

To the Accreditation Council of the
Eurasian Centre for Accreditation and
Quality Assurance in Education and
Health Care
May 17, 2024

**REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE
EVALUATION OF THE EDUCATIONAL PROGRAMME
7R01120 "PEDIATRICS"
OF THE NJSC "MEDICAL UNIVERSITY OF KARAGANDA" FOR
COMPLIANCE WITH THE STANDARDS FOR ACCREDITATION OF
POSTGRADUATE EDUCATION PROGRAMMES (RESIDENCE
SPECIALTIES) OF MEDICAL EDUCATIONAL ORGANIZATIONS**

Period of external expert evaluation: May 15-17, 2024

Karaganda, 2024

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LIST OF DESIGNATIONS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Education and Health Care
WFME	World Federation for Medical Education
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
AC	Academic Committee
AP	Academic Policy
CPS	Certification of Practical Skills
HEI	Higher Education Institution
SCES	State Compulsory Education Standard
DAA	Department of Academic Affairs
DET	Distance Educational Technologies
DI and ID	Department of Informatization and Infrastructure Development
DHRM	Department of Human Resources Management
UHEMS	Unified Higher Education Management System
FCC	Final Certification Commission
End-of-course assessment	End-of-course assessment
IEP	Individual educational plan
IWP	Individual Work Plan
CDD	Clinical Diagnostic Department
CDC	Clinical Diagnostic Center
IMIS	Integrated Medical Information System
CED	Catalog of Elective Disciplines
QACS	Quality Assurance Commission of the School of Residency and Professional Development
MSE	Municipal State-Owned Enterprise
MOH	Ministry of Health
LEA	Local executive authorities
NJSC MUK	Non-Commercial Joint-Stock Company "Medical University of Karaganda"
NCIE	National Center for Independent examinations
RW	Research work
STP	Scientific and technical project
RCCH	Regional Children's Clinical Hospital
RCH	Regional Clinical Hospital
EP	Educational programme
ICU	Intensive care unit
ARA	Admission Rating Assessment
EDI	Especially dangerous infections
MC	Major competencies
Academic staff	Academic staff
LO	Learning outcome
WC	Working curriculum
SSS	Student support service
IWR	Independent work of residents

IWRT	Independent work of residents with teachers
SRC	Student research club
Mass media	Mass media
CSET	Center for simulation and educational technologies
SR and PD	School of residency and professional development
CBL	Case-based learning
ECTS	European Credit Transfer and Accumulation System

1. Composition of the External Expert Commission

In accordance with the order of the ECAQA No. 15 dated 02.05.2024, the External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation of the educational programme of the residency in the specialty 7R01120 "Pediatrics" of the NJSC "Medical University of Karaganda" in the period from May 15 to 17, 2024, in the following composition:

No.	Status in the EEC	Full name	Academic degree/title, position, place of work/place of study, year, specialty
1	Chairman	Zhanalina Bakhyt Sekerbekovna	Doctor of Medical Sciences, Professor of the Department of Surgical and Paediatric Dentistry of the NJSC "West Kazakhstan Medical University named after Marat Ospanov"
2	International Expert	Nasyrov Ruslan Abdullaevich	Doctor of Medical Sciences, Professor, Vice-Rector for Research, Head of the Department of Pathological Anatomy with a Course in Forensic Medicine of the St. Petersburg State Paediatric Medical University of the Ministry of Health of the Russian Federation, Member of the New York Academy of Sciences
3	International Expert	Troinich Yana Nikolaevna	Vice-Rector for Social and Educational Work of the Armenian-Russian International University "Mkhitar Gosh", translator of medical literature - Logosfera Publishing House. Member of the Student Scientific Society at the Department of Histology of the Perm State Medical University. Head of the Student Scientific Society at the Department of Histology of the Perm State Medical University.
4	Academic Expert	Zhumalina Akmaral Kanashevna	Doctor of Medical Sciences, Professor, Head of the Department of Paediatric Diseases with a Course in Neonatology, NJSC "West Kazakhstan Medical University named after Marat Ospanov "
5	Academic Expert	Madyarov Valentin Manarbekovich	Doctor of Medical Sciences, Head of the Department of Surgery with a Course in Anaesthesiology and Resuscitation, NJSC "Kazakh-Russian Medical University"
6	Academic Expert	Nugmanova Aigul Maratovna	Doctor of Medical Sciences, Head of the Department of Paediatrics with a Course in CID, NJSC "Kazakh-Russian Medical

			University"
7	Academic Expert	Apbasova Saulesh Akhatovna	Candidate of Medical Sciences, Assistant of the Department of Pathological Anatomy and Forensic Medicine named after Professor Yu.V. Pruglo, NJSC "Semey Medical University"
8	Academic Expert	Yesetova Gulstan Utegenovna	Candidate of Medical Sciences, Head of the Department of Pulmonology, NJSC "Kazakh National Medical University named after S.D. Asfendiyarov"
9	Academic Expert	Sadykova Ainur Maralovna	Candidate of Medical Sciences, Associate Professor of the Department of Infectious and Tropical Diseases, NJSC "Kazakh National Medical University named after S.D. Asfendiyarov". Member of the working groups for preparation and participation in the National Ranking of Educational Programmes of the National Chamber of Entrepreneurs "ATAMEKEN", for conducting institutional accreditation.
10	Academic Expert	Tuksanbaeva Gulfariza Usenbaevna	Candidate of Medical Sciences, Acting Professor of the Department of Neurology, Psychiatry, Rehabilitation and Neurosurgery of the South Kazakhstan Medical Academy
11	Academic Expert	Iztleuov Yerbolat Maratovich	Candidate of Medical Sciences, Head of the Department of Radiology, NJSC "West Kazakhstan Medical University named after Marat Ospanov ", member of the local ethics commission on research work, internal auditor of the quality management service
12	Academic Expert	Pak Laura Alekseevna	PhD, Director of the Department of Higher Education of NJSC "Semey Medical University", Chairman of the State Unitary Enterprise Committee for the specialty "Oncology"
13	Academic Expert	Kamhen Vitaly Bronislavovich	PhD, Associate Professor, Associate Professor of the Department of "Health Policy and Organization" of NJSC "Kazakh National University named after Al-Farabi"
14	Employer Expert	Daniyarova Bayan Lashinovna	Head of the MSE "CDC Regional Clinical Hospital" of the Health Department of the Karaganda Region
15	Student Expert	Dyusembek Nazira Askerbekkyzy	Resident of the 2nd year of study in the specialty "Adult and Pediatric Neurology" of the NJSC "Astana Medical University"
16.	ECAQA Observer	Umarova Makpal Aldibekovna	Head of the Accreditation and Monitoring Department of the NI "Eurasian Centre for Accreditation and Quality Assurance in Education and Health Care".

