediatric | 12 |
| 23 | President of the Almaty Clinic Association | 1 |
| 24 | Director of JSC "Scientific Center for Pediatrics and Pediatric Surgery" | 1 |
| 25 | Director of the MSE on REM “Emergency Hospital” | 1 |
| 26 | Director of the MSE on REM “Children's Emergency Medical Care Center” | 1 |
| 27 | General Director of the “Keruen Medicus” Medical Center | 1 |
| 28 | Director of the MSE on REM “Almaty Oncology Center” | 1 |

On the last day of the visit to organization, a meeting of the EEC members was held to discuss the external assessment. The final discussion of the results of the external assessment of the educational programme, the study of documents, the results of the conversation, interviews and questionnaires was held. The EEC members began drafting the final report of the EEC. The results of the external assessment were summarized. The experts individually filled out the "Quality Profile and Criteria for External Assessment of the Educational Programme 7R01124 "Otolaryngology adult, pediatric" for compliance with the ECAQA Accreditation Standards." The EEC members did not make any comments. The recommendations for improving the educational programme were discussed and the chairperson, Kudabayeva Khatima Ilyassovna, held a final open vote on the recommendations for the ECAQA Accreditation Council.

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

In a survey of postgraduate doctors, 97.3% rated the work of the External Expert Commission for Accreditation as positive, while 2.7% rated it as satisfactory. The majority of respondents (86.49%) believe that educational organizations or educational programmes should be accredited.

According to 83.78% of faculty, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of the accredited educational organization's activities.

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

4. Analysis of compliance with accreditation standards based on the results of an external assessment of the residency educational programme in the specialty 7R01124 – “Otolaryngology adult, pediatric”

Standard 1: MISSION AND INTENDED OUTCOMES

1.1 Stating the mission

During the implementation of the activities of the visit programme, based on the results of a conversation with the management of the LLP Kazakh Medical University "HSPH", as well as interviews with postgraduate doctors and teachers, compliance with the criteria of *standard 1* was established. Participants in the educational process are familiar with the mission of the educational programme and took part in formulating the mission. At the same time, the mission was communicated to students through the website, social networks; information letters were sent to medical organizations. The strategic plan of the organization for the period 2020-2025 was reviewed (approved at the meeting of the Academic Board of LLP Kazakhstan Medical University “HSPH”, minutes No.1 dated 27.02.2020), including such areas as training competitive and healthcare professionals in sought-after specialties and specializations, improving the quality of educational programmes, agreed upon by the senior management and employees of the University directly involved in the process of their development, in the main areas of activity, development of the university as an integrated medical center operating on the basis of the trinity of education, science and practice, which confirms the fulfillment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with postgraduate doctors, it was established that before the start of classes, teachers inform them about the mission of the EP, the work plans of the LLP Kazakhstan Medical University "HSPH", and also indicate sources for obtaining the necessary information about the educational programme, teachers, training bases.

During the visit to the divisions, the experts noted the strengths of the KMU "HSPH" in relation to the accredited educational programme, including: developed partnerships with practical healthcare organizations demonstrate the integration of theoretical education with practical training and joint responsibility in the training of medical personnel; the university's participation in employee exchange

and internship programmes indicate a desire to achieve its mission and goal; the system of student support and the development of creative learning abilities is one of the important strategic directions for the development of the university.

In KMU "HSPH" there are divisions that are directly related to the educational programme 7R01124 "Otolaryngology adult, pediatric", which can be noted as the best practice in education, namely, the Residency Department, the Educational and Clinical Center, the Department of Methodology and Quality of Educational Programmes. This conclusion is made because these divisions demonstrated the conditions for starting the implementation of the EP in achieving the intended outcomes.

The results of the documentation study allowed us to conclude that the mission of the KMU "HSPH" and the mission of the educational programme 7R01124 "Otolaryngology adult, pediatric" reflect the activities of the university aimed at training sought-after and professionally trained specialists in the field of otolaryngology, the educational process is built in accordance with the State Compulsory Educational Standard and current regulatory and legal acts in healthcare.

The educational organization conducts postgraduate doctor training at the following clinical settings and units: City Clinical Hospital No.5, "Dr. Shbair" Clinic, "IIPD (International Institute of Postgraduate Education)" Clinic and "Dr. Abilda Clinic", where work organization on the shared use of Clinic equipment is provided and a patient-centered approach is ensured through enhanced interdisciplinary and team-based learning. The educational organization prioritizes patient safety and autonomy by ensuring healthy and safe training conditions for postgraduate doctors at the University Clinics and clinical settings.

Experts determined that postgraduate doctors have appropriate working conditions to support their own health, as the educational organization provides opportunities for independent work of postgraduate doctors, work of postgraduate doctors under the supervision of faculty (supervisors), rest during breaks, provision of first aid, access to hot meals and access to relevant educational and scientific literature.

Basic postgraduate doctor competencies in the accredited specialty, such as developing knowledge and skills in conducting clinical examinations, laboratory and instrumental studies, differential diagnosis and selecting effective treatment for patients, as well as specialized competencies, including mastering practical skills in specialty 7R01124—Otolaryngology adult, pediatric, further improvement in interpreting the results of modern diagnostic methods, mastering the latest treatment techniques and developing research skills help the educational organization apply innovative forms of education with an interdisciplinary and team-based learning approach. This allows postgraduate doctors to develop skills and qualities such as management, communication and teamwork skills.

The educational organization encourages postgraduate doctors to participate in research in their chosen specialty through involvement in research projects and ensures their participation in academic events such as scientific and practical conferences and a competition for young scientists.

During the implementation of the programme's activities, namely, following conversation with the organization's first director, members of the Academic Board, the Educational and Methodological Council and the Council of Young Scientists and interviews with postgraduate doctors and faculty, compliance with *Standard 1* criteria was established. Many participants in the educational process are familiar with the mission of the educational programme and participated in formulating proposals for its mission. The mission is communicated to potential postgraduate doctors through the website, social media and informational letters to medical organizations. The organization's strategic plan for 2020-2025 was reviewed, covering areas such as improving the quality of the educational process and integrating research, clinical and practical aspects. This confirms compliance with Standard for Accreditation and demonstrates the organization's goals, objectives and prospects. Interviews with postgraduate doctors revealed that before classes, faculty members inform postgraduate doctors about the organization's mission and work plans, and provide information on the educational programme, faculty and training facilities.

During visits to the organization's divisions, the experts noted the educational organization's strengths in relation to the accredited educational programme, including: the presence of a Dissertation Council for the specialties "Public Healthcare" and "Medicine" and developed partnerships with practical healthcare organizations demonstrate the integration of theoretical education with practical training and shared responsibility in the training of medical personnel; the university's participation in international research projects, exchange programmes and staff internships demonstrates a commitment to achieving its mission and goals; a student support system and the development of creative learning abilities are one of the important strategic areas for the university's development.

The educational organization has divisions directly related to the educational programme 7R01124—Otolaryngology adult, pediatric—which can be identified as best practices in education. These include the Department of Methodology and Quality of Educational Programmes, the Department of Science and Consulting and the Department of Strategic Development and Quality Management System. This conclusion is made because these departments are involved in achieving the intended learning outcomes, improving the quality of the educational process and strengthening the scientific component.

The results of the documentation study demonstrate that the mission of the organization, the mission of the educational programme 7R01124—Otolaryngology adult, pediatric and the educational process are structured in accordance with the State Compulsory Educational Standard and current regulatory legal acts in postgraduate education and healthcare.

1.2 Professionalism and professional autonomy

A visit to the clinical setting, an open class and meetings with faculty and postgraduate doctors revealed that by adhering to a patient-centered approach in the clinical process and maintaining the need to provide care, each postgraduate doctor develops an individual level of professionalism. This professionalism is developed through direct on-the-job training, where postgraduate doctors encounter clinical situations of varying complexity, learning from the experience of senior colleagues and thereby developing their own behavioral model.

Based on the Law on Education of the Republic of Kazakhstan, which enshrines the autonomy of higher and postgraduate education institutions, which grants the right, based on standard rules, orders and other regulatory legal acts, the university independently determines the development of the educational programme, the assessment, selection and admission of postgraduate doctors, the selection of faculty and the allocation of resources.

The Residency Regulations reflect the rights of postgraduate doctors, the implementation of which is facilitated by the department. Postgraduate doctors' freedom of expression regarding their education is generally ensured through anonymous surveys. An analysis of feedback on learning satisfaction is presented at a department meeting.

Interviews with postgraduate doctors revealed that freedom of practical and research activities is realized through postgraduate doctor assignments, where, under the supervision of a department staff member, postgraduate doctors conduct research, then analyze and interpret the data and then write an article or thesis.

Experts determined that the educational organization fully exercises autonomy in selecting postgraduate doctors for the accredited specialty 7R01124—Otolaryngology adult, pediatric, developing the educational programme and determining postgraduate doctor assessment approaches (developed CME), as it has teachers trained in testing, clinical settings and clinical supervisors. Responsible staff members presented the experts with a document defining the requirements for residency programme teachers (Regulations on Clinical Supervising, August 29, 2024). Postgraduate doctors are not employed due to the lack of graduates. Postgraduate doctor enrollment for this specialty was limited to this academic year, with a total of 5 postgraduate doctors.

To verify *Standard 1* a meeting was held with the organization's heads: Vice-Rector for Academic and Scientific Activities, Doctor of Medical Sciences, Professor M.A. Kamaliyev and Vice-Rector for Clinical Activities, Doctor of Medical Sciences, Professor A.T. Dzhumabekov. During the conversation the experts asked the following questions: what is the vision for the EP implementation in

the context of the scientific component? What is the EP resource availability? Do the university's mission and EP 7R01124—Otolaryngology adult, pediatric—meet the needs of practical healthcare in the region? The responses confirmed that the necessary conditions for the implementation of EP 7R01124—Otolaryngology adult, pediatric—have been created at the LLP Kazakh Medical University "HSPH". Vice-Rector of the organization, A.T. Dzhumabekov, confirmed that, based on the principle of the trinity of education, science and clinical practice, otolaryngology postgraduate doctors, taking a patient-centered approach, are trained professionally under the guidance of clinical supervisors in Almaty medical institutions that provide all the necessary conditions for the educational process.

Postgraduate doctors' academic freedom is reflected in their choice of elective disciplines. The university ensures that proposals for updating the residency programme are made through mechanisms such as holding round tables with employers, which are used to annually update the catalog of elective disciplines, as outlined in the "Academic Policy" document of the KMU "HSPH" (approved on August 29, 2024).

In a survey of 37 postgraduate doctors (on the resource <https://webanketa.com/>), several of the 22 questions were devoted to the quality of the educational process and the educational programme. It was found that 97.3% of postgraduate doctors would recommend studying at this educational organization to their acquaintances, friends and relatives. And 94.59% of respondents believe that the educational programme heads and faculty are aware of students' learning problems. To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?", 100% of postgraduate doctors responded positively.

The 37 teachers surveyed (21 survey questions) also responded that 94.59% were satisfied with the work and workplace organization at this educational institution, and 2.7% partially agreed with this statement. The experts determined that the organization has a healthy environment, as the director is readily accessible to both postgraduate doctors and staff and responds promptly to requests and suggestions. In the survey, 89.19% of teachers were satisfied with the organization's environment, and 8.11% were partially satisfied. According to 89.19%, the educational institution provides teachers with the opportunity to develop as professionals in their field. For your information, a total of 37 respondents (42 on staff) responded. Of these, 10.81% had up to 5 years of teaching experience, 13.51% had up to 10 years and 75.68% had over 10 years of teaching experience.

1.3 Intended learning outcomes

The intended learning outcomes presented in the programme for specialty 7R01124—Otolaryngology adult, pediatric—are aimed at developing qualified specialists in otolaryngology, capable of working as otolaryngologists and providing specialized otolaryngology care in hospitals.

The intended learning outcomes were defined and included in the document "Educational Programme 7R01124—Otolaryngology adult, pediatric" following discussions at meetings of the collegial bodies of the KMU "HSPH". The working groups developing the residency programme include department heads, professors, department teachers responsible for the educational process, leading practical healthcare specialists, employers and representatives of the student body. The composition of the working group is approved by the Rector of the KMU "HSPH" ([Order "On the Creation of Project Teams for the Development of the Educational Programme"](#)).

Educational programme 7R01124—Otolaryngology adult, pediatric" was discussed at a meeting of the Otolaryngology course of KMU "HSPH" and at meetings of collegial bodies, which include representatives of practical healthcare, the Employers' Council and the Educational and Methodological Council ([Minutes of the Educational and Methodological Council Meeting of April 20, 2023](#)) and approved at a meeting of the Academic Board ([Minutes of the Academic Board Meeting of April 27, 2023](#)). Stakeholders are informed about the intended learning outcomes of postgraduate doctors in the specialty 7R01124 – Otolaryngology adult, pediatric by publishing them on the university's official website <https://ksph.edu.kz/>. The experts confirmed that the postgraduate doctors' professional behavior and communication skills are continuously developed through conversations and participation in training sessions conducted by department staff and are reflected in the relevant document - the "Residency Regulation" (approved on August 29, 2024). The Code of Honor for

Students and Teachers of KMU "HSPH", which is set out in more detail in the document "Academic Policy" of KMU "HSPH" (approved on August 29, 2024), defines the fundamental rules of corporate culture and establishes a set of norms of conduct for the teaching staff, students and employees of KMU "HSPH" and also determines the attitude of postgraduate doctors and doctors towards patients. The Faculty and Staff Code of Honor is also outlined in the "Regulations on Academic Honesty," which faculty and staff are informed of. The Regulations on Academic Honesty for Faculty and Staff, adopted by the university on August 29, 2024, include principles of ethical conduct for faculty and staff, an anti-corruption culture and more.

When determining intended learning outcomes, the staff of the Department of General Surgery with the Otolaryngology Course and the Department of Residency considered previous undergraduate and internship learning outcomes, as well as the goals and objectives of subsequent continuous professional development in the chosen specialty. The educational organization has a Department of Additional and Professional Education, which organizes training in additional and non-formal education (continuing professional development), including programmes in the specialty of the accredited educational programme. For example, a 600-hour programme on "Phoniatics and Otoneurology" has been developed and implemented.

The faculty surveyed responded that 40.54% were fully satisfied with the level of postgraduate doctors' prior training, while 51.35% were partially satisfied.

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

83.78% of faculty respondents believe that students at this educational organization possess a high level of knowledge and practical skills after completing the training programme and 13.51% partially agree.

1.4 Participation in the formulating mission and intended outcomes

At KMU "HSPH" all stakeholders (university staff, residency graduates, healthcare and education authorities, healthcare organizations, employers, professional medical associations and the public) participate in the development of the mission and intended learning outcomes, taking into account their suggestions.

The mission and intended learning outcomes of the residency EP 7R01124 – Otolaryngology adult, pediatric” are formulated based on the Standard for the organization of Otolaryngological care in the Republic of Kazakhstan (Order No. 52 dated March 31, 2023).

All stakeholders (university staff, residency graduates, employers and professional medical associations) participated in developing the goals and objectives of the educational programme, as confirmed by the document "Regulations: Educational Programme: development and update, approved by the Rector on August 29, 2024. Since the educational programme is focused on employer expectations and labor market needs, elements of the educational programme and the CED are coordinated with employers. Employers and members of professional associations are involved in reviewing the educational programme and participating in the discussion of its results at meetings of the educational programme quality assurance committee.

Suggestions included strengthening postgraduate doctor intended learning outcomes in clinical skills, knowledge of legal aspects, ability to work with information systems and development of communication skills. When updated regulations and orders in education and healthcare are issued, the educational programme developers take into account suggestions from the Council of Employers and postgraduate doctors and make appropriate changes.

At the same time, during conversation with postgraduate doctors and employers, experts did not receive a clear answer to the question, "Are you involved in formulating the mission and goals of the organization and educational programme?" and "What is the personal contribution of postgraduate doctors to improving the educational programme?" Postgraduate doctors responded to these questions by providing suggestions for the elective course "Functional Diagnostics in Otolaryngology," while employers responded that the intended learning outcomes should be the provision of professional

otolaryngological care to patients. Postgraduate doctors' psycho-emotional status is excellent and they are satisfied with the clinical facilities and supervisors.

Conclusions of the EEC by criteria. Comply with 14 standards (including 9 basic and 5 improvement standards), 14 - fully, 0 - partially, 0 - not compliant.

Standard 2: EDUCATIONAL PROGRAMME

2.1 Framework parameters of the postgraduate medical education programme

The educational programme for specialty 7R01124 – Otolaryngology adult, pediatric – is compiled in accordance with the State Compulsory Educational Standards and the Standard Regulations of the Ministry of Healthcare of the Republic of Kazakhstan. All procedures for approving educational programme documents are conducted in accordance with the regulatory documents of the Ministry of Science and Higher Education and the Ministry of Healthcare of the Republic of Kazakhstan. The residency EP complies with international requirements, Level 8 of the National Qualification Framework in Medical Education and the Framework for Qualifications in the European Higher Education Area.

The educational programme model for specialty 7R01124—Otolaryngology adult, pediatric is based on the intended learning outcomes of postgraduate doctors and therefore includes the following: The learning consists of a compulsory component and an elective component. The content of the compulsory component's academic disciplines is strictly regulated by the State Compulsory Educational Standards and the Standard Regulations of the Ministry of Healthcare of the Republic of Kazakhstan and is reflected in the standard curricula for the educational programme's disciplines.

The residency educational programme for specialty 7R01124—Otolaryngology adult, pediatric is planned using the following educational and clinical activities: According to the State Compulsory Educational Standards of the Ministry of Healthcare of the Republic of Kazakhstan and the Working Curriculum, independent work is conducted in two areas: 60% of the curriculum is for IWPDCS (with clinical supervisor), 20% is for IWPD and 20% is for work with a faculty member. The duration of the study is 3 years. The consistency and transparency of learning is guaranteed by the fact that the educational programme is attached to the website. The list of the most common diseases and conditions diagnosed and treated by an otolaryngologist, as outlined in the Standard Curriculum for the specialty "Otolaryngology adult, pediatric," is fully covered by the list of nosologies and conditions that a postgraduate doctor must master according to programme 7R01124—Otolaryngology adult, pediatric," developed based on a review of regulatory requirements and the needs of practical healthcare. A working curriculum and educational programme are developed, providing for modular study of disciplines while maintaining a logical sequence of disciplines study and are approved by the Chairperson of the Educational and Methodological Council and at a meeting of the Academic Board. The working curriculum contains a complete list of academic disciplines, grouped into modules with disciplines, indicating the workload of each academic discipline in credits and academic hours.

To implement the educational programme in specialty 7R01124 – “Otolaryngology, adult, pediatric” the organization's documents include teaching materials that define the goal, integrate practical and theoretical components and allow for independent work. Compliance with the State Compulsory Educational Standard and standard requirements, including the needs of practical healthcare, was established.

While attending a three-hour practical lesson on "Mastoiditis," experts received convincing evidence that the learning was being conducted according to plan. Before the lesson, postgraduate doctors completed quizzes, received feedback from teacher and have the opportunity to practice skills such as otoscopy and tympanic membrane paracentesis on models. The organization ensures ethical compliance in the educational programme's implementation, as the experts reviewed the code of ethics outlined in the document "Academic Policy of the KMU "HSPH"" (August 29, 2024). During interviews postgraduate doctors indicated that they were aware of the document's contents.

An analysis of educational activities revealed that the scientific foundation and all scientific advances in the relevant disciplines are taken into account, but the bibliography of the teaching materials and syllabuses are insufficiently supplemented. However, teachers use the latest scientific advances and current clinical protocols of the Ministry of Healthcare of the Republic of Kazakhstan in their classes.

The supervising system described in the document "Regulations on Clinical Supervising of KMU "HSPH" (August 29, 2024) was evaluated. There are 6 supervisors in total. Supervisors are assigned to specific postgraduate doctor during the postgraduate doctor's rotation in a given unit of the clinical setting, allowing them to support their practical training.

The procedure for informing postgraduate doctors about their rights and responsibilities is reflected in the document "Academic Policy" of KMU "HSPH" (approved August 29, 2024). The qualification obtained by completing the educational programme in "Otolaryngology" corresponds to level 8 of the National Qualification Framework (ESG 1.2) and has the code 7R01124.

Teachers use postgraduate doctor learning methods such as cross-disciplinary seminars, case-based learning (CBL), team-based learning (TBL), problem-based learning (PBL) and the use of situational tasks at practical sessions. A list of learning methods is described in the discipline syllabuses. These methods enable postgraduate doctors to participate in providing clinical care to patients. Faculty can provide postgraduate doctors with approximately 5 issue-related patients per day and 20 patients per month. For example, upon completion of their learning, postgraduate doctors of educational programme in the "Otolaryngology" specialty can perform procedures such as tracheostomy, Eustachian tube catheterization, initial care for nosebleeds and maxillary sinus punctures.

Experts have determined that the educational organization fully implements the principles of academic honesty and anti-plagiarism. This is reflected in the Academic Honesty Regulation adopted by the LLP Kazakh Medical University "HSPH" on August 29, 2024. Academic honesty is applicable at stages of resident learning, including practical training in both inpatient and outpatient settings. Anti-plagiarism is also applicable when postgraduate doctors are engaged in R&D. Postgraduate doctors are trained to promptly collect informed consent from patients for all diagnostic and therapeutic procedures. Experts noted that the patient's medical records contain a corresponding document signed by the patient.

Thus, by the end of their 3-year learning, postgraduate doctors will acquire the basic skills and competencies in Otolaryngology, enabling them to work in institutions such as city clinics and private centers.

Experts have not identified any violations of 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 169 people, 96% of whom are women and 4% are 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 the work of the Department of Methodology and Quality of Educational Programmes, headed by Sarsenova Lyazzat Kadyrgaliyevna. Plans include training faculty and clinical supervisors in modern teaching methods and assessing the quality of educational programme implementation.

This demonstrates compliance with Standard 2 in terms of adapting learning to the needs of postgraduate doctors. The StrikePlagiarism.com anti-plagiarism system is available. Contract 2023 Strike plagiarism.pdf.

2.2 Scientific method

To improve knowledge of the scientific foundations and methodology of medical research, topics on biostatistics, evidence-based medicine and research methods will be introduced through the IWPD (teacher's assignments) during mastering the core disciplines of the compulsory and elective

components. The results will be presented at the Council of Young Scientists and Clinicians (<https://ksph.edu.kz/young-scientists/>) and reflected in articles, conference and congress publication collections and research projects. This will also serve as preparation for doctoral admission exams.

During conversation with postgraduate doctors, experts learned that they use scientific data in their learning and are familiar with the fundamentals of evidence-based medicine. Faculty members explained that they teach postgraduate doctors in methods for critically evaluating literature, articles and scientific data, as well as the application of scientific research. While training in their specialized disciplines, otolaryngology postgraduate doctors develop skills in critically evaluating literature, articles and scientific data through "Journal Club"-type classes. Postgraduate doctors also participate in offline sessions of the Almaty Otolaryngology Discussion Club.

A survey of postgraduate doctors revealed that the educational organization provides access to student participation in R&D, 9.19% are fully satisfied with this, 10.81% - partially satisfied and 0% - dissatisfied. Postgraduate doctors should engage in R&D and in their responses to the survey, 67.57% indicated they were already engaged in R&D, 13.51% planned to begin, 16.22% were searching for a R&D topic and 2.7% were not engaged in research.

2.3 Educational programme structure, content and duration

There are documents containing requirements for the structure and content of educational programmes, including the Working Curriculum, approved class schedule, approved syllabuses for disciplines, control and measuring equipment, reviews of the CME (reviewed by Doctor of Medical Sciences D.R. Kachurina) and a catalog of elective courses for the 2025-2026 academic year. The department is responsible for the selection and implementation of innovations in the educational process.

The number of academic hours over two years of study is 4,200, equivalent to 140 credits, 4 of which are EC (elective disciplines). The ratio of classroom instruction to independent work under the supervision of a supervisor and independent work by a postgraduate doctor is 20%-60%-20%.

The potential future roles of residency graduates, namely, medical expert and manager, are developed through disciplines (or topics) such as case analysis in emergency situations and odontogenic, rhinogenic, and otogenic complications. Legal aspects of physician practice are discussed in classes on "Otolaryngology in the inpatient department," as well as participation in the CAPS, etc. The scientific component of postgraduate doctor training is developed through participation in journal clubs, the CAPS and STP.

The educational organization guarantees adjustments to the structure, content and duration of the educational programme in the event of any changes in various sciences, demographics and in response to the needs of the healthcare system. For this purpose, there is a mechanism for selecting elective disciplines, which are discussed at the Employers' Council and round tables with employers.

Faculty provide postgraduate doctors with teaching and methodological materials, as well as additional literature to prepare for classes. 72.97% were completely satisfied, 21.62% were partially satisfied and 5.41% were dissatisfied.

The organization has signed 5 agreements with otolaryngology-focused medical organizations. In response to the survey question, "Is there sufficient time for practical training (patient supervision, etc.)?", 97.3% of postgraduate doctors fully agreed, 2.7% partially agreed and 0% disagreed. Furthermore, 94.59% of postgraduate doctors stated that the faculty member provides feedback after classes (listening to their opinions, conducting a mini-survey and error analysis session).

At the same time, in response to the question, "Are postgraduate doctors' representatives involved in the development of educational programmes?", the experts received the following answer: yes, they participate in the development of the catalog of elective disciplines. *97.3% of the postgraduate doctors surveyed were completely satisfied with the class schedule.*

2.4 Organization of learning and the relationship between postgraduate medical education and medical care

The management of the educational process, reflected in the self-assessment report (**Standard 2**) and the general management approaches were confirmed during interviews with the head of the

Residency Department, the Department of Strategic Development and QMS and the Department of Methodology and Quality of Educational Programmes, as well as conversation with the head and staff. During a visit to the clinical setting of JSC “City Clinical Hospital No.5”, the experts familiarized themselves with the work of the divisions, including the pediatric and adult otolaryngology unit, the admission ward and the Center's clinical laboratories. 5 meetings were held and cross-interviews revealed that all postgraduate doctors have access to all patients and to the laboratory and diagnostic units, including radiology.

Thus, clinical settings are selected to match the residency programme by the Residency Department, which draws up contracts with the clinical settings. The lawyer of the LLP KMU “HSPH” is responsible for concluding and registering agreements with clinical settings. The department led by the head of the department determines clinical settings where postgraduate doctors can have maximum access to patients in their residency EP at all levels of medical care. For the “Otolaryngology” specialty EP, the clinical settings are “Dr. Shbair” Clinic, “IPE” Clinic, “Dr. Abilda Clinic” and the Military Clinical Hospital.

Experts analyzed the accreditation information for clinical settings and concluded that these clinical settings are accredited. City Clinical Hospital No.5 is a medical institution and an educational base for leading universities in the country. It harmoniously combines the physician's many years of experience with medical and scientific innovations in the field of otolaryngology. This multidisciplinary clinic provides high-tech medical care to children from birth and to adults. The clinic is accredited.

State-owned utility enterprise based on the right of economic management “City Clinical Hospital No.5” has been accredited for a period of 3 years and assigned the highest category (certificate issue date: December 25, 2024, registration number KZ 54VEG). Furthermore, this clinic is recognized as a patient-friendly hospital.

The training of postgraduate doctors in the specialty "7R01124 "Otolaryngology adult, pediatric" is aimed at meeting the needs of practical healthcare. Therefore, this organization is specialized in the field of otolaryngology and provides numerous opportunities and conditions for qualified training of professionals in otolaryngology services. Thus, during conversation with the organization's management, experts received information that postgraduate doctors have access to patients, laboratories, a library, a conference room and classrooms equipped with modern equipment. Faculty confirmed that postgraduate doctor training takes place directly in clinical units (the intensive care unit, the otolaryngology unit and the admission ward). Postgraduate doctors in this specialty can supervise patients with diseases such as sinusitis, nasal and ear furuncles, otitis, tonsillitis and others.

This is facilitated by supervising provided by the organization's partners, including City Clinical Hospital No.5, "Dr. Shbair” Clinic, “IPE” Clinic and “Dr. Abilda” Clinic. During a 3-hour practical lesson on "Mastoiditis" and a conversation with postgraduate doctors, experts observed that the organization promotes the development of postgraduate doctors' practical competencies, including using simulation equipment. Postgraduate doctors also deepen their theoretical knowledge and develop communication skills.

Integration between learning and medical care (on-the-job training) is achieved through a supervising system for postgraduate doctors. Learning is conducted in accordance with clinical diagnostic and treatment protocols of the Ministry of Healthcare of the Republic of Kazakhstan and current clinical guidelines.

Out of the 37 postgraduate doctors surveyed, 97.3% responded that teachers use active and interactive learning methods quite often in their classes, while 2.7% said they rarely or sometimes use them.

The following staff members participated in the planning, discussion, approval and review of the educational programme in “Otolaryngology”: otolaryngology course teachers, staff of the Residency Department and reviewer S.A. Taukeleva, Head of the Otolaryngology Course at KRMU, Doctor of Medical Sciences and Professor.

Conclusions of the EEC by criteria. Comply with 22 standards (including 19 basic standards and 3 improvement standards), 21 are fully compliant, 1 is partially compliant and 0 are not compliant.

Recommendations for improvement:

1) Introduce a scientific component on scientific foundations and methodology and medical research into the educational programme in “Otolaryngology” as an elective discipline (Standard 2.2.1).

Standard 3: POSTGRADUATE DOCTOR ASSESSMENT

3.1 Assessment methods

A review of the control and measuring equipment (a bank of 615 tests (MCQs) covering all areas of otolaryngology, 80 tasks, oral interview questions, patient presentations for clinical analysis and 10 practical skills assessment checklists) revealed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of postgraduate doctors’ academic achievements. The assessment policy, as well as the principles, goals, methods and practices for assessing students are described in the Academic Policy dated August 29, 2024, approved by the Academic Board.

During interviews, postgraduate doctors talked about the assessment methods, such as assessing practical skills upon completion of the "Otolaryngology in Hospital" course, as well as assessing the quality of medical records, particularly patient case histories and stated that they were satisfied with everything. They also receive regular feedback from faculty. The assessment results appeal system is reflected in documents "Academic Policy" and "Residency Regulations" (dated August 28, 2024). There have been no appeals filed for the period of educational organization’s activity. The assessment covers not only knowledge and practical skills, but also professional behavior and communication skills, as evidenced by the following: a 360-degree assessment was conducted upon completion of the discipline "Otolaryngology in Hospital".

The criteria for permission to the final certification include successful completion of the student's midterm assessment, which is carried out in accordance with the academic calendar, the working curriculum and the educational programme. Permission to the midterm assessment of students is based on their permission rating. The permission rating for the discipline must be at least 50%. The purpose of the final examination is to monitor students' academic achievements. The main purpose of the final examination is to assess students' mastery level of the academic disciplines programme. This is documented in the "Academic Policy" and "Residency Regulations."

Permission to independent examination of postgraduate doctors is the completion of the entire curriculum. Students who have no debts for the studied disciplines and for tuition fees are admitted to the final certification. The final certification of residency graduates consists of 2 stages: Stage 1 - independent comprehensive testing organized by the National Center for Independent Examination; Stage 2 - mini-clinical exam (Mini-CEX) at the clinical settings of the KMU "HSPH". Based on the results of the two stages, a final (arithmetic mean) grade is given according to the point-rating system for assessing the academic achievements of students. In the practice of the educational organization, postgraduate doctors (including other specialties) will take an independent examination for the first time.

Reliability validation and assessment of postgraduate doctors’ assessment methods (tests, tasks, cases) is carried out as follows: it is carried out in the form of a study and analysis of the control and measurement fund (exam questions, situational tasks).

The educational organization has a practice of engaging external examiners to evaluate postgraduate doctors, in particular, heads of units B.Zh. Aldaniyarov and A.S. Obvintsev, as documented in the "Residency Regulations." This ensures the independence and objectivity of assessment results.

For example, to verify *Standard 3* data, experts asked questions to L.K. Sarsenova, Head of the Postgraduate Education Department and Director of the Department of Methodology and Quality of Educational Programmes, and reviewed postgraduate doctors’ assessment documents and methods.

The following questions were asked: What assessment methods are used to monitor postgraduate doctors' knowledge and how are they assessed objectively?

The HSPH has developed the following assessment sheets: a mini-clinical exam, a Chart Evaluation Tool, a Patient Presentation Rating, a Direct Observation of Procedural Skills and a Practical Skill Performance Assessment Sheet (DOPS).

The otolaryngology course includes a control and measuring equipment (CME), including a bank of 615 tests (MCQs) covering all areas of otolaryngology, 80 tasks, oral interview questions, patient presentations for clinical analysis and 10 practical skills assessment checklists which were compiled by the course teachers and approved at a meeting of the otolaryngology course and the Academic Committee (minutes No.5 dated December 28, 2024). The CME were reviewed by S.A. Taukeleva, Doctor of Medical Sciences, professor of the otolaryngology course at KRMU. The head of the Department of Methodology and Quality of Educational Programmes responded that additions and updates to the CME are planned for the end of the academic year, given that residency training at this organization only began this academic year.