The EEC report includes a description of the results and the conclusion of the external assessment

of the educational program of the specialty 7R01120 "Pediatrics" of the NJSC "Medical University of Karaganda" for compliance with the Accreditation Standards of postgraduate education programs (residency specialties) of medical educational organizations and conclusions (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improvement of approaches and conditions for the implementation of the above-mentioned educational program and recommendations for accreditation for the ECAQA Accreditation Council for Accreditation.

2. General part of the final report

2.1 Presentation of the educational residency programme in specialty 7R01120 "Pediatrics" of the NJSC "Medical University of Karaganda"

Name of the organization, legal form of ownership, BIN	Non-profit Joint-Stock Company "Karaganda Medical University of Karaganda", BIN: 190140033600
Management body	Sole shareholder - Ministry of Health of the Republic of Kazakhstan, Management body - Board of Directors, executive body - Management Board
Full name of the first director	Turmukhambetova Anar Akyzbekovna, Chairman of the Management Board - Rector
Date of establishment	The University was founded in 1950. RSE on the REM "Karaganda State Medical University" was reorganized into NJSC "Medical University of Karaganda" on the basis of order No. 82 of the Ministry of Finance of the Republic of Kazakhstan dated 01/25/2019
Location and contact details	Republic of Kazakhstan, Karaganda region, Karaganda, st. Gogolya, 40, 100008
State license for educational activities in residency (date, number)	License for educational activities No. KZ32LAA00016018 dated 06.05.2019
Year of commencement of the implementation of the accredited educational programme (EP)	Start year - 2010 Total number of graduates since the beginning of the residency programmes - 26 people.
Duration of training	2 years
Number of residents in the current academic year	1st year - 12 residents 2nd year - 16 residents
Quality indicators in residency	Number of residents in the program "Pediatrics" expelled over a period of 5 years – 11 people, including for academic failure - 0 people. Employment rate, % in dynamics over 5 years: 2019 – 100% 2020 – no graduation 2021 – 100% 2022 – 100% 2023 – 92%
Full-time teachers/part-time workers involved in the implementation of the EP, incl. % of Sedateness	Total number of teachers - 11, including full-time - 11, part-time - 0. Sedateness, % - 91% Categorization, % - 100%..
Name of the organization, legal form of ownership, BIN	Non-profit joint-stock company "Medical University of Karaganda"

The Modular Educational Program (MEP) for the specialty 7R01114 "Pediatrics" was developed at NJSC "Karaganda Medical University" (hereinafter - NJSC "MUK") in 2016, based on the State Compulsory Educational Standard (SCES) of Higher Education, approved by Resolution of the Government of the Republic of Kazakhstan No. 1080 dated August 23, 2012, and Order No. 647 dated July 31, 2015.

The Educational Program (EP) for the specialty 7R09120 – "Pediatrics" was first developed at NJSC "MUK" in 2019 in accordance with the SCES for residency training in the field of "Healthcare" (Order of the Minister of Healthcare and Social Development No. 647 "On the Approval of State Compulsory Educational Standards and Model Professional Educational Programs for Medical and Pharmaceutical Specialties" dated July 31, 2015).

The anticipated professional fields for future specialists include: Healthcare management organizations; Healthcare institutions; Educational institutions; Scientific organizations; Social protection organizations; Mission of the Educational Program. The mission of the EP aligns with the institutional (university-wide) mission and aims to train highly qualified specialists capable of meeting societal needs in providing medical care to pediatric patients. The program focuses on the application and development of advanced innovative technologies in medicine, science, and practice, the use of information and communication technologies, and strengthening children's health.

Duration of training: 2 years. First graduation year: 2018

The 7R01120 "Pediatrics" Program was developed in accordance with the 2022 SCES and the Model Educational Program (MEP) for medical and pharmaceutical specialties (Order of the Ministry of Healthcare of the Republic of Kazakhstan No. 647 dated July 31, 2015, with amendments and additions from February 21, 2020, No. 20071), as well as the qualification profile of a pediatrician.

The program has been registered in the Unified Higher Education Platform (EPVO) of the Ministry of Science and Higher Education (https://epvo.kz/#/register/education_program/application/31223).

The head of the Pediatrics OP is PhD, Professor G.G. Eremicheva. Assessment of residents' knowledge in all types of control is carried out in accordance with: the order of the Minister of Health of the Republic of Kazakhstan dated September 18, 2018 No. RK MOH-16 "On approval of the Rules for the training of medical personnel in internship and the Rules for the training of medical personnel in residency"; "Regulations on the residency of NJSC MUK"; the requirements of the "Regulations on the rating system for assessing the academic performance of students of NJSC MUK".

In 2019-2020, midterm certification in the form of a written exam for first-year pediatric residents at NJSC MUK was held remotely for the first time on the session.kgmu.kz platform. The session.kgmu.kz program is a development of NJSC MUK and is intended for conducting written exams of students, including in an online format. In the 2018-2019 academic year, there were no graduates of pediatric residents at the department. In the 2019-2020 academic year, 1 pediatric resident graduated. Due to the small number of residents, it was not possible to conduct and implement psychometric testing of the quality of test tasks and OSCE at all stages of assessment in the NJSC MUK.

Conducting the final state certification (FSC) of pediatric residents of the 2nd year of study: Stage 1 - comprehensive testing and Stage 2 - Objective structured clinical examination (OSCE) for the purpose of independent assessment of graduates' competencies, assessment of their professional preparedness, is developed and conducted by the "National Center for Independent Examination" (NCIE), within the framework of whose competence is the implementation of psychometric verification of the quality of final test tasks and OSCE.

Residents carry out scientific projects. The defense of the scientific project takes place at a department meeting with the involvement of clinical mentors with mandatory assessment. The results of the scientific project are published by the end of the academic year in the journals Web of Science / Skopus / RSCI.

In the 2019-2020 academic year, 1 pediatric resident completed her training, with the topic of the scientific project "Etiological factors and clinical manifestations of thrombocytopenia in children."

The distribution of resident physicians among residency bases is carried out by the educational organization independently in accordance with the IPR of the resident physician, in accordance with the Regulation on the residency of NJSC "MUK" approved. By the Decision of the Board of 08/23/2022, protocol No. 18. (<https://cloud.mail.ru/public/JkFC/vRPVY5oLU>).

2.2 Information about previous accreditation

In 2019, the residency program in the specialty "Pediatrics" was accredited by IAAR, certificate AB 2590, accreditation period: 14.06.2019-13.06.2024.