Postgraduate doctors' assessment results are documented as follows: scores are entered into the "PLATONUS" programme, creating an open system for assessing postgraduate doctor knowledge. The assessment procedure is complete and accessible, simplifying the calculation of postgraduate doctor ratings.

However, 3 postgraduate doctors received "excellent" and "good" grades on the final exam for discipline.

There is a document for appealing assessment results—the "Appeal Regulations"—approved in 2024. To date, no postgraduate doctors have filed appeals.

During an organization visit and a conversation with the acting director of the Department of Strategic Development and QMS, Zh.B. Turykbayeva, the commission was convinced that there is a documentation system that is transparent and accessible to all faculty and staff. It includes documents such as annual operational plans, annual reports, division regulations, agreements with faculty and postgraduate doctors, regulations on the organization of the educational process, academic policies, rules for developing main documents and educational and methodological documentation (work programmes, curricula, syllabuses, journals), assessment tools (checklists, reports), certificates, verifications and credentials. A review of the website revealed that its pages contain the documents necessary for postgraduate doctors: the discipline educational programme, applicant requirements and information on the entrance examination format which is regularly updated.

During the visit to the organization, management was asked: "Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?" The answer was: the heads of the Otolaryngology units are among the external examiners involved in assessing postgraduate doctors' knowledge: B.Zh. Aldaniyarova and A.S. Obvintsev.

3.2 Relationship between assessment and learning

During the visit to the HSPH, the EEC members confirmed that postgraduate doctor assessment methods are consistent with learning and teaching methods and cover the assessment of all student competencies both during practical classes and during exams.

Differentiated assessment methods are used to assess various learning outcomes. Theoretical knowledge is primarily assessed through testing, while practical skills are assessed using assessment forms for each section of practical work.

In interviews with 29 faculty regarding assessment methods, experts obtained convincing evidence that tests, situational tasks and practical skills assessment using checklists are used to assess knowledge. Postgraduate doctors in "Otolaryngology" specialty also shared their opinions on the timeliness of testing, pre-exam counseling and the clarity and fairness of the entire assessment process. For example, postgraduate doctors reported that the achievement of the learning outcomes stated in the EP is achieved thanks to the significant number of issue-related patients in the otolaryngology unit of City Clinical Hospital No.5, as well as ongoing advisory support from a clinical supervisor or faculty member. Postgraduate doctors are provided with the necessary access to patient management, access to

all types of medical documentation, participate in consultations and clinical discussions with colleagues from related specialties and work in a multidisciplinary team.

During their visit to the clinical setting, experts reviewed the resources for organizing knowledge and practical skills assessment, including a sufficient number of patients, postgraduate doctors' access to all procedures and equipment and highly qualified faculty and clinical supervisors.

The experts determined that the selection of postgraduate doctor assessment methods is based on daily patient supervision, as the practical component of learning is central. For example, formative assessment methods such as the "clinical case" facilitate interprofessional learning. A method such as "practical skill performance" demonstrates integrated learning and an emphasis on clinical skills. Established assessment methods ensure that postgraduate doctors have mastered all sections of the educational programme and acquired the necessary practical skills.

Feedback from postgraduate doctors following their assessment is collected in the form of a questionnaire and published on the organization's website. In interviews, postgraduate doctors confirmed that they receive feedback after completing their learning.

7 employer representatives interviewed also noted that postgraduate doctor training is consistent with current developments in medical practice and science, given the highly competitive labor market and the demand for highly qualified professionals. Employers stated that they themselves participate in postgraduate doctor assessments by being included on the examination committee.

Faculty members develop new control and measuring equipment through studying international best practices in residency knowledge assessment and then implement them within the department. However, no examples of test validation were provided to the experts.

Conclusions of the EEC by criteria Comply with 9 standards (including 6 basic standards and 3 improvement standards): 8 - fully, 1 - partially, and 0- not comply.

Recommendations for improvement:

- 1) Implement mechanisms to study and document the reliability, validity and fairness of assessment methods (CME). (Standard 3.1.4).

Standard 4: POSTGRADUATE DOCTORS

4.1 Admission and selection policy

The educational organization has a postgraduate doctor admission policy which is called "Residency Admission Rules" (dated August 29, 2024). Approaches to postgraduate doctor admission are based on national requirements and internal regulations, namely, "Standard rules for admission to educational organizations implementing postgraduate educational programmes," approved by the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2024. 2018, No.600, with additions and amendments made on May 24, 2021 (No.241). The Regulations on the admission of students to higher and postgraduate education at the HSPH are posted on the university's website and are available to all interested parties. Section 5 of the Admission rules regulates the procedure for admitting students to postgraduate educational programmes.

The specialty exam includes 3 stages, assessed on a 100-point assessment scale, where: Stage 1, 20% - is the sum of the GPA for the internship period + GPA for the bachelor's degree period; Stage 2, 30% - the result of the computer-based testing on the 7th-year FS (independent testing conducted by the National Center for Independent Examination). If the applicant did not have an independent testing score in the year of completion of the internship training, the applicant must submit a specialist certificate/category and a document confirming more than 5 years of work experience; Stage 3, 50% - motivational interview with video/audio recording. During the interview, members of the examination committee must assess the applicant's future potential, interest in the specialty, motivation and basic knowledge of the training profile.

The document takes into account the requirements for residency applicants regarding their previous undergraduate and internship achievements (e.g., GPI for that period of study).

The appeals procedure for residency admission results is outlined in the "Residency Admission

Rules." In the event of disagreement with the grade assigned for the oral examination, an appeals Committee is created (Order No.70-N dated May 20, 2024), which decides whether to add or deny points to the applicant appealing the results of the entrance examination in their specialties (clause 8.3).

To date, no applicants have filed appeals.

Student representatives were not included in the process of developing the postgraduate doctor admission and selection policy, as residency enrollment was conducted for the first time.

This academic year, a review of the admission and selection policy and the number of postgraduate doctors is planned. The Residency Department, Director Abirova Akmaral Adilkhanovna, is responsible for this.

During conversations with otolaryngology postgraduate doctors, the EEC experts confirmed that applicants who actively participated in research clubs and conferences during their studies, mastered the internship programme, possessed strong practical skills, demonstrated clinical thinking and were constantly working to develop and improve their competencies have an advantage in admission to the residency in specialty "Otolaryngology adult, pediatric" (from interviews with postgraduate doctors, teaching staff and the Vice-Rector for Academic Affairs).

Therefore, the experts validated the data according to Standard 4. Overall, all criteria were met. The experts reviewed the postgraduate doctors' admissions documentation, including entrance exam tickets, transcripts and applicant personal files.

4.2 Number of postgraduate doctors

The EEC experts confirmed that the KMU "HSPH" complies with the requirement established by the Order of the Ministry of Education and Science of the Republic of Kazakhstan dated October 31, 2018, No.606 and paragraph 8 of Article 52 of the Law of the Republic of Kazakhstan dated July 27, 2007, "On Education" (as amended and supplemented). The ratio of postgraduate doctors in the specialty "Otolaryngology" to one faculty member is 1:3. Adjustments to admission figures are made by the authorized body – the Ministry of Healthcare of the Republic of Kazakhstan. Enrollment of postgraduate doctors for all educational programmes, including 12 for the programme in the specialty "Otorhinolaryngology" was carried out for the first time:

| No. | Full name of postgraduate doctor | Group name | Form of learning |
|-----|--------------------------------------|------------|------------------------|
| 1. | Arkarbekova Aida Kalmurzakyzy | ENT24-001 | on a contractual basis |
| 2. | Datkayev Adilet Muratbekuly | ENT24-001 | on a contractual basis |
| 3. | Zhumakadyr Nadiya | ENT24-001 | on a contractual basis |
| 4. | Kaimollayev Shyngys Bolatkhanuly | ENT24-002 | on a contractual basis |
| 5. | Kali Bagdat Yerkinuly | ENT24-002 | on a contractual basis |
| 6. | Yuldashbekov Bakhtiyer Utkirbekovich | ENT24-002 | on a contractual basis |
| 7. | Kedeibayeva Akbota Auesbekkyzy | ENT24-003 | on a contractual basis |
| 8. | Mussakhanov Eldar Alisherovich | ENT24-003 | on a contractual basis |
| 9. | Rustamov Bakhadyr Yerkinovich | ENT24-003 | on a contractual basis |
| 10. | Berikuly Nurym | ENT24-004 | grant of LEB |
| 11. | Kambarov Baglan Duisenbekovich | ENT24-004 | grant of LEB |
| 12. | Kurmangazhy Yedil Serikuly | ENT24-001 | on a contractual basis |

Accordingly, the first graduating class of postgraduate doctors in all specialties will be in the next academic year.

The educational organization has analyzed the practical healthcare sector's need for specialists and plans to submit an application for a certain number of places in each residency specialty in March-April of this year, based on a request from the Ministry of Healthcare of the Republic of Kazakhstan, in accordance with the annexes to the state license, an analysis of concluded contracts for clinical training, teaching staff qualifications, material and technical resources.

4.3 Postgraduate doctor support and counseling

During conversations with otolaryngology postgraduate doctors, the EEC experts established that the KMU "HSPH" has created and ensures safe learning conditions for postgraduate doctors. To

protect postgraduate doctors' interests and assist them in their academic, research and extracurricular activities, the organization has established various services for providing advisory, psychological, social and medical support to students.

During interviews with postgraduate doctors and graduates, the following information was obtained: during their studies, if a problem arises, postgraduate doctors can seek help and advice from a faculty member/supervisor (in cases of emotional burnout, psychological problems, etc.); for interactions with faculty, department staff and other divisions, they can contact the Residency Department; and for legal advice, they can consult with the university's full-time lawyer. Postgraduate doctors also noted that financial support includes providing postgraduate doctors studying on a grant from the Local executive bodies with a monthly stipend and dormitory accommodation for those in need. A discount system is provided in accordance with contractual obligations (10% for postgraduate doctors with less than 5 years of experience as physicians, 15% for postgraduate doctors with 5 years or more of experience as physicians). Postgraduate doctors receive information about student support services through the university's websites and WhatsApp chats. A rector's blog and a helpline are also available.

The Department of "Pedagogy, Psychology and Social Sciences" of HSPH has developed a "Programme for psycho-emotional support of postgraduate doctors aimed at identifying and preventing burnout." The programme provides psychological support to postgraduate doctors, including regular consultations and questionnaires to assess their emotional state and identify any additional support needs.

If disagreements with colleagues or postgraduate doctors arise, postgraduate doctors have the opportunity to choose from a wide range of clinical settings, change their supervisor or clinical mentor, while maintaining confidentiality.

Psychological support for postgraduate doctors is provided through confidential consultations with a staff psychologist.

4.4 Postgraduate doctor representation

University postgraduate doctors participate in the development of the residency programme by selecting elective disciplines. Postgraduate doctors have the right to propose new elective disciplines to be included in the catalog that they believe are essential for study and contribute to the overall improvement of the educational programme. Postgraduate doctors' suggestions, whether verbal or written, are always considered and taken into account. An example of this is the complete revision and expansion of the elective discipline catalog for the next academic year in "Otolaryngology", which includes courses suggested by postgraduate doctors.

Through feedback (surveys) after completing each course, postgraduate doctors can influence the organization of the educational process (choice of teaching staff, learning environment, including clinical settings).

Postgraduate doctors are included in advisory bodies such as the "Council of Young Scientists," which was transformed into the Council of Young Scientists and Clinicians (CYSC), following the enrollment of postgraduate doctors at the KMU "HSPH" (Order "On the composition of the Council of Young Scientists and Clinicians of the KMU "HSPH" (Minutes No.3 of October 24, 2024). However, postgraduate doctors in the specialty of "Otolaryngology" are not included in the Council of Young Scientists of the KMU "HSPH". Therefore, the representation of postgraduate doctors in advisory bodies should be expanded. To plan the careers of residency graduates, it is necessary to designate a person responsible for career planning and employment of graduates.

4.5 Working conditions

The training of postgraduate doctors in the specialty of "Otolaryngology" is carried out by the local budget (Akim's grant) and at the student's own expense. All 2 postgraduate doctors receive a stipend from the local budget.

In connection with the "Residency Regulations" KMU "HSPH" is required to plan postgraduate doctor's academic workload based on this time; night and day calls, as well as other types of work, are included in this academic workload. Postgraduate doctors' call at the clinical setting is a type of

independent work and is aimed at mastering the learning objectives. Call planning is reflected in the course syllabus.

In the event of pregnancy, a postgraduate doctor is exempt from night calls at the clinical setting. Individualized training during residency is permitted only with appropriate medical recommendations. Upon presentation of the appropriate certificate by postgraduate doctor, the department and the Residency Department are authorized to grant the postgraduate doctor the opportunity to study on an individualized schedule.

Postgraduate doctors are given the opportunity to work at extracurricular time, as reflected in the "Residency Regulations" of KMU "HSPH." Currently, there are 2 such postgraduate doctors. The educational organization has 5 clinical settings for training otolaryngology postgraduate doctors, and each hosts various events in which postgraduate doctors participate. As a rule, postgraduate doctors supervise 5 patients per day, 20 - per month. Postgraduate doctors participate in health education, including breastfeeding promotion and present reports on hospital infection prevention during online neonatal nursing sessions.

Conclusions of the EEC by criteria. Comply with 20 standards (including 14 basic standards and 6 improvement standards), 18 are fully compliant, 2 are partially compliant and 0 are not compliant

Recommendations for improvement:

- 1) Designate a division or person within the university's organizational structure to implement career planning, employment and monitoring activities for residency programme graduates (Standard 4.3.3).
- 2) Increase postgraduate doctor representation in advisory bodies (Standard 4.4.1).

Standard 5: TEACHERS

5.1 Recruitment and selection policy

The medical educational organization has developed and implemented a policy for the recruitment, admission and motivation of faculty and clinical supervisors. This policy defines the required academic experience and qualifications for practicing specialists in the relevant fields of medicine, as well as criteria for scientific, educational, pedagogical and clinical achievements; it includes a balance between teaching, research and medical care; defines the responsibilities and duties of staff members; takes into account a faculty-to-postgraduate doctor ratio sufficient for effective teaching and learning and monitoring the academic and professional achievements of postgraduate doctors.

One of the university's key resources for implementing the residency EP in specialty 7R01124 – "Otolaryngology adult, pediatric" – is its teaching staff, which is a priority factor in ensuring a high-quality educational process and training competitive postgraduate doctors, taking into account labor market needs. The teaching staff of the "Otolaryngology" course meets the qualification requirements, possesses comprehensive knowledge and mastery of modern teaching methods, as well as the necessary skills and experience to effectively impart knowledge to students during the educational process.

The HR policy of KMU "HSPH" is based on the following regulatory documents:

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

The HR Department carries out ongoing procedures for the hiring, registration and dismissal of teaching staff and employees. Faculty are recruited through a competition for vacant positions, the

procedure for which is regulated by the Regulation on the procedure for competitive filling of positions of teaching staff and research staff of the KMU "HSPH" (link: [Regulation on the procedure for competitive replacement of teaching staff](#)). In accordance with Order No.606 of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018, "On approval of the average student-to-faculty ratio for calculating the total number of the teaching staff of higher and (or) postgraduate education organizations, with the exclusion of the Academy of Justice, military, specialized educational institutions and cultural education organizations," the university's teaching staff is determined annually for the new academic year. The teaching staff is formed based on the needs for the effective implementation of educational programmes, as well as the overall academic workload. Requirements for staffing and the educational process are determined by the qualification requirements for educational activities. In accordance with the State Compulsory Educational Standard, a supervisor from among qualified practical healthcare specialists working at the residency facilities with the first or highest qualification category and at least 5 years of experience in the relevant specialty is appointed for clinical residency training in specialties.

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

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

A positive decision by the competitive commission is the basis for concluding an employment contract with the faculty member. The rights and responsibilities of the University's teaching staff are defined in the job descriptions. Duties are assigned based on qualifications, work experience, personal characteristics and operational needs.

Full-time faculty members meet the qualification requirements for the positions specified in the job descriptions for teaching staff positions. These include criteria for the applicants' scientific, pedagogical and clinical merits, as well as the following job-specific criteria:

1. Head of Department/Course: Higher (or postgraduate) education; a Doctor of Science, Candidate of Science or Doctor of Philosophy (PhD) degree in the relevant field, an academic title and at least 5 years of experience in research and teaching; a specialist certificate in the relevant disciplines taught and the highest or first medical category.
2. Professor: Higher (or postgraduate) education; a Doctor of Science, Candidate of Science or Doctor of Philosophy (PhD) degree in the relevant field, an academic title; at least 5 years of experience in research and teaching; a specialist certificate in the relevant disciplines taught and the highest or first medical category.
3. Associate Professor: Higher (or postgraduate) education; candidate of sciences degree or doctor of philosophy (PhD) in the relevant field; at least 5 (five) years of experience in research and teaching; specialist certification in the relevant disciplines taught and the highest or first medical category.
4. Assistant: Higher (or postgraduate) education; at least 3 years of experience in the relevant field and (or) master's degree; specialist certification in the relevant disciplines taught and the first or second medical category.

The University ensures a balance between teaching, research and the provision of medical care by external faculty. The number and composition of the teaching staff for residency programmes in the departments is planned based on the needs of the educational process, the standard teaching load per full-time faculty member and the student body. Research is an integral part of the university's teaching staff and a prerequisite for training postgraduate doctors in the specialty 7R01124 "Otolaryngology adult, pediatric."

KMU "HSPH" has created a course "Otolaryngology." The course is staffed by 8 faculty members. 4 faculty members are involved in the educational programme implementation in specialty

7R01124 "Otolaryngology adult, pediatric," 1 of whom holds a Doctor of Medical Sciences degree and 3 of whom hold a Candidate of Medical Sciences degree. Overall, the academic degree holder rate of teaching staff teaching postgraduate doctors in specialty 7R01124 "Otolaryngology adult, pediatric" is 100%. The percentage of teaching staff holding the highest/first category in their core disciplines is 100%.

The course's teaching staff actively participates in conferences, including those held in neighboring and far-abroad countries. Articles in journals with a non-zero impact factor and publications in international conference collections are regularly published. The results of scientific research, in the form of teaching aids, are used in practical training in relevant disciplines. Technologies developed during scientific research are also implemented in practical healthcare and mastered by young specialists, including postgraduate doctors. All educational and methodological literature is reviewed at department meetings and peer-reviewed by at least two specialists with academic degrees and expertise in the relevant field.

The course's teaching staff actively supports practical healthcare. In addition to providing qualified specialized medical care to the public at the University's clinical settings, the course staff assists and supports the Ministry of Healthcare of the Republic of Kazakhstan and its structural subdivisions in coordinating ENT services in Almaty and the Almaty region, developing standards and protocols for the diagnosis and treatment of internal diseases, reviewing medical documentation and evaluating fatal cases, including maternal fatalities.

Leading practical healthcare professionals holding the highest or first qualification category in medicine are actively engaged as clinical supervisors. For clinical faculty, applicants must possess certificates and qualification medical categories, as well as a number of other provisions in accordance with the Labor Code of the Republic of Kazakhstan and job descriptions of the teaching staff.

The University plans to engage heads of clinical units as clinical supervisors.

Faculty recruitment for the EP is carried out through a competition for vacant positions, the procedure for which is regulated by the internal Regulations on the procedure for competitive filling of teaching staff and research staff positions of LLP KMU "HSPH" (link: [Regulations on the procedure for competitive filling of teaching staff positions](#)).

The Competition Commission is a permanent consultative and advisory body of KMU "HSPH", created to organize and ensure the competitive filling of teaching staff and research staff positions at the university. In its activities, the Competition Commission is guided by the current legislation of the Republic of Kazakhstan, the Charter, the Regulations on the procedure for competitive filling of teaching staff and research staff positions of KMU "HSPH", job descriptions for teaching staff and research staff positions and other acts of KMU "HSPH" adopted in the established manner.

When hiring for teaching positions, candidates' compliance with qualification requirements is mandatory.

The main objective of the healthcare industry is to create and develop its own scientific and innovative potential and to recruit employees with established motivation that meets the requirements of the workplace. The healthcare industry's primary objective is to create and develop its own scientific and innovative potential, and to recruit employees with established motivation that meets workplace requirements. In accordance with the regulatory indicators established by the Law of the Republic of Kazakhstan dated July 27, 2007, No.319-III "On Education" and the Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018, No.606 "On Approval of the average student-to-faculty ratio for calculating the total number of teaching staff of higher and (or) postgraduate educational organizations, with the exclusion of the Academy of Justice, military, specialized educational institutions and cultural educational organizations," the teaching staff for the residency programme is determined annually.

The teaching staff is formed based on the needs for the effective implementation of educational programmes, as well as the overall academic workload. When preparing the staffing schedule for the new academic year, mandatory requirements for faculty members to teach postgraduate doctor classes

include basic education, a corresponding academic degree, academic title and work experience. Since residency training is conducted in a clinical specialty, the qualifications of the teaching staff play a significant role. Other requirements include holding a first or highest medical qualification category, a doctorate, candidate of medical sciences or PhD.

Clinical supervisors play a key role in the clinical training of postgraduate doctors, their acquisition of practical skills and the ability to make independent clinical decisions. For supervisors in clinical departments, applicants must hold first or highest medical qualification categories as well as a number of other provisions in accordance with the Labor Code of the Republic of Kazakhstan and the job descriptions of the teaching staff. For this purpose, supervisors are selected from specialists in large, well-equipped clinical facilities who are proficient in modern instrumental diagnostic methods, patient rehabilitation and performing minimally invasive interventional techniques and surgical interventions.

The clearly defined mission, goals and objectives of the EP, created in accordance with the university's current management system, define the university team's new approach to postgraduate doctor training, promote the development of broad competencies among future physicians and support a constant commitment to improving the quality of medical care and further continuing professional education and development.

In accordance with Order No.KR DSM-304/2020 of the Minister of Healthcare of the Republic of Kazakhstan dated December 21, 2020, "On approval of the regulations on a clinical setting, clinic of an educational organization in the field of healthcare, a University hospital, a residency site, an integrated academic medical center and the requirements therefor," supervisors involved in training students at clinical settings must meet the following criteria <https://adilet.zan.kz/rus/docs/V2000021848>:

- 1) a qualified specialist with at least five years of experience in their primary field;
- 2) trained as a supervisors to implement the residency educational programme.

To conduct residency training in the specialty 7R01124 "Otorhinolaryngology adult, pediatric," the Department of Otorhinolaryngology was organized and leading healthcare specialists were invited:

1. Doctor of Medical Sciences Burkutbayeva Tatyana Nuridenovna, clinical experience 43 years, teaching experience 32 years.
2. Candidate of Medical Sciences Shakhmetova Kulbarshin Seilbekovna, clinical experience 32 years, teaching experience 20 years.
3. Candidate of Medical Sciences Ualiyeva Gulnara Erikovna, clinical experience 42 years, teaching experience 8 years.
4. Candidate of Medical Sciences Aldanyarova Bakhyt Zhalauovna, clinical experience 26 years, teaching experience 7 years.
5. Krushev Bagdat Khizatovich, clinical experience 16 years, teaching experience 7 years.
6. PhD candidate Shbair Mokhammed Ibrahimovic, PhD candidate, 14 years of clinical experience, 3 years of teaching experience.
7. Obvintsev Aleksandr Valeriyevich, 13 years of clinical experience, 5 years of teaching experience.
8. Abilda Nurzhan Zhandildayevich, 14 years of clinical experience, 3 years of teaching experience.

Among the part-time physicians from practical healthcare involved in training postgraduate doctors, all hold the highest category: the head of the course, Doctor of Medical Sciences, Burkutbayeva T.N., is the chief adult freelance otolaryngologist of the Ministry of Healthcare of the Republic of Kazakhstan; Candidate of Medical Sciences, Ualiyeva G.E., is the chief adult freelance otolaryngologist of Almaty; Candidate of Medical Sciences, Aldan'arova B.Zh., is the chief freelance pediatric otolaryngologist of Almaty; Candidate of Medical Sciences, Aldan'arova B.Zh. and Krushev

B.Kh. are heads of ENT units, PhD student Shbair M.I., Obvintsev A.V., Abilda N.Zh. have their own highly specialized clinics, which are clinical settings for the course "Otolaryngology".

The Human Resources Department ensures compliance with the HR policy requirements at the residency EP by monitoring the faculty profile and the range and balance of faculty in basic biomedical sciences, behavioral and social sciences and core (clinical) disciplines necessary for the implementation of the educational programme.

Employee incentives, motivation and encouragements are based on the HR policy of KMU HSPH. Motivation and incentives influence employee behavior to achieve personal, group and social goals. To enhance employee engagement in improving the quality and effectiveness of their work, KMU HSPH applies incentive payments.

The types, procedures and conditions for applying incentive payments are determined by the Regulation "On the organization of the remuneration and incentive system of LLP "Kazakhstan Medical University "HSPH" and the university's regulations, taking into account the specifics of production activities, personnel objectives, the financial capabilities of the university and other factors having an impact the payroll.

The labor incentive system provides for the following main types of incentive payments: - personal allowances - incentive payments made to an employee in addition to the established official salary to reward work success and encourage further improvement, on a regular basis; - bonuses - are a type of incentive payment and represent monetary payments for achieving certain work results and encouraging their further improvement.

As an additional type of payment (in addition to the established official salary) to teaching staff:

- for completing academic work in postgraduate EP, as well as in continuing EP financed from the republican budget, in excess of the approved annual academic load;
- for completing additional academic classes with students in postgraduate EP not provided for in the working curriculum, if the additional academic classes are conducted on a paid basis;
- as well as in other cases stipulated by current legislation and/or acts of LLP KMU "HSPH".

A survey of faculty members revealed that the majority (94.59%) were completely satisfied with the work and workplace organization at this educational institution, while 2.7% were partially satisfied. At this educational organization, faculty members have the opportunity to engage in research and publish their R&D results – 91.89% completely agree, 8.11% - partially. Salaries are satisfactory – 67.57% completely agree, 18.92% partially agree.

5.2 Faculty commitments and development

To verify Standard 5 data, during meetings with the head of the HR department and interviews with faculty members, experts obtained opinions on approaches to developing faculty pedagogical competence, motivation to work with postgraduate doctors and mentoring. This includes the teaching load for clinical department teaching staff: course head, professor – 450 hours; senior lecturer, lecturer – 600 hours.

Residency faculty work schedules are agreed upon when preparing the residency class schedule.

The teaching staff's activities are planned in accordance with the individual teacher plan, which is discussed and approved at department meetings. The teaching load of the teaching staff is planned in academic hours.

The staffing level for postgraduate doctors in the specialty 7R01124 "Otolaryngology adult, pediatric" ensures a rational ratio between the number of faculty and postgraduate doctors, which guarantees individualized interactions and monitoring of postgraduate doctors' achievements.

The appropriate level of professionalism of KMU "HSPH" employees is maintained and developed by the KMU "HSPH" employee advanced training system in the Republic of Kazakhstan and abroad. Retraining and advanced training are the primary means of professional development and improvement of staff quality. To achieve these goals, KMU "HSPH" uses the following forms of learning and advanced training:

1. Participation in various seminars, conferences, round tables, training sessions, etc.;
2. Completion of specialized advanced training courses, seminars, etc.

The staff's commitment to advanced training is supported and encouraged by the management of the KMU "HSPH."

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

The main assessment methods are certification, conversation, identifying a talent pool and observation. In accordance with the University's plans, departments are audited annually for their educational and methodological work and regulatory documents. To monitor and evaluate the quality of teaching, mutual class visits and open lectures are held, the results of which are discussed at department meetings. The quality of classes and the teaching materials used, the timeliness of assignments for independent work and the organization of monitoring and assessment of student performance are analyzed at department meetings.

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

KMU "HSPH" implements various measures to motivate and incentivize employees: ensuring working conditions in accordance with the labor legislation of the Republic of Kazakhstan, the employment contract and the collective agreement; providing employees with equipment, tools, technical documentation and other means necessary to perform their job duties; timely payment of wages and the payment of incentive bonuses for high-quality work in accordance with the remuneration regulations.

To enhance the professional and pedagogical culture of the teaching staff, encourage and motivate teachers to further professional development and support scientific research and educational innovation, KMU "HSPH" holds a competition for the title of "Best Teacher of KMU "HSPH." The competition for the title of "Best Teacher of KMU "HSPH" is held annually in the first half of the calendar year. Teachers with high achievements in teaching and research are eligible to participate. The rules for this competition are set out in the internal document "Rules for conferring the title of "Best Teacher of KMU "HSPH"" (link: [Rules for organizing and conducting the competition for the title of "Best Teacher of LLP KMU "HSPH"](#)).

The experts determined that faculty and postgraduate doctors have sufficient time for teaching, supervising and learning. Faculty work schedules are established in accordance with the personnel policy. Working hours: 8:00 a.m. - 4:00 p.m. Faculty conduct weekly seminars lasting 6 hours. Time for clinical reviews and clinical rounds is allocated daily. Calls are twice a month.

The experts received responses regarding the faculty advanced training programme, which is held annually, and 104 faculty members participating in the educational programme completed training in 2024, including 3 faculty members of the accredited educational programme in the specialty of "Otolaryngology adult, pediatric." These activities are funded by the educational organization.

Currently, the advanced training system at the University is carried out in accordance with the plan for advanced training of teaching staff of Kazakhstan Medical University "HSPH". The advanced training system is planned to be updated in accordance with the Strategic Development Indicators for 2020–2025.

The Human Resources Department organizes advanced training courses to develop pedagogical competencies and oversees teaching staff advanced training. All departments and teaching staff receive an information letter about the upcoming advanced training course in accordance with the plan for advanced training of university teaching staff.

Training events are held both within the University and with invited international lecturers. An expert has verified faculty certificates on topics such as "Pedagogical excellence as a component of pedagogical science," "Development of teacher communication skills and abilities" and "Basic cardiopulmonary resuscitation in adults and children."

"Residency" programme payroll for 2024 amounted to 80,321,800 KZT, with taxes and deductions totaling 8,974,900 KZT. The University's current expenses are planned in accordance with the financial regulations for higher education, approved by Order No. 474 of the Ministry of Healthcare of the Republic of Kazakhstan dated June 14, 2004, "On approval of standards for calculating the tuition fees of one undergraduate, postgraduate and clinical resident (master's student) in higher medical educational institutions within the country under government contracts."

Experts have found that faculty initiate R&D topics for postgraduate doctors, stimulating the need for additional training and independent work with literature and medical documentation. The University participates in the "Healthy Universities" project. The goal of this project is to integrate healthy lifestyle principles into the structure and educational process of universities by fostering a responsible attitude toward health and lifestyle among students, teaching staff and the community.

On September 23, 2022, the university held the International Congress "Global Health," dedicated to the 25th anniversary of the founding of the KMU "HSPH" and the signing of the Agreement between the WHO Regional Office for Europe and the Ministry of Healthcare of the Republic of Kazakhstan.

The event was attended by the University's teaching staff, representatives of the WHO, the Senate of the Republic of Kazakhstan, the Ministry of Healthcare of the Republic of Kazakhstan, the Almaty City Akimat, the National Center for Public Healthcare, the Social Health Insurance Fund, the Chinese Consulate, medical universities and the Republic of Kazakhstan's practical healthcare, as well as leading experts from near and far abroad.

One of the key factors in improving the quality of training medical personnel prepared for independent practical work is the use of innovative teaching methods in pedagogical activities, resulting from the continuous improvement of the pedagogical competencies of the University's teaching staff. To enhance the effectiveness of learning for postgraduate doctors of the Kazakh Medical University "HSPH," classes will be conducted using new educational technologies, aimed at their active participation in the educational process.

Goals of the intended learning outcomes are achieved through the development and assessment of students' general and specific competencies:

- knowledge and understanding of the subject area (teaching and assessment methods used: CBL, TBL, D-PBL, illustrative practical exercises, e-learning technologies – videos, video lectures, work on the MOODLE platform);
- practical skills (teaching and assessment methods used: TBL, D-PBL, prolonged clinical case (bedside work), simulation technologies, standardized patient, etc.);
- communication skills (teaching and assessment methods used: TBL, facilitation, Kolb model, etc.);
- research skills (teaching and assessment methods used: analysis from the perspective of evidence-based medicine, facilitation, updating the IWPD with a focus on future specialty);
- general education (development of language skills) – all technologies;
- Socio-ethical (teaching and assessment methods used: analysis of medical errors through integrated clinical symposiums and conferences);
- Economic and organizational-managerial (teaching and assessment methods used: e-learning technologies).

The ratio between the number of teaching staff and postgraduate doctors is 1:3, which allows for close personal interaction and monitoring. One of the objectives of improving clinical training is the introduction of supervising.