2.3 Brief description of the results of the analysis of the self-assessment report of the educational programme of residency in the specialty 7R01120 "Pediatrics" of the NJSC "Medical University of Karaganda" and conclusions on the completeness

The self-assessment report of the educational program of residency in the specialty "Pediatrics" (hereinafter referred to as the report) is presented on 123 pages of the main text. The experts studied 133 documents, including electronic versions of documents located at the link https://drive.google.com/drive/folders/1h5yEjtvHR00g2_1FiRPdnpGn61JekWvj?usp=sharing.

The report is characterized by the completeness of answers to all 9 main accreditation standards and criteria, structuring taking into account the recommendations of the Guidelines for conducting self-assessment of the educational program provided to the educational organization by the accreditation center - ECAQA, as well as the internal unity of information. A cover letter signed by the rector Turmukhambetova A.A. is attached to the report, which confirms the reliability of the quantitative information and data included in the self-assessment report.

The report contains a list of 9 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting the self-assessment of the educational program - chief specialist of the strategic development and quality management department Ernazarova M.

Self-assessment of the educational program "Pediatrics" was carried out on the basis of the order of the rector of the university No. 396 dated October 17, 2023 "On approval of the composition of the working group for conducting self-assessment of educational programs".

All standards provide the actual practice of the University in training residents in the specialty "Pediatrics" taking into account the start of admission of students in 2010, substantiated data, examples of the implementation of the objectives of the educational program, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is quite complete and updated in terms of the number of residents, teachers, administration, information on selection and admission, training results, results of knowledge and skills assessment, the material and technical base of the university and clinical sites, contractual obligations with partners (universities, associations, bases), financial information, development and improvement plans.

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

3. Description of the external expert evaluation

The external expert work within the framework of the evaluation of the educational programme 7R09120 "Pediatrics" was organized in accordance with the Guidelines for the external evaluation of educational organizations and educational programmes of the ECAQA / Dates of the visit to the organization: May 15-17, 2024. The sequence of the visit over 3 days is presented in detail in Annex 3 to this report

The following methods and their results were used by the EEC members to obtain objective information:

- interviews with management and administrative staff - 6 people;

- interviews with residents - 4 people;
study of the website - <https://muk.qmu.kz/ru/ob-universitete/>;
- interviews - 4 teachers, employers - 2, graduates - 3;
- survey of teachers and residents – 25 and 39, respectively;
- Observation of Resident Training: A visit was made to one practical class at the clinical base of the Multidisciplinary City Children's Hospital at 83 Shakhterov Street in the PhD training room, where Associate Professor Kamshat Serikkanovna Zhumakanova conducted a practical session with residents from group 8001 (1st-year pediatric residents) on the course "Childhood Diseases of Older Children in the Hospital". The topic covered was Cholecystitis: Diagnostic Algorithm, Differential Diagnosis, Treatment Tactics, and Clinical Protocols of the Ministry of Health of the Republic of Kazakhstan. The session also addressed Biliary Dyskinesia. The innovative teaching method used was "Each teaches the other".
 - Review of Resources in the Context of Accreditation Standards: Two clinical practice bases were visited: Multidisciplinary City Children's Hospital in Karaganda at 106B K. Libkhnnet Street, Multidisciplinary Regional Children's Hospital at 83 Shakhterov Street, where training is conducted according to the educational program with the participation of 11 full-time faculty members.
 - Study of Educational and Methodological Documents: A total of 133 documents were reviewed, both before and during the visit to the institution's departments (the list of reviewed documents is provided in **Appendix 2**).
 - Attendance of Personnel from the Accrediting Organization: All individuals listed in the visit program and in the interview and meeting schedules were present, as confirmed by the interview and meeting attendance records (Table 1).

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

№	Position	Quantity
1.	<p>Leadership:</p> <p>1. Bekturganov Zakir Zakaryanovich – Executive Director of NJSC "MUK"</p> <p>Meeting with Deans of Schools:</p> <p>1. Tashkenbayeva Venera Bazarbekovna – Dean of the School of Residency and Professional Development</p> <p>2. Dauletkaliyeva Zhaniya Abaevna – Dean of the School of Public Health</p> <p>Meeting with Heads of Educational Programs:</p> <p>1. Kizatova Saule Tanzilovna – Head of the Educational Program 7R01114 "Neonatology"</p> <p>2. Eremicheva Galina Georgievna – Head of the Educational Program 7R01120 "Pediatrics"</p> <p>3. Grigolashvili Marina Archilovna – Head of the Educational Program 7R01112 "Neurology (Adult and Pediatric)"</p> <p>4. Bacheva Irina Viktorovna – Head of the Educational Program 7R01115 "Nephrology (Adult and Pediatric)"</p> <p>5. Toyynbekova Rakhima Zhaksylykovna – Head of the Educational Program 7R01126 "Therapy"</p> <p>Meeting with Members of the Academic Senate Committee and the Quality Assurance Commission for School-Level Education (Master's and Residency Programs):</p> <p>1. Laryushina Elena Mikhailovna – Head of the Department of Internal Diseases, Member of the Academic Senate Committee</p> <p>2. Sarsenbayev Kasym Kuandykovich – Dean of the International Medical Faculty, Member of the Academic Senate Committee</p>	22

	<p>3. Taliyeva Gulbanat Nurgaliyevna – Associate Professor, Chair of the Quality Assurance Commission of the School of Public Health</p> <p>Meeting with Employees of Structural Departments:</p> <ol style="list-style-type: none"> 1. Sharapiyeva Sulushash Beketovna – Director of the Department of Academic Affairs 2. Urmashov Alexander Nikolaevich – Compliance Officer 3. Amirova Yana Olegovna – Director of the Library 4. Kravtsiv Elena Alexandrovna – Director of the Department of Human Resources Management 5. Mukhanova Madina Kakimovna – Deputy Director of the Department of Economics and Finance 6. Bukeeva Aliya Satybaldievna – Head of the Department of Strategic Development and Quality Management 7. Kemelova Gulshat Seitmuratovna – Head of the Center for Simulation and Educational Technologies 8. Tokzhumanova Gulzhanat Maratovna – Head of the Career Development Center 9. Mukhametova Elena Leonidovna – Head of the Department of Informatization 10. Ungerbayeva Aigul Amanzholovna – Head of the Youth Affairs Department 11. Aman Rakhat Muratuly – Specialist of the Department of International Cooperation 	
2	<p>Academic staff</p> <ol style="list-style-type: none"> 1. Tukbekova Bibigul Toleubaevna – Head of the Department of Pediatrics and Neonatology 2. Eremicheva Galina Georgievna – Professor, Head of the Pediatrics Educational Program, Department of Pediatrics and Neonatology 3. Dyuyzenova Sandugash Bolatovna – Professor, Department of Pediatrics and Neonatology 4. Zhumakanova Kamshat Senrikanovna – PhD, Associate Professor, Department of Pediatrics and Neonatology 	4
3	<p>Residents</p> <ol style="list-style-type: none"> 1. Sapalidi Evgeniya Vladimirovna – Residency 2. Kinayat Zhansaya – Residency 3. Manap Kanagat Manapuly – Residency 4. Chorieva Amina Azamatovna – Residency 	4
4	<p>Graduates</p> <ol style="list-style-type: none"> 1. Traks Olga Vyacheslavovna – Residency 2. Darmen Akerke – Residency 3. Ergesh-Yedilbay Nigora – Residency 	3
5	<p>Employers</p> <ol style="list-style-type: none"> 1. Derkach Nina Grigoryevna – Deputy Director for Medical Affairs, Multidisciplinary Regional Children's Hospital of Karaganda 2. Akhmetova Gulnara Bitimovna – Deputy Director for Medical Affairs, Multidisciplinary Regional Children's Hospital of Karaganda 	2

On the final day of the visit to NJSC "MUK", a meeting of the EEC members was held to summarize the results of the external evaluation. A final discussion was conducted on the outcomes of

the external assessment of the educational program, document review, interview and survey results. The EEC members began drafting the final EEC report. The results of the external evaluation were summarized.

Each expert individually completed the "Quality Profile and Criteria for the External Evaluation of the Residency Educational Program in Pediatrics for Compliance with the ECAQA Accreditation Standards". No comments were made by the EEC members. Recommendations for improving the educational program were discussed, and the final open voting on the recommendations for the ECAQA Accreditation Council was conducted by Chairperson B.S. Zhanalina.

Comfortable working conditions were provided for the EEC, with access to all necessary information and material resources. The Commission noted the high level of corporate culture at the University and the high degree of openness of the staff in providing information to the EEC members.

When conducting a survey of residents, 80% rated the work of the External Expert Commission for Accreditation as positive, 20% as satisfactory. The majority of respondents (79.4%) believe that it is necessary to conduct accreditation of an educational organization or educational programs.

According to 64% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of the accredited educational organization.

At the end of the visit, the chairman 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 standards for accreditation based on the results of an external evaluation of the educational programme of residency in the specialty 7R01120 "Pediatrics" of the NJSC "Medical University Karaganda"

Standard 1: MISSION AND FINAL OUTCOMES

1.1 Mission statement

During the implementation of the program's activities, specifically through interviews with the organization's top management, members of the Board of NJSC "Medical University Karaganda" (MUK), as well as discussions with residents and faculty members, compliance with **Standard 1** criteria was confirmed. All participants in the educational process are aware of the mission of the educational program and took part in formulating proposals for its definition. The mission has been communicated to prospective residents through the website, social media, and informational letters sent to medical organizations. A strategic plan for a five-year period was reviewed, covering educational, scientific, and clinical areas, confirming compliance with accreditation standards and demonstrating the goals, objectives, and future prospects of the organization. From interviews with residents, it was established that before classes begin, faculty members inform them about the mission, organizational work plans, and sources of necessary information regarding the educational program, faculty members, and training bases. During on-site visits to the units of NJSC "MUK", experts noted the strengths of the educational organization concerning the accredited educational program 7R09120 – "Pediatrics", including: The operation of a dedicated unit directly related to the educational program – the School of Residency and Professional Development; Established procedures for the development, adoption, and management of regulatory documents; Conditions created for acquiring the necessary competencies; Educational programs developed based on a competency-based residency graduate model, aligned with labor market demands; Highly qualified faculty and mentors; Adequate material and technical resources; High quality of education, confirmed by the results of the independent knowledge and skills assessment of graduates by the National Center for Independent Examination (NCIE).

At NJSC "MUK", there are departments directly related to the educational program 7R09120 – "Pediatrics", including the Department of Academic Affairs (DAA) and the SR and PD, which define the main directions for the implementation and application of innovative learning technologies in the educational process.

The results of the document review demonstrate that the mission of the organization and the mission of the educational program 7R09120 – "Pediatrics" are aligned, and the educational process is structured in accordance with the State Compulsory Education Standard (SCES) and the current regulatory legal acts (RLA) in postgraduate education and healthcare.

It should be noted that in 2022, the "Pediatrics" educational program underwent an update, during which the mission of the program was re-discussed at a meeting of the Council of the School of Residency and Professional Development (SR and PD) with the participation of employers and students (Protocol No. 11 dated July 7, 2022: (<https://cloud.mail.ru/public/kreb/g7bPo9RvZ>)). Subsequently, it was approved at a meeting of the Quality Assurance Commission of the School of Residency and Professional Development (QACS) (Protocol No. 3 dated July 5, 2022) and endorsed by the Board of NJSC "MUK" (Protocol No. 16 dated July 13, 2022). It was included in the list of educational programs by decision of the Board of Directors of NJSC "MUK" on May 27, 2022.

NJSC "MUK" provides residency training at the following clinical bases and departments: "Multidisciplinary City Children's Hospital of Karaganda" (106B K. Liebknecht St.); "Multidisciplinary Regional Children's Hospital" (83 Shakhtyorov St.). These facilities are equipped with modern medical equipment and provide necessary conditions for high-quality residency training, ensuring a patient-centered approach by engaging residents in real practical tasks at clinical sites across all levels of medical care. The program management has established conditions for active resident participation, under the supervision of clinical mentors (CM), in treatment and diagnostic procedures, starting from emergency department admissions, patient curation, and the interpretation of laboratory and instrumental diagnostic methods to develop practical skills within their professional competencies, in accordance with SCES and the model curriculum for the specialty "Pediatrics". During the training process, residents rotate through all clinical bases, ensuring close interaction with pediatric patients with various pathologies under the guidance of clinical mentors. This is reflected in the individual work plans (IWP), which take into account individual preferences and practical healthcare needs.

The educational organization pays special attention to patient safety and autonomy by creating appropriate learning conditions for residents at clinical bases.

Experts have confirmed that residents have appropriate working conditions to support their own health and well-being. NJSC "MUK" ensures that clinical bases implement organizational and technical measures for the safety and occupational protection of students by providing them with personal protective equipment. Before beginning their practical work, residents undergo safety training and sign an acknowledgment form confirming their awareness of safety regulations.