The educational organization offers opportunities for career growth and development of faculty competencies – 91.89% of surveyed faculty responded, and 13.51% partially agreed. 35.14% attended advanced professional training programmes during the current year, 62.16% from 1 to 5 years ago, 2.7% more than 5 years ago and 0% answered "I don't remember when it was."

The organization implements social support programmes for faculty: 56.76% responded "yes, such programmes exist," 0% "I have already used them," 10.81% of respondents responded "there are no such programmes" and 32.43% were unaware of them.

Conclusions of the EEC by criteria. Comply with 8 standards (including 7 basic standards and 1 improvement standard), 7 are fully met, 1 is partially met, and 0 are not met.

Recommendations for improvement:

- 1) Provide ongoing learning on pedagogical competencies for clinical supervisors (Standard 5.2.2).

Standard 6: EDUCATION AND TRAINING RESOURCES

6.1 Physical facilities and equipment

To provide professional training for postgraduate doctors - physicians in the specialty 7R091124 "Otolaryngology adult, pediatric," the KMU "HSPH" has sufficient and appropriate physical facilities, information resources, educational and information technologies and resources for clinical training of postgraduate doctors and for conducting scientific research.

The University's physical facilities include lecture halls, classrooms, a library/coworking center, an educational and clinical center with simulation rooms, computer labs, a dormitory, a fitness center, a coffee shop, a medical office and clinical settings—multidisciplinary clinical hospitals in Almaty and other regions of the Republic of Kazakhstan.

Based on the Law of the Republic of Kazakhstan "On Education" and the Order of the Minister of Healthcare of the Republic of Kazakhstan dated December 21, 2020, No.KR DSM-304/2020 "On approval of the regulations on the clinical setting, clinic of the organization of education in the field of healthcare, University hospital, Residency base, integrated academic medical center and the requirements imposed on them," cooperation agreements were concluded between LLP KMU "HSPH" and leading medical institutions in Almaty and the regions of the Republic of Kazakhstan. The clinics are equipped with modern medical equipment, apparatus and modern laboratories. In total, LLP KMU "HSPH" has 54 agreements with clinical settings, both public and private. The clinical settings are multidisciplinary hospitals, which allows for the expansion of the practical horizons of postgraduate doctors - physicians in related specialties.

Based on the cooperation agreement, the "Otolaryngology" course is offered at the following clinical settings: City Clinical Hospital No.5, "Dr. Shbair" clinic, "IPE" Clinic, "Dr. Abilda Clinic" and the Military Clinical Hospital.

The library of the Kazakhstan Medical University "HSPH" is one of the university's most important divisions, serving as a scientific and information institution and a support base for the educational, methodological and scientific processes involved in training qualified healthcare specialists.

The library collection includes educational, methodological, scientific and reference literature. Additional sources of collection include books donated by the university's teaching staff and other organizations.

The library operates using the automated library information system "KABIS", which complies with international standards. There is an electronic catalog (EC) which reflects all scientific and educational literature in the state, Russian and foreign languages, including dissertations and author's abstracts. The electronic catalog forms the "Book Collection," "Readers' Card Index" and "Electronic Resources and Articles" databases.

In order to create favorable conditions for the development of a unified scientific information space and provide students, researchers and research institutes with electronic resources, the Ministry

of Science and Higher Education provides free centralized access to international information resources.

The University has signed an agreement with Wiley Online, one of the largest international academic publishers, publishing full-text scientific resources in all areas of modern science and knowledge. Additionally, an agreement was signed with the electronic libraries "Student Consultant" (www.studentlibrary.ru) and "Doctor Consultant" (www.rosmedlib.ru), enabling postgraduate doctors to effectively study materials. One of the criteria for evaluating a library is free user access to electronic resources and the high-quality additions to the electronic library. Work has been intensified to digitize the traditional collection and upload publications to the electronic library.

The library includes 1 reading room combined with a circulation desk, seating – 20 and a total area of 92.8 square meters. The library is equipped with computers connected to a local area network and internet access.

LLP KMU “HSPH” provides students with full free access to electronic databases. Remote access to the library's electronic catalog is also available. Postgraduate doctors will undergo initial registration via the LLP KMU “HSPH” IP address, thereby acquiring a username and password for remote access to the university's electronic resources, such as Wiley. Postgraduate doctors are informed of this.

Before beginning the relevant course of the educational programme, postgraduate doctors receive a syllabus from their teacher and are informed of the skills they are expected to acquire and develop during their residency.

Every year, the University allocates significant funds to expand and modernize its physical facilities to achieve its mission, policies and goals. Most computer labs are equipped with state-of-the-art technology and a long-term IT plan provides for its modernization and upgrade, taking into account the modern development of information and communication technologies. A modern electronic document management system and an electronic platform for the educational and research processes of the educational institution are available. Resources that support the IT integration of education and University management.

Availability of educational, methodological and scientific literature on general educational, basic and specialized disciplines of educational programmes, including in the state language, and the effectiveness of its use; updating of literature collections in accordance with the standards defined by licensing qualification requirements. Availability of educational literature on electronic media, the share of electronic educational materials in the total library resources; electronic textbooks developed by university faculty, purchased. Compliance with licensing qualification requirements. Availability of electronic textbooks, electronic reading room collection, educational TV, etc. for students. Availability of electronic catalogs in the library and their accessibility online (Intranet); support for students, teaching staff and employees in accessing modern databases (Scopus, Thomson Reuters, etc.). Number of annual subscription publications in the university's profile (domestic and foreign). A survey of teaching staff and students regarding the compliance of technical learning aids with modern requirements is conducted once a year - during the preparation of the procurement plan. The procurement plan for technical learning aids is formed based on requests from university departments. Currently, all departments have projectors, laptops and new-generation computers. Every year, the university plans to upgrade its computer equipment. The dynamics of material and technical resource development and the effectiveness of using the assessment results to adjust budget planning and allocation are regularly assessed. An analysis of the implementation of the current year's income and expenditure budget is conducted quarterly.

The necessary funds are allocated for the development of the physical facilities and uninterrupted operations: the acquisition of fixed assets (computers, laptops, printers, interactive whiteboards) in the amount of 11,469.1 thousand tenge, educational literature and intangible assets (textbooks, books, subscriptions to electronic databases) in the amount of 10,814.7 thousand tenge.

6.2 Clinical settings

Based on the cooperation agreement, “Otolaryngology” course is based at the following clinical settings: City Clinical Hospital No.5, “Dr. Shbair” Clinic, “IPE” Clinic, “Dr. Abilda Clinic” and the Military Clinical Hospital.

At City Clinical Hospital No.5, postgraduate doctors supervise and are on call, under the supervision of teaching staff and supervisors, patients in two adult ENT units, a pediatric ENT unit and the admission ward. They also consult patients in the following units: maxillofacial surgery, anesthesiology, resuscitation and intensive care, geriatrics and diagnostics. At the Military Clinical Hospital postgraduate doctors supervise and are on call under the supervision of the head of the ENT unit, B.Kh. Krushev, in the ENT unit and the admission ward and consult patients in all hospital units. At “Dr. Shbair” Clinic, “IPE” Clinic and “Dr. Abilda Clinic”, postgraduate doctors are allowed into all units of the clinics under the guidance of clinical supervisors, who are the owners of these clinics.

Thus, at the clinical settings at the inpatient level, patients with common and rare ENT diseases undergo diagnostic procedures, therapy selection and emergency care, which meets the requirements for residency training in the specialty 7R01124 "Otolaryngology adult, pediatric." The number of specialized patients at the clinical settings of "Otolaryngology" course is sufficient for training, a variety of nosological forms of otolaryngological diseases is noted, which fully meets the requirements of the EP for residency training in the specialty 7R01124 "Otolaryngology adult, pediatric." The clinical settings used for residency training in the specialty 7R01124 "Otolaryngology adult, pediatric" are equipped with modern diagnostic equipment (audiology laboratory, endoscopic equipment, microscopic equipment, computed tomography scanners, angiographs, ultrasound scanners, functional diagnostics, laboratories of various profiles, etc.).

“Otolaryngology” course at the main clinical setting of City Clinical Hospital No.5 has 2 classrooms with a total area of 34 square meters and 1 course head’s office with an area of 15 square meters. During training, postgraduate doctors - physicians have access to a conference room, ENT operating rooms, ENT dressing rooms, procedure rooms, a phoniatic center, an outpatient and day rehabilitation center, a functional and radiation diagnostics unit, an admission ward and ENT units. All clinical settings are equipped with modern diagnostic equipment and clinical laboratories. At “Dr. Shbair”, “MIPO”, “Dr. Abilda Clinic” and the Military Clinical Hospital, all teaching staff have their own private offices, as well as staff rooms for physicians and postgraduate doctors. Information on the clinical settings is presented in Table 1.

Table 1. Characteristics of the clinical settings

| No. | Name of the setting/unit and contract date | Legal address | Number of beds | Name of departments | Number of student groups or clinical rotations | Number of classrooms/lecture halls | Library | Cloakroom/wardrobe |
|-----|--|-------------------------------------|----------------|---------------------|--|------------------------------------|---------|--------------------|
| 1 | City Clinical Hospital No.5 | Almaty, Dostyk Ave., 220 | 100 | ENT Course | 2 | 3 | - | + |
| 2 | “Dr. Shbair” Clinic | Almaty, Al-Farabi Ave., 21, Block 6 | 12 | ENT Course | 1 | 1 | - | + |
| 3 | “MIPO” Clinic | Almaty, Toraigyrov St., 49/1 | 26 | ENT Course | 1 | 1 | - | + |
| 4 | “Dr. Abilda Clinic” | Almaty, Bogenbay Batyr St., 136 | 5 | ENT Course | 1 | 1 | - | + |
| 5 | Military Clinical Hospital | Almaty, Krasnogorskaya, 2 | 20 | ENT Course | 1 | 1 | - | + |

To validate the implementation of the self-assessment report data and obtain evidence of programme quality, interviews were conducted with postgraduate doctors. Experts asked questions about satisfaction with the learning, sufficient time for patient supervision, working with medical documentation, satisfaction with teaching methods and faculty qualifications, social and moral support for postgraduate doctors who need it, participation in "Journal Clubs" and access to international databases of professional literature. Overall, postgraduate doctors were satisfied with the learning and assessment methods and specifically entered this organization because they believe the educational institution has good resources, a strong image and international connections. Postgraduate doctors actively participate in patient care, although under the strict supervision of supervisors and also actively participate in international events.

LLP KMU "HSPH" has a Clinical and Educational Center (hereinafter referred to as the CEC), which is focused on learning and independently assessing students' clinical skills using simulators, mannequins and virtual training devices. Throughout the academic year, postgraduate doctors will attend scheduled sessions at the CEC, where they will practice and improve their practical skills.

The CEC is located in the main building of the KMU "HSPH" and occupies 84.6 square meters, including 3 simulation rooms. The CEC has a total of 86 pieces of equipment. Postgraduate doctors of the educational programme in specialty "Otolaryngology adult, pediatric" can practice practical skills such as tracheostomy placement, nasal packing for nosebleeds, otoscopy and applying various types of dressings for ear injuries. Emergency care for patients with acute cardiopulmonary failure is also included in the curriculum.

Work at the above-mentioned clinical settings promotes effective independent work of postgraduate doctors (IWPD) and is aimed at developing professional competencies: be prepared to effectively and competently provide medical care to the public; consider physical, psychological and social factors; resolve patient problems and make decisions based on the principles of evidence-based medicine; be able to apply scientific advances in medicine; implement modern treatment and diagnostic technologies in their professional activities; demonstrate appropriate communication skills, adhering to the principles of medical ethics when interacting with the public, colleagues and social service staff; apply management principles to the organization and delivery of medical care to the public; possess teamwork and leadership skills; be able to train others and improve their knowledge and skills throughout their professional career.

Postgraduate doctors – adult and pediatric otolaryngologists regularly participate in the organization and conduct of annual events dedicated to the diagnosis and prevention of the most socially significant diseases.

The compliance of medical centers with the requirements for clinical settings of the LLP KMU "HSPH" is analyzed based on the results of internal and external audits, portfolio analysis and assessment, postgraduate doctors and teaching staff reports and intra-departmental control.

6.3 Information technology

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

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

Faculty and students have been provided with all the necessary conditions for using information and communication technologies at and beyond KMU "HSPH".

KMU "HSPH" has a hardware and software base and computer equipment connected to a unified corporate wired and wireless local area network with internet access. Computers are fully (100%) connected to the internet. Internet connection speeds are: 200 Mbit/s incoming channel and 200 Mbit/s outgoing channel. The corporate network connection speed is 200 Mbit/s. Data exchange within the University is handled through the university server. There are 2 computer labs, including lecture halls with multimedia equipment. All clinical departments located in medical institutions across the city have access to internet resources.

General information about the University's activities is available on the University's official

website, <https://ksph.edu.kz/> in 3 languages: Kazakh, Russian and English. The website contains general information about the University and its activities. KMU "HSPH" has a Wi-Fi zone.

To support the educational process and methodological work, learning and student support resources have been created and utilized: "Platonus" AIS educational management system and "Moodle" educational portal. "Platonus" AIS contains course syllabuses for all educational programmes, and teachers assign grades for formative and summative assessments.

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

In accordance with Order No.KR DSM-63 of the Minister of Healthcare of the Republic of Kazakhstan dated July 4, 2022, "On approval of state compulsory standards for levels of education in healthcare," departments implementing educational activities for residencies in the specialty 7R01124 "Otolaryngology adult, pediatric" have developed syllabuses that are uploaded to "Platonus" automated information system, which postgraduate doctors have access to.

Postgraduate doctors of the LLP KMU "HSPH" are provided full access to all library resources in both print and electronic formats.

For independent study, users are provided with the library's electronic resources, including purchased electronic and multimedia textbooks, training programmes and subscription databases.

The library's collection contains the necessary educational, methodological and scientific literature in their respective specialties, in accordance with the established qualification requirements for licensing, accreditation and certification of educational activities.

6.4 Clinical teams

The clinical settings of KMU "HSPH," where postgraduate doctors in the specialty 7R01124 "Otolaryngology adult, pediatric" are trained, are clinical hospitals providing highly specialized otolaryngology care. This guarantees otolaryngology postgraduate doctors the opportunity to gain experience working in multidisciplinary teams of specialists. Adult and pediatric otolaryngology postgraduate doctors develop teamwork skills through joint rounds and consultations with professors and associate professors of otolaryngology and maxillofacial surgery departments/courses, unit heads and resident physicians; during patient examinations and consultations; During diagnostic and therapeutic procedures performed jointly with physicians in various inpatient treatment and diagnostic units and during calls.

The training programme for postgraduate doctors in the specialty 7R01124 "Otolaryngology adult, pediatric" in teamwork skills and effective interaction with other healthcare professionals includes direct work with a clinical supervisor across all areas of clinical setting. Adult and pediatric otolaryngology postgraduate doctors, taking into account the specific needs of their patients, collaborate regularly with specialists from related and other healthcare fields (maxillofacial surgeons, general internists, cardiologists, pulmonologists, nephrologists, rheumatologists, gastroenterologists, endocrinologists, etc.), gaining experience working in a multidisciplinary team.

Learning in an interdisciplinary/interprofessional team is based on the principles of membership, integration and teamwork, which helps each postgraduate doctor think effectively in a variety of challenging situations. Working in a team of various specialists not only helps postgraduate doctors develop the collegiality necessary for future work but also significantly enhances their knowledge of related specialties. It allows postgraduate doctors to assess the role of team leader and teaches management skills essential for daily practice.

Training otolaryngology postgraduate doctors in clinics providing planned, emergency and urgent care for various ENT pathologies provides a unique opportunity to learn how to work in a team with specialists from other specialties: maxillofacial surgeons, general internists, cardiologists, pulmonologists, gastroenterologists, nephrologists, rheumatologists, hematologists, resuscitators, general surgeons, thoracic surgeons, functional and radiation diagnosticians, neurologists and others.

In the survey, postgraduate doctors noted that they have free access to patients at clinical settings and are provided with all the necessary conditions for improving their practical skills. 97.3% of faculty members completely agreed, 2.7% partially agreed and 0% were undecided.

6.5 Medical research and achievements

One of the important aspects of the scientific activities of KMU "HSPH" is the development of new technologies and the implementation of medical science advances in healthcare practice and the educational process. Involving postgraduate doctors-physicians in research projects carried out as part of their educational programme will develop students' research skills and teach them research methods and skills used in modern scientific practice. The implementation of these strategies is ensured by a wide range of activities implemented within the classroom and extracurricular components of the educational programme, covering both compulsory and elective disciplines. Postgraduate doctors in the specialty 7R01124 "Otolaryngology adult, pediatric" will participate in research projects, performing elements of research work.