The core competencies of residents in the accredited specialty, as practicing physicians and specialist doctors within an interdisciplinary approach, along with special competencies such as "Clinical Skills", MC2 "Communication", MC3 "Professionalism", MC5 "Research", and MC6 "Personal and Professional Development", enable NJSC "MUK" to implement innovative learning methods. In accordance with the mission of the "Pediatrics" residency program, scientific research (SR) is an essential and integral part of the training of qualified specialists. The competency framework of the residency includes MC5 "Research", which ensures that residents are capable of conducting research, evaluating treatment outcomes for their patients, and applying evidence-based treatment principles. To implement PC5, PO (ON11) was developed, which is presented by the skill of mastering the principles of research activities in the field of healthcare, mastering the skills of analysis and evaluation of the methodology of medical and biomedical research in accordance with international standards. This will allow residents to develop such skills and qualities as a researcher, medical expert, and manager.

The educational organization encourages residents to engage in research within their chosen specialty by studying and analyzing scientific literature, best practices, and international guidelines on diagnostics and treatment (including resources such as PubMed, Elsevier, Cochrane Library, and Clinical Trials), which are made available by the university. Additionally, conditions are created for social and creative engagement in various fields. Residents of the "Pediatrics" program actively

participate in health education initiatives within the community. On November 14, 2023, first- and second-year pediatric residents, together with endocrinology residents, organized a roundtable discussion at Polyclinic No. 5 in Karaganda for attendees of the "Health School" program, dedicated to World Diabetes Day.

1.2 Professionalism and professional autonomy

Experts have determined that the development of professionalism includes the ability to demonstrate qualities necessary for continuous personal and professional growth, ongoing improvement in patient care through self-assessment and lifelong learning, and a commitment to fulfilling professional responsibilities. This also involves adherence to ethical principles and the application of the most effective methods to ensure a high level of safety and quality in medical care. The educational organization promotes the professional autonomy of residents by allowing them to independently manage patient consultations, perform night shifts, and work on holidays (up to four shifts per month, as stipulated in the Regulations on Residency).

Experts have found that the educational institution fully exercises autonomy in selecting residents for accredited specialties (according to the Academic Council of NJSC "MUK", approved by the Senate on August 27, 2021, Protocol No. 1), in developing educational programs, and in determining assessment approaches for residents (Regulations on Program Management, approved by the Board of NJSC "MUK" on September 9, 2020, Protocol No. 14). The university holds institutional autonomy in accordance with its license to conduct educational activities (link: <https://cloud.mail.ru/public/m8JN/T6ZeUXCVD>). Responsible staff presented experts with a document outlining the requirements for residency program instructors, specified in the Regulations on Residency of NJSC "MUK" (link: <https://cloud.mail.ru/public/JkFC/vRPVY5oLU>). Employment of residents is regulated through the Electronic Labor Exchange portal (<https://www.enbek.kz>), and the annual employment rate for pediatric residents has consistently reached 100%, with the exception of 2023, when it was 99%. This indicates that the learning outcomes of the program are being achieved and align with the needs of practical healthcare. Between 2019 and 2024, pediatric residents have been employed as resident pediatricians at various clinical bases, including: Municipal Multi-Profile Children's Hospital, Polyclinic No. 1, Polyclinic No. 5, and other healthcare institutions. This significantly enhances the responsibility and autonomy of residents in decision-making for patient management, while also motivating them for further professional development and continuous learning.

To verify **standard 1**, a meeting was held with the head of the organization, Turmukhambetova A. A. During the conversation, the experts asked the following questions: about the involvement of teachers and students in the work of the methodological commission, the involvement of employers and all interested parties in the formation of proposals for the selection of programs, to improve the material and technical base, the main directions of strategic planning, as well as approaches to attracting employees of clinical sites for teaching, the strategy and tactics of recruiting residents, information support for education and problems of managing and developing human resources. During the answers, the rector of the NJSC "MUK" Turmukhambetova A. A. confirmed the human resources potential of the NJSC "MUK" currently consists of highly professional specialists in the field of pediatrics, neonatology, neurology, it is planned to attract other specialists from other universities and expand international relations with partners. During the answers, the rector confirmed and voiced the vision and key activities for the implementation of the development strategy, the integration of clinical, scientific and educational activities, the experts also reviewed the strategic plan for 5 years, some financial documents, the annual plan for 2024 and the report for 2023, interviews were conducted with employees of the HR department and the financial and economic sector, which made it possible to validate the **accreditation standards 8**.

The academic freedom of residents is manifested in participation in the organization of the curriculum of the specialty during the direct discussion and approval of the EP, at the level of developing the IWP and the Component of Choice at meetings of the Council of the SR and PD, and is ensured by the organization of education through such mechanisms as residents being members of the

Council of the SR and PD and a member of the QACS and is described in the document (<https://cloud.mail.ru/public/6z5p/maW1JuhPu>), (<https://cloud.mail.ru/public/SUAj/FQ5DZeTaB>).

When conducting a survey of 39 residents (on the resource <https://webanketa.com/>), out of 24 questions, a number were devoted to the quality of the educational process and the educational program. It was found that 89.4% of residents would recommend studying in this educational organization to their acquaintances, friends, relatives. And 97.4% of respondents believe that the heads of the educational program and teachers are aware of the problems of students related to training. To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?", 97.4% of residents answered positively, 2.6% are not sure about this, 0% could not yet answer this question and 0% would like to believe it.

The 25 teachers surveyed (24 survey questions) also responded that 80% are satisfied with the organization of work and the workplace in this educational organization, and 20% partially agree with this statement. The experts determined that the organization has a healthy microclimate, since the manager is quite accessible to both residents and employees, responds promptly to applications and requests. In the questionnaire, 92% of teachers are satisfied with the microclimate of the organization, and 8% are partially satisfied. According to 88%, in the educational organization, a teacher has the opportunity to realize himself as a professional in his specialty. For your information, a total of 25 people responded (there are 25 on staff in total), while the teaching experience of up to 10 years - 16%, over 10 years - 84%.

1.3 Final learning outcomes

The final learning outcomes are defined and included in the Order of the Minister of Health of the Republic of Kazakhstan No. RK MOH-63 dated July 4, 2022, Chapter 4 (Clause 94) "Requirements for the level of training of students in postgraduate education programs in the field of healthcare" and are reflected in the residency educational program for the specialty "Pediatrics". The professional behavior and communication skills of residents are also legislatively reflected in Chapter 4 (Clause 95) "Requirements for the level of training of students in postgraduate education programs in the field of healthcare" (<https://adilet.zan.kz/rus/docs/V2200028716>).

Stakeholders are informed about the final learning outcomes of residents in the specialty 7R09120 – "Pediatrics" by posting them in the Unified Higher Education Platform (EPVO) of the Republic of Kazakhstan (https://epvo.kz/#/register/education_program/application/31223). Experts confirmed that the professional behavior and communication skills of residents are developed through adherence to business ethics and deontology and are reflected in the relevant document - the Code of Business Ethics of NJSC "MUK" (Appendix 8 to the decision of the Board of Directors dated August 24, 2019, Protocol No. 4). Faculty and residents are informed about the Code of Ethics. The content of the Code of Ethics can be found on the university's website (<http://www.qmu.edu.kz/media/qmudoc/kodeks.pdf>).