In the residency discipline syllabus for specialty 7R01124 "Otolaryngology adult, pediatric," the research-based learning method (RBL) is designated as a form of independent work for postgraduate doctors. This includes preparing abstracts and presentations based on the analysis of international research databases; using library and online classroom resources for independent study of monographs, other literary sources and scientific publications on current issues in internal diseases. Based on the results of their research, postgraduate doctors organize conferences on topical issues in otolaryngology.

KMU "HSPH" creates all the conditions and encourages students to participate in research. Postgraduate doctors' R&D helps them consolidate their theoretical knowledge and practical skills, as well as use their creative potential to address pressing healthcare challenges. Scientific supervision is provided by all teaching staff of KMU "HSPH," who possess academic degrees and experience in conducting research. Postgraduate doctors' R&D is integrated into the educational process and is conducted outside of class hours in the form of IWPD and IWPDCS.

Postgraduate doctors independently conduct patient surveys as part of their research, report to and obtain research approval from the Local Ethics Committee.

Otolaryngology postgraduate doctors (adult and pediatric) independently search and analyze scientific literature using the research-based learning method (RBL). This method allows for the study of clinical trials and the epidemiology of major internal organ pathologies, which serves as the scientific basis and methodology for medical research and the improvement of postgraduate doctors' clinical practice.

An important area of research promotion is postgraduate doctors' participation in clinical conferences at various levels and webinars, which facilitates the acquisition of additional clinical and scientific knowledge and skills. KMU "HSPH" annually holds an International Scientific and Practical Conference of Young Scientists, where the acquired knowledge and skills can be used to prepare reports and publications.

Interviews with teachers of "Otolaryngology adult, pediatric" course revealed a two-way relationship between the university and its clinical settings, where all the necessary conditions for postgraduate doctor training are created, both in practical areas and in research (postgraduate doctors have access to equipment, a sufficient number of issue-related patients, time for maintaining medical records and independent work).

6.6 Expertise in education

During the residency programme development phase, KMU "HSPH" adheres to general mechanisms for planning, implementing and evaluating the EP, including identifying current and future market needs, analyzing the personnel training market, analyzing the university's capabilities for implementing the educational programme and establishing a working group to develop the educational programme. When designing the educational programme, attention is paid to formulating learning outcomes, identifying professionally significant competencies, developing methods and tools for

assessing learning outcomes and determining resource requirements for implementing the educational programme.

The educational programme assessment programme includes measures to monitor the compliance of the educational programme's goals with the development objectives of the professional field, the proper implementation of the postgraduate educational programme during learning and knowledge assessment and the availability of conditions for implementing the educational programme; systematic collection of information to determine the value and quality of the programme, as well as actions to improve the educational programme in specialty 7R01124 "Otolaryngology adult, pediatric". The programme for evaluating the EP in specialty 7R01124 "Otolaryngology adult, pediatric" is aimed at achieving new quality of education, developing innovations in teaching technology, developing human resources and a new cultural and educational environment, modernizing educational laboratories and clinical settings, technical learning aids, interacting with partners and improving the organizational structure of the University.

The EP in specialty 7R01124 "Otolaryngology adult, pediatric" is regularly studied and evaluated through feedback from postgraduate doctors, teaching staff and employers, as well as through an analysis of postgraduate doctors' academic achievements. Postgraduate doctors' surveys are used as feedback for implementing measures and corrective action plans to improve the educational programme in specialty 7R01124 "Otolaryngology adult, pediatric."

Postgraduate doctors' perception of the programme, programme mastery, the degree of behavioral change and achievement of learning objectives are analyzed.

To develop skills in expert assessment of the residency educational programme and to foster staff and faculty interest in conducting research in the field of postgraduate education, advanced training is regularly provided to teaching staff of departments teaching residency disciplines in the specialty 7R01124 "Otolaryngology adult, pediatric."

Periodic assessment of the university's management activity is carried out through:

- analyzing and preparing reports and plans;
- conducting internal audits and self-assessments;
- analyzing the implementation of the university's strategic goals;
- conducting a risk analysis of the university;
- the work of internal and external commissions.

The heads of administrative divisions report at meetings of the staff meeting and to the Academic Board. The reports of the vice-rectors are heard at meetings of the Academic Board. The rector reports at an extended meeting of the University Academic Board.

6.7 Training at other institutions

Academic mobility is one of the key processes of the Bologna Declaration and an important aspect of the integration of Kazakhstani universities and science into the international space.

To implement exchange programmes internationally, the University has concluded memorandums and cooperation agreements with universities in Russia, Turkey, Uzbekistan, Kyrgyzstan, Belarus and elsewhere.

Academic mobility at the national level is also implemented based on a memorandum signed with S.D. Asfendiyarov Kazakh National Medical University.

To ensure the academic mobility of students and the recognition of educational programmes (at all levels and forms of higher and postgraduate education) in the European educational space, it is necessary to convert Kazakhstani credits into ECTS credits. The European Credit Transfer and Accumulation System (ECTS) compares and converts the academic disciplines completed by students (including credits and grades) when changing their educational path, educational institution or country of study. An academic credit within the ECTS system measures the effort required to study a discipline, both in the classroom and through independent work. Credits for courses completed at a foreign university are transferred based on a transcript. According to the Bologna system, 1 credit equals 30 hours in Kazakhstani and European universities. The effort required for one Kazakhstani academic credit (30 academic hours) corresponds to 1 ECTS credit (25-30 academic hours), in

accordance with Order No.152 of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011, "On Approval of the rules for organizing the educational process using the credit-based learning technology."

During its opening and development, KMU "HSPH" has developed close professional relationships with a number of international organizations, primarily the World Health Organization (WHO). The Kazakhstan School of Public Healthcare (KSPH) was initially established in 1997 in accordance with the Agreement between the WHO Regional Office for Europe and the Ministry of Healthcare of the Republic of Kazakhstan and maintains this collaboration to this day. The university regularly hosts the International Congress "Health for All" with the participation of the representatives of WHO, the Ministry of Healthcare of the Republic of Kazakhstan and leading local and international experts.

KMU "HSPH" is a member of 5 leading international associations:

1. Asia-Pacific Academic Consortium for Public Health (APACPH)
2. Association of Schools of Public Health in the European Region (ASPHER)
3. International Union for Health Promotion and Education "IUHPE".
4. Organization for PhD Education in Biomedicine and Health Sciences in the European System (ORPHEUS).
5. The European Public Health Association.

Negotiations are currently underway with universities in Russia and Uzbekistan to implement joint EP in the specialties "Public Healthcare" and "Medicine," with the subsequent possibility of opening representative offices or branches of LLP KMU "HSPH" at the partner universities. There is also a joint two-degree EP in "Healthcare Governance" and "Healthcare Management" with the Higher School of Economics and Innovation (Lublin, Poland).

Agreements have been signed with a strategic partner, Shenzhen University, China. A Memorandum of Mutually Beneficial Cooperation has been signed with the university.

Currently, 40 scientific centers, research institutes, large clinics and outpatient clinics in the Republic of Kazakhstan serve as bases for the pedagogical, professional and research practices of KMU "HSPH." Agreements have been signed with 54 organizations that serve as clinical settings for KMU "HSPH."

Conclusions of the EEC based on criteria. Comply with 18 Standards (including 11 basic and 7 improvement standards), 16 are fully compliant, 2 are partially compliant, and 0 are not compliant

Recommendations for improvement:

- 1) Integrate simulation technologies into educational programmes by expanding the capabilities of modern electronic simulators to improve the quality of education and practical training of specialists (Standard 6.2.2).
- 2) Expand partnerships with national and international educational and scientific organizations, creating a platform for the exchange of experience between faculty and postgraduate doctors (Standard 6.7.3).

Standard 7: EDUCATIONAL PROGRAMME ASSESSMENT

7.1 Monitoring and assessment mechanisms

Educational programme monitoring includes a system of external assessment, ensuring the transparency of the process and results:

- monitoring the availability of necessary resources for the educational process (clinical settings, faculty, clinical supervisors, educational literature, classroom space, equipment, etc.);
- monitoring the curriculum's compliance with state educational standards;
- monitoring the compliance of postgraduate doctor training content with the requirements of the state educational standards, qualification requirements for specialists, professional standards and development trends in science and medicine;

- monitoring stakeholder feedback on the quality of the educational programme content;
- monitoring postgraduate doctor academic performance and progress in mastering the competencies defined in the programme.

An annual review of the educational programme will allow the educational organization to make adjustments and improve its content. Initially, the educational programme underwent internal review at a meeting of the department and the HSPH Methodological Council. An external review of "Otolaryngology" residency programme was received from employers and a Kazakhstani university, which noted that the programme meets the requirements of the "Approval of state compulsory standards for levels of education in healthcare." Subsequently, the residency programme was approved at a meeting of the Educational and Methodological Council (Minutes No.2, April 20, 2023).

Regular quality assessment of the educational programme in the specialty 7R01124 "Otolaryngology adult, pediatric" at the KMU "HSPH" is carried out based on an analysis of the curricula, the catalog of elective disciplines, schedules, individual student plans, internal regulatory documents governing the implementation of educational programmes, student and employer surveys, through the MCC (medical consultation commission) and through internal monitoring during open classes, lectures and other activities of the teaching staff to evaluate learning methods and assess student knowledge. The specialized department is responsible for developing postgraduate doctor competencies in the specialized disciplines, ensuring the quality of teaching and updating the content of the curricula in line with developments in science and medicine.

Educational programmes undergo an annual quality monitoring procedure at department meetings with the participation of students and employers. The department's teaching staff, in order to harmonize the content of educational programmes with similar educational programmes at leading international and Kazakh universities, identifies and analyzes educational programmes from other universities. Based on the results of these activities, the university enters into cooperation agreements with universities in neighboring and distant countries.

The programme assessment takes into account the goals and objectives of the learning, as well as the intended learning outcomes (through postgraduate doctor assessments and independent examinations). The implementation of the educational programme is assessed through feedback from postgraduate doctors and faculty, as well as the achievements of graduates. The Residency Department and faculty continuously monitor postgraduate doctors' progress in the educational programme. For each discipline, residency student performance is analyzed by faculty members in the departments teaching in residency. Postgraduate doctors' examination results in each discipline are discussed at department meetings. The specialized departments and the Residency Department collect feedback from postgraduate doctors to determine their level of satisfaction with the content of the educational programme and the organization of the educational process in the form of survey after each discipline and by monitoring the blog posts of the director, vice-rector and rector. The university has a feedback box where postgraduate doctors can anonymously submit their suggestions, requests and complaints.

For example, a survey of first-year postgraduate doctors in the specialty 7R01124 "Otolaryngology adult, pediatric" demonstrated the following: postgraduate doctors are actively involved in providing medical care to emergency patients, including children at clinical settings. They have access to practical skills based on their intended learning outcomes. All postgraduate doctors have a portfolio documenting their achievements and are active in research and socially significant events at the university and clinical settings.

Teaching staff participate in all stages of assessment through departmental discussions and advisory bodies, reviewing student survey results and receiving feedback from clinical supervisors and clinical settings representatives. Postgraduate doctors participate in all stages of assessment through surveys, reviewing survey results and participating in advisory bodies.

Postgraduate doctor admissions approaches are assessed through an analysis of entrance examination results and relevant regulatory documents. The selection and compliance of faculty and teaching methods is also based on postgraduate doctor feedback. For this purpose, in June 2024 the university established a new structure "Department of Methodology and Quality Assessment". For

example, the results of a postgraduate doctor survey in 2024 showed that faculty and supervisors were highly rated for their teaching quality. Postgraduate doctors' knowledge and skills assessment methods are assessed using a control and measuring equipment, practical assignments and simulations, demonstrating sufficient reliability and validity. The adequacy and quality of educational resources is assessed through monitoring and analysis of postgraduate doctor feedback, demonstrating that the library collection, access to electronic resources and clinical settings meet modern neonatal practice requirements. This was confirmed during a visit to the practice sites: JSC "City Clinical Hospital No.5" and "MIPO" clinic in Almaty.

During the assessment of the quality of residency educational programmes, it was found that, along with the achievements: high-quality teaching and supervising, a good physical facilities and a base of clinical practices; there is a number of challenges, including: strengthening feedback with students to promptly make changes to the educational process in accordance with their needs and expectations; improving the system for planning and informing postgraduate doctors about the schedule of lectures, classes and practical training; developing internship programmes in specialized hospitals and international practical training to increase the competitiveness of postgraduate doctors.

7.2 Feedback from teachers and postgraduate doctors

The educational organization regularly plans to collect feedback from teachers, postgraduate doctors and employers. The university uses the rector's blog to provide feedback to teachers and postgraduate doctors, where students and university staff receive answers to their questions regarding the educational programme.

The feedback results are analyzed and discussed at department meetings, which helps assess the current needs of students and teachers and enables the development of plans to further improve the quality of graduate training.

In December 2024, a survey form was sent to employers. The 9-question survey assesses employer satisfaction with the professional training of KMU "HSPH" graduates. *The results of the employer survey conducted in 2024 indicate the need to strengthen the practical focus of the educational process, with over 71% of employers satisfied with the theoretical and practical training of postgraduate doctors; employers are willing to participate in the teaching of specialized disciplines; In addition to professional knowledge, employers (66%) recommend developing communication skills, teamwork and other personal qualities.*

The postgraduate doctor survey was conducted in December 2024. It included 8 questions and addressed the following topics: postgraduate doctors' satisfaction with the quality of theoretical and practical learning, postgraduate doctor perceptions of the quality of teaching and supervising, postgraduate doctor' satisfaction with the educational process conditions, practical training facilities and other topics. The survey results revealed strengths of the educational process: 56% of respondents stated that they were completely satisfied with the material, technical and clinical resources. 12% noted the need for improvement. The majority of respondents rated the residency programme as excellent (75.4% (5 points) and 16.9% (4 points). Satisfactory ratings (3 points) were given by 5.6% of survey participants. In the open-ended survey questions, postgraduate doctors voiced ideas for expanding practical opportunities, including field trips, trainings and internships. They expressed interest in programmes that promote teamwork with colleagues from other specialties. Upon completion of the residency, all graduates are included in the Alumni Book, where their career growth and achievements will be tracked. If necessary, KMU "HSPH" provides support in continuing professional education.

7.3 Results of postgraduate doctors and graduates

The results of postgraduate doctors and graduates are indicators of the quality of educational programmes. Each student can see their academic performance in their personal account in the Platonus AIS, allowing postgraduate doctors to monitor and track their academic progress. Syllabuses and curricula reflect intended learning outcomes. Monitoring postgraduate doctors' achievement of the intended learning outcomes plays an important role in assessing the educational programme.

Analysis of midterm, and subsequently final, assessments of graduates by specialty will be

discussed annually at department meetings with the participation of the Residency Department and the Academic Board. This mechanism will allow for timely and relevant adjustments to the EP.

Monitoring of academic performance and attendance is carried out by the teacher according to the class schedule, with data recorded in an electronic journal. If students are absent from classes, they inform the Residency Department by submitting an attendance report. The Residency Department monitors based on the results of formative assessments within the discipline topics (described in detail in the syllabus) and, subsequently, midterm and summative assessments.

Data from expert and employer reports on the quality of postgraduate doctors' clinical training is currently difficult to obtain, as there are no graduates of this programme yet.

Since the entire process of training and monitoring postgraduate doctors is concentrated in the Residency Department, the results of the clinical practice of postgraduate doctors are assessed based on the results of formative assessment within the discipline topics (described in detail in the syllabus) and are planned to be monitored based on the results of midterm and summative assessments.

7.4 Stakeholder engagement

The educational organization has approaches for engaging faculty and postgraduate doctors in the assessment of the educational programme and monitoring its implementation.

The Residency Department collects feedback from postgraduate doctors, faculty including teachers in related disciplines on the assessment and optimization of the educational programme content through questionnaires and surveys. The Residency Department conducts student surveys after the completion of each discipline. "Teacher through the eyes of a student" questionnaire is used for this purpose. The EP is reviewed annually at department meetings, attended by all teaching staff.

The results of the Independent Assessment by the National Center for Independent Examination and the midterm assessment are used to improve the programme. The results will be discussed at department meetings, where decisions are made to improve the EP and the educational process.

Therefore, teaching staff participate in all stages of the assessment through department discussions and advisory bodies, familiarization with student survey results and feedback from clinical supervisors and representatives of clinical settings. Postgraduate doctors participate in all stages of the assessment through surveys, familiarization with survey results and participation in advisory bodies. The results of the educational programme assessment will be announced at meetings of the Educational and Methodological Council and the Academic Board.