The medical organization ensures continuity between the final learning outcomes of basic medical education programs, residency programs, and subsequent continuous professional development programs. According to the residency curriculum, NJSC "MUK" places significant emphasis on graduates' readiness for further postgraduate education. The "Competency Areas of NJSC 'MUK' Graduates" have been developed, maintaining continuity based on the level of education (<https://www.qmu.edu.kz/ru/contents/view/300>). For internship graduates applying for residency, prerequisites have been developed that consider the basic and additional levels of competencies necessary to maintain continuity in education

The educational organization provides training in additional and non-formal education (continuous professional development), including programs for the accredited educational program's specialty. In 2023, NJSC "MUK" developed three additional education programs, including two for the specialty "Pediatrics": "Innovative Technologies in Pediatrics" (120 hours/4 credits) and under the

Budgetary Program 005 - "Orphan Diseases in Children (Genetic Dermatoses: Epidermolysis Bullosa, Ichthyosis, and Pemphigus)" (120 hours/4 credits). In collaboration with the Department of Obstetrics and Gynecology, an educational program was developed, and advanced training was conducted for doctors in the amount of 120 hours on "Endocrine Diseases in Girls Related to Reproductive Health. Obesity" (<https://cloud.mail.ru/public/JJ2E/yJyuothJo>). In September 2024, the department plans to conduct a certification cycle in pediatric gastroenterology, which will include 2022 residency graduate Darmen Akerke.

The surveyed teachers answered that 64% are fully satisfied with the level of previous training of residents, and 32% are partially satisfied.

The experts established a clear continuity between the final results of the previous training of residents (prerequisites) and training in residency, and subsequent programs of continuous professional development. The organization has developed 3 programs of additional education for the specialty "Pediatrics". Residents are informed about this.

80% of the teachers-respondents believe that students of this educational organization have a high level of knowledge and practical skills after completing the training program, and 20% partially agree with this.

1.4 Participation in the formulation of the mission and final outcomes

The development of the goals and objectives of the educational program 7R09120 – "Pediatrics" involved administrative and managerial staff, teaching staff, students, and employers, as confirmed by the document of the School of Professional Development and Residency Academic Committee. Representatives of practical medicine, including the Chief Freelance Pediatrician of the Karaganda Region, Dyusembayeva N.I., and the Deputy Director for Medical Affairs of the Regional Children's Clinical Hospital, Derkach N.G., actively participated in the development of the program's mission and the determination of the final learning outcomes, as they possess significant practical experience and knowledge of modern clinical practice requirements. In the Republic of Kazakhstan, the Ministry of Health developed a Roadmap for the development of pediatric palliative care for 2022-2024. In 2024, NJSC "MUK" completed a scientific project on "Studying International Experience in Pediatric Palliative Care, Criteria for Palliative Status, Categories of Children in Need of Palliative Care, Determining and Identifying All Criteria for Palliative Status, and Expanding the List of Diseases Under ICD-10 Codes, for Which a Child May Be Granted Palliative Status in the Future." In this regard, the elective course catalog will introduce the discipline "Palliative Care for Children" for students in 2024-2026 (<https://cloud.mail.ru/public/U8QX/z5BrB7anY>). During discussions with residents and employers, experts asked the question: "Do you participate in formulating the mission and objectives of the organization and the educational program?" and "What is your personal contribution to improving the educational program?" *Residents and employers responded that they are members of the Council of SR and PD.*

Conclusions of the EEC on the criteria. Compliant with 14 standards (including 9 basic, 5 improvement standards): fully - 14, partially - 0, does not comply - 0.

Recommendations for improvement: none

Standard 2: EDUCATIONAL PROGRAMME

2.1 Framework parameters of the postgraduate medical education programme

The educational program model for the specialty 7R09120 – "Pediatrics" is defined based on the final learning outcomes of residents and, therefore, includes the mastery of 6 key competencies (<https://cloud.mail.ru/public/KCyF/jpGQuPXMC>). The duration of training is 2 years. The systematization and transparency of education are ensured by the fact that the training process for residents, including teaching methods, learning tools, and assessment procedures, is implemented through information provided on the university website, the "Platonus" AIS, the EP review procedure, and monitoring of learning outcomes.

To implement the educational program for the specialty 7R09120 – "Pediatrics", the institution has developed EMCD, where the program's objectives, integration of practical and theoretical

components, and independent work are defined. Experts have confirmed compliance with the SCES and standard requirements.

During a practical session at the clinical base of Multidisciplinary regional children's hospital, 83 Shakhterov St., PhD, Associate Professor Zhumakanova K.S. conducted a class with second-year pediatric residents from group 8001 on the discipline "Diseases of Older Children in a Hospital Setting" on the topic: "Cholecystitis. Diagnostic Algorithm, Differential Diagnosis. Treatment Strategy. Clinical Protocols of the Ministry of Health of the Republic of Kazakhstan. Biliary Dyskinesia". The innovative teaching method "Each One Teaches One" was used, with a total duration of two hours. Experts obtained convincing evidence that the training is conducted according to the plan, with residents answering tests before the session, receiving feedback from the instructor, and having the opportunity to improve their professional skills. The institution ensures compliance with ethical aspects in the implementation of the educational program, as experts reviewed the Code of Business Ethics of NJSC "MUK" (August 24, 2019, Protocol No. 4), and during interviews, residents confirmed that they are informed about its content.

An analysis of educational activities showed that the scientific foundation and all scientific achievements in relevant disciplines have been considered, additions have been made to the bibliography of EMCD and syllabi, and instructors apply them in lessons.

The mentoring system has been evaluated and is described in the Residency Regulations approved by the Board of NJSC "MUK" on August 23, 2022, Protocol No. 18 (<https://cloud.mail.ru/public/JkFC/vRPVY5oLU>). The duties of clinical mentors are regulated by the "Regulations on Clinical Mentors at NJSC MUK" (<https://cloud.mail.ru/public/SRSp/yJ7xe6wYS>).

There are a total of eight clinical mentors in the "Pediatrics" specialty. Their responsibilities include clinical training of students and ensuring continuity between medical education and practical bedside training in real-world practice to prepare specialists for independent work. The procedure for informing residents about their rights and responsibilities is outlined in the "AP" (<https://cloud.mail.ru/public/Mj4P/NkDxWtVet>).