Following the recommendation of the EEC, it is planned to include postgraduate doctors in the university's advisory bodies, as interviews with postgraduate doctors revealed that they are not sufficiently involved in planning programme assessments through collegial bodies where postgraduate doctors could participate in the discussion of all educational process issues.

Interviews with 7 employers were conducted online and included questions such as: knowledge of the university's mission, participation in developing the mission and strategic plan proposals, participation in advisory bodies, satisfaction with postgraduate doctors' basic knowledge and skills, participation in postgraduate doctor training through supervising and providing the department and postgraduate doctors with the necessary resources for practical training and clinical thinking development. During a visit to the postgraduate doctors' practice settings for "Otolaryngology" EP, a meeting was held with D.K. Amirov, Deputy Head of City Clinical Hospital No.5 and A.S. Obvintsev, Director of the MIPO Clinic. The visit to the clinics left a positive impression. The clinic directors emphasized the growing need for qualified otolaryngologists and the importance of training young specialists. They expressed their willingness to provide comprehensive support to postgraduate doctors throughout their training and facilitate their professional growth. "City Clinical Hospital No.5" has modern equipment (CT), qualified staff (a high percentage of physicians with academic degrees and medical qualifications), a friendly atmosphere, classrooms and innovative approaches to patient care. This clinic places great emphasis on training young specialists and is prepared to train postgraduate doctors, which is an important contribution to the development of otolaryngology services.

7.5 Procedure for approving educational programmes

The educational organization has a well-established system for documenting the educational process, including educational programme approval. This system includes the following: "Otolaryngology" educational programme is approved based on criteria such as the relevance of the programme content, ensuring educational quality, accessibility for students with disabilities and the achievement of intended learning outcomes in accordance with the State Compulsory Educational Standards, Standard Curriculum and Working Curriculum. Stakeholders involved in the approval of the educational programme include employers, the Association of Otolaryngologists of Kazakhstan, teaching staff, postgraduate doctors, graduates, administrative and management personnel and the Department of Educational Programme Methodology and Quality Assessment. During a face-to-face meeting with a representative of the Department of Methodology and Quality Assessment of Educational Programmes, it was explained that each programme had undergone internal and external expertise. Due to changes in the intended learning outcomes in the EHEA register, a plan for reviewing all educational programmes had been developed. The main document is the Academic Policy Regulation, which sets out the methods for validating and assessing the reliability of educational programmes.

A system for monitoring the quality and compliance of clinical settings, material and technical equipment and educational resources has been developed and implemented. This system includes the following: regular inspections of clinical settings, assessment of material and technical equipment, analysis of learning outcomes, student and faculty surveys, comparison with similar programmes and programme adjustments based on the data obtained.

In accordance with Order No.157 of the Ministry of Healthcare of the Republic of Kazakhstan, the University uses city healthcare facilities as its clinical settings under contracts. According to these contracts, clinical settings bear joint responsibility for the quality of training of future specialists, providing departments with high-quality teaching facilities and ensuring access to patients and modern diagnostic equipment.

Conclusions of the EEC by criteria. Compliance with 10 standards (including 7 basic standards and 3 improvement standards): fully - 10, partially - 0, do not comply - 0

Standard 8: GOVERNANCE AND ADMINISTRATION

8.1 Governance

Residency training is conducted in accordance with the requirements of the following regulatory rules regarding postgraduate doctor admission: requirements for the level of training of residency graduates under 7R01124 "Otolaryngology adult, pediatric" are formulated in the EP in accordance with:

- Law of the Republic of Kazakhstan "On Education" dated June 27, 2007, No.319-III;
- Code of the Republic of Kazakhstan "On Public Health and the Healthcare System" dated July 7, 2020, No.360-VI LRK;
- Order of the Minister of Healthcare of the Republic of Kazakhstan dated July 4, 2022, No.KR DSM-63. On approval of state compulsory standards for levels of education in the field of healthcare;
- Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011, No.152. On approval of the Rules for organizing the educational process using credit learning technology;
- Academic Policy of LLP KMU "HSPH".
- Rules for admission to the residency of LLP KMU "HSPH".

Assessment of knowledge and skills is based on Order No.125 of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008, "On Approval of the standard rules for conducting formative assessment of academic performance, midterm and final certification of students for secondary, technical, vocational and postsecondary education organizations" and the Academic Policy of the KMU "HSPH." To implement the educational programme, the educational organization has an organizational structure in which the educational sector is represented by collegial bodies

(EMC, AB) and structural divisions (DR, departments) (link: <https://ksph.edu.kz/structure/>). The highest governing body of KМУ "HSPH" is the Academic Board. The educational process of the residency is overseen by the Vice-Rector for Clinical Activities, which the DR is subordinate to (link: [DR Business Process](#)).

The key structural division responsible for training residency students in the specialty 7R01124 "Otolaryngology adult, pediatric" is the specialized Department of Pediatrics with a course in Neonatology, which is directly responsible for the accredited educational programme. The experts were unable to review the postgraduate doctor completion documents due to the postgraduate doctors' first year of training. A residency completion certificate will be issued to postgraduate doctors who complete the residency educational programme and successfully pass the final certification. They are then awarded the qualification of "physician" in the corresponding specialty 7R01124 "Otolaryngology adult, pediatric" and receive a residency completion certificate free of charge. A meeting with the Residency Department revealed that the Residency Department maintains close and direct contact with postgraduate doctors, oversees the educational process and oversees and monitors clinical settings and departments. A postgraduate doctor survey revealed positive feedback regarding the work and interactions of the Residency Department with postgraduate doctors.

The postgraduate education quality assurance programme has been developed, implemented and certified by a quality management system. The quality policy has been communicated to all employees; all team members, including management, have committed to participating in the development, maintenance and assurance of quality. It was approved by the Department of Strategic Development and Quality Management System dated January 15, 2024. The Department of Strategic Development and Quality Management System (hereinafter referred to as DSD and QMS) participated in the development of the programme. DSD and QMS is involved in the development and promotion of an effective quality management system for all activities of LLP KМУ "HSPH", based on the requirements of the International Standard ISO 9001-2015. It plays an important role in ensuring quality assurance and transparency of the education system, as well as accreditation. Transparency of the management and decision-making system is ensured by posting information on the LLP KМУ "HSPH" website.

8.2 Academic leadership

The responsibilities and obligations of the management and staff for postgraduate medical education in the specialty 7R01124 "Otolaryngology adult, pediatric" are defined by the Specialized Department of Pediatrics with a Neonatology Course and are enshrined in internal regulatory documents (link: [Guidelines for the Development of the EP](#)) and the minutes of the meeting of the Department of "Pediatrics with a Neonatology Course", No.9, dated May 5, 2023. Transparency of management and decision-making in the educational process is ensured by posting information on the website of the KМУ "HSPH", which is reflected in the Academic Policy of the KМУ "HSPH" (link: [Academic Policy of LLP KМУ "HSPH"](#)).

The educational organization evaluates the educational process management and staff in relation to the achievement of the residency programme mission and expected learning outcomes through feedback with postgraduate doctors and faculty (see Section 7.2 of the report) and certification based on the document on monitoring, analysis and assessment of educational programmes (link: [Regulation on monitoring and assessment of educational programmes](#)).

Stakeholder assessment of the educational programme quality includes: student assessment of the teaching performance of the teaching staff involved in the educational programme's implementation; an annual student satisfaction survey on the quality of educational services; a survey of employers on the quality of training of LLP KМУ "HSPH" graduates; and an annual collection and analysis of graduate employment outcomes are planned.

In response to the survey question, "Do the organization's management consider your opinions regarding educational processes, R&D and clinical work?", 78.3% of faculty members responded "systematically," while 13.5% responded "sometimes." In response to the survey question, "Do you believe this survey is useful for developing recommendations for improving key areas of your

organization's activities?", 83.8% of faculty members responded "yes," while 16.2% responded "sometimes."

8.3 Budget for learning and resource allocation

The division responsible for planning and allocating funds for residency programmes is the Department of Economics and Finance; the Department of Digitalization and Technical Support; and the Administrative Department. The Rector, the university's top leader, is responsible for determining the budget of the KMU "HSPH" and its governance structure. The position of Commercial Director is responsible for financial matters at the university, and his/her powers and responsibilities are defined in the job description.

The scope of duties, responsibilities and authorities are reflected in the job descriptions of the Department of Economics and Finance, approved on October 7, 2022.

A financial plan is prepared annually, including a target budget for tuition, which for 2024 is 1,676,600 tenge. The plan envisages a 114% increase in budget revenue in 2024 compared to the expected budget for 2022 and 2023. Sustainable annual revenue growth is also projected for the long-term period through 2025. Budget planning of KMU "HSPH" for the current year is carried out through the development and approval of income and expenditure estimates.

The financial plan is aligned with the strategic plan for the period 2020-2025. The specific funding for residency programmes, given the expansion of residency specialties, is currently impossible to determine dynamically, as the EP has only been in operation for 4 months. The largest share of expenditures is for employee salaries under the "Residency" programme – 80,321,800 tenge. During a meeting with financial sector staff, experts learned that the KMU "HSPH" plans its budget based on requests received from departments, determines the need for educational support and makes decisions on the procurement system.

"Residency" programme salary fund is 80,321,800 tenge and the stipend fund is 1,477,500 tenge (a stipend for 3 postgraduate doctors for 4 months in 2024). During a meeting with postgraduate doctors, it was announced that, to motivate and support postgraduate doctors, the university is reimbursing the cost of mobile communications for 88 postgraduate doctors, amounting to 1,056,000 tenge for the first 4 months of 2024.

A financial report is submitted annually, approved at a meeting of the Academic Board and compiled in accordance with International Financial Reporting Standards (IFRS), in accordance with the Law of the Republic of Kazakhstan dated February 28, 2007, No.234-111 "On Accounting and Financial Reporting" accounting policies, Order of the Ministry of Finance of the Republic of Kazakhstan dated May 23, 2007, No.185 "On approval of the standard chart of accounts" and other accounting regulations. This report demonstrates, among other things, the distribution of educational resources in accordance with needs and the coverage of all types of university expenses for the implementation and development of the residency programme.

8.4 Administration and management

Administration and management of the educational process are carried out according to an organizational structure agreed upon by the general meeting of participants and approved by the Rector. There is a corresponding administrative (46 people) and teaching (111 people) staff, including management: The Rector is responsible for the educational process at KMU "HSPH". The Residency Department oversees the planning and organization of the educational process for residency students, in accordance with the norms and requirements of the current legislation of the Republic of Kazakhstan; ensures a systematic approach to the development, approval, monitoring and assessment of residency educational programmes; updates internal regulatory documents on educational activities and ensures the timely approval of educational and methodological documentation.

To effectively manage the educational process, the residency department staff underwent advanced training in 2024 on the topics of "Teaching excellence as a component of pedagogical culture," "Developing teacher communication skills and abilities" and "Basic cardiopulmonary resuscitation in adults and children".

Experts determined that the quality management system was implemented in 2022 and includes regular internal and external audits, including those supporting the residency programme. According to the approved schedule, the QMS conducts internal audits in all university structural divisions. The quality management system undergoes an annual external audit. In accordance with regulatory documents, the activities of KMU “HSPH” are reviewed and a report is prepared. Based on the approved documents, the Quality Manual, the Strategic Development Plan, the annual report and the external audit report of the QMS, senior management conducts an annual review of the KMU “HSPH” activities.

The Department of Strategic Development and Quality Management System is responsible for the implementation and monitoring of the QMS.

Faculty members are familiar with the QMS, as confirmed through interviews. The key QMS documents are the following: Quality Manual QMS-RpK-7.5.1/01-2022, approved by the Quality Council on October 31, 2022, Protocol No.5, defines the Quality Policy and Objectives of KMU “HSPH” and describes the quality management system developed to implement this policy (link: [Quality Policy](#)).

An assessment of the administration and governance of the educational process as a whole and the educational programme for the residency in specialty 7R01131 "Neonatology" is conducted through a regular survey of teaching staff and employees of KMU “HSPH” to assess the satisfaction of consumer needs and expectations across departments and divisions. The results demonstrate achievements such as high postgraduate doctor satisfaction with the quality of educational programmes, the accessibility of educational materials and the effectiveness of interactions with faculty. The results also indicate a positive assessment of the educational process, including practical training and research activities, as confirmed during meetings with postgraduate doctors and teaching staff. Students are also directly interested in the educational programme implementation. They regularly participate in surveys, such as the "Teacher through the eyes of students" survey and other questionnaires that include questions about students' expectations and actual competencies, the educational programme delivery environment, the availability of information resources and the conditions, which are subsequently taken into account during programme monitoring.

8.5 Requirements and regulations

The educational organization complies with the recommendations of national authorized bodies, including the Ministry of Science and Higher Education of the Republic of Kazakhstan and the Ministry of Healthcare of the Republic of Kazakhstan. This includes the classifier of residency specialties (On approval of the Classifier of training areas for personnel with higher and postgraduate education. Order No.569 of the Minister of Education and Science of the Republic of Kazakhstan dated October 13, 2018). The choice of residency specialty is regulated in accordance with the Code of the Republic of Kazakhstan dated July 7, 2020 No.360-VI LRK "On Public Health and the Healthcare System", the order of the Minister of Healthcare of the Republic of Kazakhstan dated December 15, 2020 No.KR DSM-270/2020 "On approval of the rules for placing a state order, admission to study and training of medical personnel in residency" <https://adilet.zan.kz/rus/docs/V2000021802>, 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" <https://adilet.zan.kz/rus/docs/V2100022844>. The rules for admission to residency and the Academic Policy have been developed in accordance with the Code of the Republic of Kazakhstan dated July 7, 2020, No.360-VI LRK "On Public Health and the Healthcare System," the Order of the Minister of Healthcare of the Republic of Kazakhstan dated December 15, 2020, No.KR DSM-270/2020 "On approval of the rules for placing state orders, admission to study and training of medical personnel in residency" <https://adilet.zan.kz/rus/docs/V2000021802>, and the Concept for the development of higher education and science in the Republic of Kazakhstan for 2023-2029 <https://adilet.zan.kz/rus/docs/P2300000248>.

At the beginning of the 2023-2024 academic year, the educational organization provides training in 27 specialties and plans to continue training in 27 specialties. All educational programmes are provided with relevant educational and methodological documents and teachers.

Representatives of the practical healthcare sector actively participate in the development and improvement of residency programmes. The university administration reported that, to ensure effective planning and implementation of residency programmes, representatives of the practical healthcare sector, students and faculty involved in residency programme implementation are included in advisory bodies (department meetings, the Educational and Methodological Council and the Academic Board). Employers confirmed that each of these representatives has the right to vote on changes, suggestions and comments regarding the residency educational process, as well as the right to vote in the approval of residency educational programmes. The involvement of the practical healthcare sector in the development of residency educational programmes and their high-quality implementation is reflected in the fulfillment of contractual agreements with medical organizations.

Representatives of the medical organizations and employers noted that clinical settings and staff involved in training contribute to the improvement of professional training in clinical areas.

When developing educational programmes, it is imperative to consider the needs of stakeholders, particularly employers: the level of acquired theoretical knowledge and skills must meet the needs of the practical healthcare system.

The university administration reported that, to monitor employer needs, KMU "HSPH" regularly organizes "Open Days," which bring together representatives of practical healthcare and allow for meetings between university management and heads of medical organizations. Employers confirmed that such events help identify existing strengths and challenges in residency training and promptly develop action plans to address these gaps.

To ensure the educational programme aligns with the needs of the healthcare system of the Republic of Kazakhstan, KMU "HSPH" maintains ongoing and effective communication with practical healthcare organizations and employers through the Employers' Council. Information on the activities of the Employers' Council, provided by the university administration, confirms that the Council is an effective mechanism for ensuring that educational programmes meet the needs of practical healthcare. Overall, it can be noted that KMU "HSPH" has created conditions for effective interaction with employers and takes their needs into account when developing and implementing residency educational programmes.

Conclusions of the EEC by criteria. Compliant with 11 standards (including 8 basic and 3 improvement standards): fully - 11, partially - 0, do not comply - 0.

Standard 9: CONTINUOUS RENEWAL

The KMU "HSPH" is implementing a process for updating its organizational structure to continuously improve the postgraduate educational process in accordance with the best practices in global educational management taking into account the needs of practical healthcare in the Republic of Kazakhstan, which is undergoing reform, it regularly initiates reviews and updates of the process. In addition to the postgraduate doctor training process and the changes introduced to the Professional Standard, it is planned to update EP for specialty 7R01124 "Otolaryngology adult, pediatric."