The qualification obtained upon completion of the educational program in "Pediatrics" corresponds to Level 8 of the National Qualifications Framework (ESG 1.2) and has the code 7R09120.

Instructors use various teaching methods within the educational program, including both traditional approaches (bedside teaching, clinical case discussions, situational problem-solving, and thematic discussions in accordance with the curriculum) and active learning methods such as Case-Based Learning (CBL), the MOODLE platform (<https://e-learning.qmu.edu.kz/moodle/course/index.php?categoryid=259>), journal clubs (<https://cloud.mail.ru/public/HHo1/odcKSMYcu>), and simulation training (<https://cloud.mail.ru/public/JkFC/vRPVY5oLU>), including emergency condition training at CSET (<https://cloud.mail.ru/public/4v3b/EVox1fS5i>).

The list of teaching methods is described in the syllabi of the disciplines.

Thanks to these teaching methods, residents can participate in providing medical care to patients. Instructors can supervise approximately five thematic patients per day and 15 per month. For example, all skills and practical competencies that a pediatric resident must master are reflected in the EP 7R09120 "Pediatrics" and in the IWPR. Residency training involves acquiring practical skills, performing medical procedures on children of various ages within their specialty, engaging in research activities, developing management skills, promoting healthy lifestyle methods, and possessing communication and information-processing skills. The professional field includes healthcare management organizations, healthcare institutions, educational institutions, research organizations, and social protection organizations (<https://cloud.mail.ru/public/x2SP/r3po6bKXZ>).

Experts have determined that the principles of academic integrity and anti-plagiarism are fully implemented in the educational organization. This is reflected in the Code of Academic Integrity (<https://cloud.mail.ru/public/a7zY/KifTjorBx>), which is included in the content of the AP of NJSC

"MUK" and was approved by the Board on August 31, 2023, Protocol No. 8 (<https://cloud.mail.ru/public/Mj4P/NkDxWtVet>).

Academic integrity is applied at various stages of resident training, including integrated practical sessions and mini practical exams. Anti-plagiarism measures are enforced when residents submit their final written assessments at the end of each discipline. The originality of their responses is checked using the PlagiatPL service to detect similarities in academic and research papers, generating a report with a similarity percentage. Residents are trained to obtain informed consent from patients for any diagnostic and therapeutic procedures. Experts have noted that medical records include the relevant consent document signed by the patient.

Thus, by the end of the 2-year training program, residents will acquire the core competencies and skills required for the pediatrician profession. They will be able to provide pediatric care focused on prevention, early diagnosis, treatment, and the maintenance and restoration of vital functions in life-threatening conditions in children, enabling them to work in facilities such as pediatric hospitals (**ESG 1.2**).

Experts did not identify any violations regarding the principle of equal access to postgraduate education and continuous professional development. The educational institution complies with the Constitution of the Republic of Kazakhstan, the Law on Languages of the Peoples of the Republic of Kazakhstan, and other regulatory and legal acts in the fields of education and healthcare. For example, in NJSC "MUK", the total number of staff members, including administrative and managerial personnel (excluding support staff), is 1,082. Of these, 803 (74.2%) are women, and 279 (25.8%) are men.

The educational organization has a mechanism for the regular adaptation of teaching and learning methods to meet the requirements of modern science and education, as well as the current needs of practical healthcare. This mechanism ensures an optimal balance between clinical competence and high-quality training in public health, continuous professional development, and the ability to adapt to various adverse conditions, including epidemiological challenges.

This confirms compliance with Standard 2 in terms of adapting education to the needs of residents.

2.2 Scientific method

During a meeting with the Vice-Rector for Scientific and Clinical Work, E.M. Turgunov, it was established that, in addition to acquiring clinical skills, the residency program includes engagement in scientific activities throughout the entire training period. Faculty members stated that they teach residents methods of critical appraisal of literature, articles, and scientific data, as well as the application of scientific developments.

During discussions with residents, experts learned that they use scientific data in their training. However, the educational program does not include scientific foundations and methodology of medical research, including clinical research and clinical epidemiology. Experts were provided with the Catalog of elective disciplines (CED) for the above-mentioned disciplines, but these subjects were not included.

When surveying residents, it was found that the educational organization has access to the participation of students in research work and 80% of people are completely satisfied with this, 20% are partially satisfied, 0% are not satisfied. Residents should engage in R&D and in response to the questionnaire, 87.1% wrote that they are already engaged in R&D, % are planning to start, 5.1% are looking for a topic for R&D, 5.1% are not engaged.

2.3 Structure, content and duration of the residency programme

There are official documents outlining the requirements for the structure and content of educational programs. The content, volume, and sequence of courses in the residency program 7R01120 "Pediatrics" fully comply with the 2022 State Compulsory Educational Standard (SCES) and the 2023 Model Curriculum for the specialty. These requirements are reflected in the Work Curriculum (WC). The responsibility for selecting and implementing innovations in the educational process rests with V.B. Tashkenbayeva.

The content of the work programs and the elective disciplines catalog reflects the needs of the healthcare system, including the gradual mastery of clinical skills, clinical decision-making skills, communication skills, patient safety issues, and medical ethics. These aspects are covered both during practical training sessions and through joint work between residents, clinical mentors, and practicing physicians at clinical bases. Additionally, the specifics of research activities (R&D) and the scientific achievements of faculty members are incorporated. Participation in clinical research requires that a physician-investigator possesses appropriate experience and competencies based on a modern approach. This is in accordance with: Order of the Minister of Health of the Republic of Kazakhstan No. RK MOH-310/2020, dated December 21, 2020, Annex 1 to Order No. RK MOH-248/2020, dated December 11, 2020, Clause 6 of Article 238 of the Code of the Republic of Kazakhstan "On Public Health and the Healthcare System", dated July 7, 2020.

For the successful implementation of the educational program in Pediatrics, the organization has resources for assessing residents' practical skills, including: Multidisciplinary training within the framework of the Young Internist School, The forum "Complex Clinical Cases in Resident Practice" (April 11, 2023) (<https://cloud.mail.ru/public/4v3b/EVox1fS5i>), Assessment forms for independent student work at a medical university (scientific work).

The procedure for planning the educational program (EP) is defined by the "Regulations on the Management of the Educational Program" of NJSC "MUK" (Board Decision dated September 9, 2020, Protocol No. 14) (Annex 3) (<https://cloud.mail.ru/public/PaCd/RU8ZoTShz>). For the development of the EP, a working group is established, whose composition is approved by the Dean of the SR and PD. The working group may include: The EP leader and residency EP coordinator, Module coordinators, Faculty members, Employer representatives, Students (<https://cloud.mail.ru/public/EGh9/QCqup4j6L>). When planning and developing the EP, student survey results and employer feedback are taken into account (<https://cloud.mail.ru/public/6XZg/zDexQJYDC>).