Updates are being made through the results of midterm assessments, reports and assessments of postgraduate doctor practice, and it is planned to analyze the results in the future. The final assessment of postgraduate doctors, following which the findings will be announced and accompanied by the development and adjustment of syllabuses, will be supplemented by the bibliography and agreements will be concluded with new clinical settings.

As the KMU "HSPH" is a leading school of Public Healthcare, additional elective courses to enhance knowledge of the scientific foundations and methodology of medical research are planned for the next academic year (2025-26). Topics in biostatistics, evidence-based medicine and research methods will be introduced into the core disciplines of the compulsory and elective components

through IWPD (teacher assignments). The results of these topics are planned to be presented at the Council of Young Scientists and Clinicians and reflected in articles, conference and congress publications and research projects.

Each postgraduate doctor conducts research under the supervision of a clinical supervisor/faculty member of the specialized department. During the first year of study, the postgraduate doctor selects a research topic and conducts research throughout the learning period (e.g., "Treatment of odontogenic sinusitis"), which is presented in the protocol during a visit to the supervising department at the clinic. Attention is paid to developing postgraduate doctors' teamwork and interdisciplinary problem-solving skills, which are crucial for effective interaction with colleagues and patients.

To support teaching staff and students at the research organization, the Department of Science and Consulting, library, local ethics committee and the scientific and practical journal "Medicine, Science and Education" assist in publishing research results in leading domestic and international journals and facilitate the commercialization of research results.

By engaging postgraduate doctors in research projects, they are encouraged to become researchers and scientists in the fields of healthcare and medicine. A Council of Young Scientists was established at KMU "HSPH" to promote the development of young scientists' potential and the search for grant support.

The educational organization plans to allocate resources for the continuous improvement of the educational process and support for postgraduate doctors.

To specifically improve the educational process, sociological research is being conducted. This included a study of the psycho-emotional state of first-year postgraduate doctors. The study revealed both positive aspects and significant risks related to the postgraduate doctors' emotional state and their engagement in the educational process. Most students demonstrate stress resilience, strive to maintain a positive atmosphere and are confident in their ability to cope with emotional difficulties. Literature on postgraduate medical education ("Student Consultant" (www.studentlibrary.ru) and "Doctor Consultant" (www.rosmedlib.ru) are also being reviewed. This analysis led to a review of teaching approaches in residency and the introduction of methods such as Case-Based Learning (CBL) and Research-Based Learning (RBL). Postgraduate doctor participation in seminars, trainings and advanced training programmes will help young physicians stay current with modern practices and successfully adapt to changes. In 2024, the university hosted the international congress "Global Health," where postgraduate doctors presented papers and publications, as evidenced by certificates of participation included in their portfolios. Postgraduate doctors also take advanced training courses, depending on their specialties (e.g., "Bullying: causes, forms and prevention"). KMU "HSPH"'s modern equipment, simulation rooms and clinical settings enable high-quality practical training.

KMU "HSPH" by continuously improving its organizational structure and management principles, not only effectively adapts to change but also creates a sustainable educational environment that meets the needs of all stakeholders. This is a key factor in the university's successful development and the improvement of the quality of medical specialist training.

Conclusions of the EEC by criteria. Compliant with 2 standards (including 1 basic and 1 improvement standard): fully - 2, partially - 0, do not comply - 0.

CONCLUSION: An external assessment of the educational programme revealed that out of 114 standards (including 82 basic standards and 32 improvement standards), 107 accreditation standards demonstrated full compliance, including 76 basic standards and 31 improvement standards. 6 basic standards and 1 improvement standard were partially met. No non-compliance with standards was identified.

Considering that the educational programme in specialty 7R01124 "Otolaryngology adult, pediatric" is undergoing initial accreditation and is scheduled to accept postgraduate doctors in 2025, in compliance with the requirements of the Law on Education of the Republic of Kazakhstan, the

educational organization initiated specialized (programme) accreditation with a total of 5 postgraduate doctors. Therefore, the external expert commission's responsibilities included assessing the university's readiness to accept postgraduate doctors and examining existing principles and approaches to postgraduate doctor training, quality assurance mechanisms and residency educational programme management using the example of other educational programmes. Nevertheless, the EEC specifically examined the learning organization in the specialty 7R01124 "Otolaryngology adult, pediatric," including documentation, faculty, educational resources and other important issues related to compliance with accreditation standards.

The EEC concluded that, despite the achievements in postgraduate doctor training, including the expected learning outcomes for the accredited educational programme 7R01124 "Otolaryngology adult, pediatric" there are a number of issues that the university must address within the first to second quarter of 2025.

5. Recommendations for improving the educational programme for residency 7R01124 "Otolaryngology adult, pediatric" at the LLP Kazakh Medical University "HSPH":







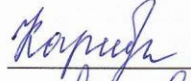





- 1) Introduce a scientific component on scientific foundations, methodology and medical research into the educational programme for the specialty "Otolaryngology" as an elective discipline (Standard 2.2.1).
- 2) Implement mechanisms for studying and documenting the reliability, validity and fairness of assessment methods (CME). (Standard 3.1.4).
- 3) Designate a division or person responsible within the university's organizational structure to implement career planning, employment and monitoring activities for residency programme graduates (Standard 4.3.3).
- 4) Increase the representation of postgraduate doctors in advisory bodies (Standard 4.4.1).
- 5) Ensure ongoing training in pedagogical competencies for clinical supervisors (Standard 5.2.2).
- 6) Integrate simulation technologies into educational programmes, expanding the capabilities of modern electronic simulators to improve the quality of education and practical training of specialists (Standard 6.2.2).
- 7) Expand partnerships with national and international educational and scientific organizations, creating a platform for the exchange of experience between faculty and postgraduate doctors (Standard 6.7.3).

6. Recommendation to the ECAQA Accreditation Council

The EEC members established the compliance of the educational programme of the residency in the specialty 7R01124 "Otolaryngology adult, pediatric" with the Accreditation Standards and came to a unanimous opinion to recommend that the ECAQA Accreditation Council accredit this programme for a period of 5 years.

6. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету аккредитовать образовательную программу 7R01124 «Оториноларингология взрослая, детская» ТОО Казахстанский медицинский университет «ВШОЗ» на период 5 лет.

| | | |
|-----------------------|-----------------------------------|---|
| Председатель ВЭК | КУДАБАЕВА ХАТИМЯ ИЛЬЯСОВНА |  |
| Международный эксперт | ШЕППЛИ ЕЛЕНА ВЛАДИМИРОВНА |  |
| Академический эксперт | ЖУМАЛИНА АКМАРАЛ КАНАШЕВНА |  |
| Академический эксперт | БОЖБАНБАЕВА НИШАНГУЛЬ СЕЙТБЕКОВНА |  |
| Академический эксперт | БАГИЯРОВА ФАТИМА АРЫСТАНОВНА |  |
| Академический эксперт | АХМЕТОВА АЛЬМИРА КАЛИКАПАСОВНА |  |
| Академический эксперт | КАРИБАЕВА ДИНА ОРЫНБАСАРОВНА |  |
| Академический эксперт | ЖАКЕНОВА САЙРА САХИПКЕРЕЕВНА |  |
| Академический эксперт | КАБИЛДИНА НАЙЛЯ АМИРБЕКОВНА |  |
| Академический эксперт | ЖАНАСПАЕВА ГАЛИЯ АМАНГАЗИЕВНА |  |
| Эксперт-работодатель | КУНАЕВА ГУЛЬБАНУ ДЖАНАБАЕВНА |  |
| Эксперт-резидент | БЕКЕНОВА АСЕМКУЛ БЕРИКОВНА |  |

6. Recommendation to the ECAQA Accreditation Council

The EEC members came to a unanimous opinion to recommend that the Accreditation Council accredit the educational programme **7R01124 “Otolaryngology adult, pediatric” of LLP Kazakhstan Medical University “HSPH”** for a period of 5 years.

| | | | |
|----------------------------|-------------------------------|-----------|----------|
| EEC Chairperson | KHUDABAYEVA ILYASSOVNA | KHATIMYA | /signed/ |
| International expert | SHEPPLI YELENA VLADIMIROVNA | | /signed/ |
| Academic expert | ZHUMALINA KANASHEVNA | AKMARAL | /signed/ |
| Academic expert | BOZHBANBAYEVA SEITBEKOVNA | NISHANGUL | /signed/ |
| Academic expert | BAGIYAROVA ARYSTANOVNA | FATIMA | /signed/ |
| Academic expert | AKHMETOVA KALIKAPASSOVNA | ALMIRA | /signed/ |
| Academic expert | KARIBAYEVA ORYNBASSAROVNA | DINA | /signed/ |
| Academic expert | ZHAKENOVA SAKHIPKEREYEVNA | SAIRA | /signed/ |
| Academic expert | KABILDINA AMIRBEKOVNA | NAILYA | /signed/ |
| Academic expert | ZHANASPAYEVA AMANGAZIYEVNA | GALIYA | /signed/ |
| Expert-employer | KUNAYEVA DZHANABAYEVNA | GULBANU | /signed/ |
| Expert-postgraduate doctor | BEKENOVA ASEM KUL BERIKOVNA | | /signed/ |

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

| Standard | Критерии оценки | Количество стандартов | БС*/СУ | Оценка | | |
|----------|---|-----------------------|--------------|-------------------------|------------------------|------------------|
| | | | | Полностью соответствует | Частично соответствует | Не соответствует |
| 1. | МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ | 14 | 9/5 | 9/5 | 0 | 0 |
| 2. | ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА | 22 | 19/3 | 18/3 | 1 | 0 |
| 3. | ОЦЕНКА РЕЗИДЕНТОВ | 9 | 6/3 | 5/3 | 1 | 0 |
| 4. | РЕЗИДЕНТЫ | 20 | 14/6 | 12/6 | 2 | 0 |
| 5. | АКАДЕМИЧЕСКИЙ ШТАТ/ПРЕПОДАВАТЕЛИ | 8 | 7/1 | 6/1 | 1 | 0 |
| 6. | ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ | 18 | 11/7 | 10/6 | 2 | 0 |
| 7. | ОЦЕНКА ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ | 10 | 7/3 | 7/3 | 0 | 0 |
| 8. | УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ | 11 | 8/3 | 8/3 | 0 | 0 |
| 9. | НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ | 2 | 1/1 | 1/1 | 0 | 0 |
| | | 114 | 82/32 | 76/31 | 114 | |

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

| № | Наименование документов | Дата утверждения |
|----|--|------------------|
| 1 | ПРАВИЛА РАЗРАБОТКИ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ ТОО КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» | 06.02.2023 |
| 2 | ПРАВИЛА ПРИЕМА В РЕЗИДЕНТУРУ | 29.08.2024 |
| 3 | ПОЛОЖЕНИЕ О РЕЗИДЕНТУРЕ | 29.08.2024 |
| 4 | ПОЛОЖЕНИЕ ОБ ОРГАНИЗАЦИИ СИСТЕМЫ ОПЛАТЫ И СТИМУЛИРОВАНИЯ ТРУДА ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» | 02.02.2023 |
| 5 | ПОЛОЖЕНИЕ ОБ АКАДЕМИЧЕСКОЙ МОБИЛЬНОСТИ ОБУЧАЮЩИХСЯ КМУ «ВШОЗ» | 29.08.2024 |
| 6 | ПОЛОЖЕНИЕ О ПРИЕМНОЙ КОМИССИИ КАЗАХСТАНСКОГО МЕДИЦИНСКОГО УНИВЕРСИТЕТА «ВШОЗ» | 29.08.2024 |
| 7 | ПОЛОЖЕНИЕ О ПЕДАГОГИЧЕСКОЙ НАГРУЗКЕ ППС КМУ «ВШОЗ» | 29.08.2024 |
| 8 | ПОЛОЖЕНИЕ О МОНИТОРИНГЕ И ОЦЕНКЕ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ ТОО КАЗАХСТАНСКОГО МЕДИЦИНСКОГО УНИВЕРСИТЕТА «ВШОЗ» | 29.08.2024 |
| 9 | ПОЛОЖЕНИЕ О МОНИТОРИНГЕ И ОЦЕНКЕ ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ ТОО КАЗАХСТАНСКОГО МЕДИЦИНСКОГО УНИВЕРСИТЕТА «ВШОЗ» | 21.04.2023 |
| 10 | ПОЛОЖЕНИЕ О КЛИНИЧЕСКОМ НАСТАВНИЧЕСТВЕ | 29.08.2024 |
| 11 | ПОЛОЖЕНИЕ О ДОКТОРАНТУРЕ | 29.08.2024 |
| 12 | ПОЛОЖЕНИЕ ДЕПАРТАМЕНТА МАГИСТРАТУРЫ И ДОКТОРАНТУРЫ | 02.09.2024 |
| 13 | НОРМЫ ВРЕМЕНИ ДЛЯ РАСЧЕТА ОБЪЕМА УЧЕБНОЙ НАГРУЗКИ, ВЫПОЛНЯЕМОЙ ПРОФЕССОРСКО-ПРЕПОДАВАТЕЛЬСКИМ СОСТАВОМ КМУ «ВШОЗ» НА 2024-2025 УЧЕБНЫЙ ГОД | 29.08.2024 |
| 14 | КАРТА БИЗНЕС-ПРОЦЕССА ДЕПАРТАМЕНТ РЕЗИДЕНТУРЫ | 31.10.2024 |
| 15 | АНАЛИЗ УДОВЛЕТВОРЕННОСТИ РАБОТОДАТЕЛЕЙ ВЫПУСКНИКАМИ ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» ЗА 2023 ГОД | 25.12.2023 |
| 16 | АКАДЕМИЧЕСКАЯ ПОЛИТИКА ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШ ОЗ» | 29.08.2024 |
| 17 | ПОЛОЖЕНИЕ ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА: РАЗРАБОТКА И ОБНОВЛЕНИЕ | 29.08.2024 |
| 18 | СТРАТЕГИЧЕСКИЙ ПЛАН ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» НА 2020-2025 ГОДЫ | 27.02.2020 |
| 19 | ПЛАН-ГРАФИК ПРОВЕДЕНИЯ ВНУТРЕННИХ АУДИТОВ НА 2024 ГОД | 16.09.2024 |
| 20 | ДОКУМЕНТИРОВАННАЯ ПРОЦЕДУРА | 31.10.2022 |

| | | |
|----|--|------------|
| | УПРАВЛЕНИЕ РИСКАМИ | |
| 21 | ДОКУМЕНТИРОВАННАЯ ПРОЦЕДУРА АУДИТЫ | 31.10.2022 |
| 22 | ДОКУМЕНТИРОВАННАЯ ПРОЦЕДУРА АНАЛИЗ СО СТОРОНЫ РУКОВОДСТВА | 31.10.2022 |
| 23 | АНАЛИЗ УДОВЛЕТВОРЕННОСТИ РЕЗИДЕНТОВ ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» КАЧЕСТВОМ ОБРАЗОВАТЕЛЬНЫХ УСЛУГ НА КОНЕЦ 2024 ГОДА | 06.12.2024 |
| 24 | АНАЛИЗ УДОВЛЕТВОРЕННОСТИ РАБОТОДАТЕЛЕЙ ВЫПУСКНИКАМ ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» ЗА 2024 ГОД | 30.12.2024 |
| 25 | ПОЛОЖЕНИЕ ДЕПАРТАМЕНТА ЭКОНОМИКИ И ФИНАНСОВ | |
| 26 | ДОЛЖНОСТНАЯ ИНСТРУКЦИЯ ГЛАВНЫЙ БУХГАЛТЕР ДЕПАРТАМЕНТА ЭКОНОМИКИ И ФИНАНСОВ | 07.10.2022 |
| 27 | ДОЛЖНОСТНАЯ ИНСТРУКЦИЯ ВЕДУЩИЙ БУХГАЛТЕР ДЕПАРТАМЕНТА ЭКОНОМИКИ И ФИНАНСОВ | 07.10.2022 |
| 28 | ПОЛОЖЕНИЕ О СИСТЕМЕ КЛЮЧЕВЫХ ПОКАЗАТЕЛЕЙ ЭФФЕКТИВНОСТИ ТОО «КАЗАХСТАНСКИЙ МЕДИЦИНСКИЙ УНИВЕРСИТЕТ «ВШОЗ» | 06.09.2024 |
| 29 | ПОЛОЖЕНИЕ ДЕПАРТАМЕНТА МЕЖДУНАРОДНОЙ ДЕЯТЕЛЬНОСТИ | 07.10.2022 |