The organizational management of the educational program (EP) is carried out by the DAA, heads of departments, and the DHRM. The theoretical component of the educational program accounts for 20% of the hours, including compulsory component disciplines and Selection components. The practical component of the educational program consists of 80% of the EP hours in the form of IWRT and IWR. Possible future roles of residency graduates, namely medical expert and manager, are shaped through disciplines (or topics) of basic higher medical education in the form of various types of independent work, participation in the Student Scientific Society, and student scientific conferences. The legal aspects of a physician's activities in the EP Pediatrics are studied by residents during the first year of training in the module "Pediatric Diseases in the Hospital," where, at the beginning of the cycle, the faculty of the department introduces residents to the Code of the Republic of Kazakhstan dated 07.07.2020 No. 360 "On Public Health and the Healthcare System," which in Articles 270-272 defines the status of medical workers, their rights, responsibilities, and social guarantees.

The scientific component in residency training is formed within the study of EP disciplines in the framework of IWR. It includes training residents in skills of critical evaluation of literature, articles, and scientific data through the preparation of presentations in accordance with the thematic plan of the discipline on current issues in the diagnosis and treatment of neonatal diseases.

The educational organization guarantees the adjustment of the structure, content, and duration of the educational program in response to changes in various sciences, demographic trends, and the needs of the healthcare system. For this purpose, a monitoring mechanism for educational programs exists.

Teachers provide residents with methodological and didactic materials, additional literature to prepare for classes, in which 92.3% are completely satisfied, 7.69% are partially satisfied, 0% are not satisfied.

The organization has 3 of its own clinics (University Clinic, Professional Health Clinic, Dental Clinic) and has also concluded an agreement with 60 medical organizations. And to the question of the questionnaire "Is there sufficient time for practical training (patient supervision, etc.)", 97.4% of residents answered with complete agreement, 2.56% partially agree, 0% disagree. At the same time,

92.3% of residents claim that after the end of classes the teacher provides feedback (listens to your opinion, conducts a mini-questionnaire, works on mistakes).

89.7% of the surveyed residents are completely satisfied with the schedule of classes.

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

The management of the educational process, as reflected in the self-assessment report (**Standard 2**), and the general management approaches were confirmed during the organization's site visit and interviews with leadership and staff. Experts familiarized themselves with the work of various departments, including academic departments. A total of 3 meetings were held, and through cross-interviews, it was established that there is a transparent and accessible documentation system for all faculty and staff. This system includes documents such as annual operational plans, annual reports, department regulations, contracts with faculty and residents, and educational and methodological documentation (work programs, curricula, syllabi, and journals), assessment tools (checklists, grade sheets), certificates, and diplomas. During the visit, experts observed that NJSC "MUK" facilitates the development of residents' practical competencies, including the use of simulation equipment.

Thus, the responsibility for selecting the clinical training and practice base for residents specializing in Pediatrics lies with the departments of NJSC "MUK". Experts analyzed information on the accreditation status of clinical bases and concluded that residents have the opportunity to train directly in clinics while adhering to all institutional requirements and contributing to healthcare delivery within their specialty. The department collaborates with healthcare authorities through agreements on joint activities between NJSC "MUK" and clinical bases, ensuring that residents can train directly in clinics while complying with all requirements and contributing to pediatric healthcare services. Pediatric residents are employed at 0.5 FTE as "resident physicians" in healthcare institutions in the city.

According to the 2022 SCES and the 2023 Model Curriculum, the EP states that pediatric residents oversee patients in clinical bases with various pediatric conditions in accordance with the EP, Working curriculum, and IEP of the residents. Over two years of clinical training at clinical bases during residency, a pediatric resident has the opportunity to acquire the full set of key competencies required for a graduate in the Pediatrics specialty.

Therefore, NJSC "MUK" is a specialized institution in the field of pediatric care and provides numerous opportunities and conditions for the qualified training of specialists in residency. During a discussion with the organization's leadership, experts obtained information confirming that the training of residents is conducted directly in pediatric clinical departments, as confirmed by faculty members. Residents of this specialty can supervise and provide primary and specialized medical care to the pediatric population with various diseases at both the outpatient and inpatient stages. This is facilitated by the mentorship system implemented within the organization.

During a visit to a practical session on the topic: "Cholecystitis. Diagnostic Algorithm, Differential Diagnosis, Treatment Strategy. Clinical Protocols of the Ministry of Health of the Republic of Kazakhstan. Biliary Dyskinesia" (2 hours) and discussions with residents, experts observed that the organization supports the development of residents' practical competencies, including the use of simulation equipment. At the same time, residents deepen their theoretical knowledge and develop communication skills. The integration between education and healthcare delivery (workplace-based training) is achieved through the study of diagnostic and treatment protocols for the most common pediatric diseases, approved by the Ministry of Health of the Republic of Kazakhstan, as well as medical care standards. Additionally, residents participate in interdisciplinary consultations to determine diagnostic and treatment strategies, provide emergency care to patients with various pathologies, and master practical medical skills under the guidance of faculty and clinical mentors at department-affiliated clinical bases. Training is conducted in accordance with clinical protocols.

Of the 39 residents surveyed, 89.74% responded that teachers use active and interactive teaching methods in classes quite often, 7.69% believe that they rarely or sometimes.

The following employees took part in the planning, discussion, approval and review of the educational program in the specialty "Pediatrics": head of the EP, Professor Eremicheva G.G., Professor Tukbekova B.T., Dyusenova S.B., PhD Zhumakaeva K.S.

Conclusions of the EEC on the criteria. Of 18 standards that comply (including 15 basic, 3 improvement standards): fully - 17, partially - 1, does not comply - 0.

Recommendations for improvement:

1. Expand the CED taking into account the need to ensure competencies in the scientific foundations and methodology of medical research, including the disciplines of clinical research and clinical epidemiology (2.2.1).

Standard 3: ASSESSMENT OF RESIDENTS

3.1 Assessment methods

The examination of assessment tools (100 tests and situational tasks of levels 2 and 3 complexity (MCQ) in a 50% to 50% ratio, totaling 100) revealed that the organization has implemented an appropriate assessment policy, enabling a comprehensive evaluation of residents' academic achievements. During interviews, residents described the assessment methods used, such as ongoing assessment through oral questioning, written tests, comprehensive evaluations, case-solving exercises, homework presentations, workplace-based assessments, practical skills evaluation at CSET, task completion assessment on the Moodle platform, and confirmed their satisfaction with the system. Additionally, they receive regular feedback from faculty members. The appeals system for assessment results is outlined in the document Regulations on the Rating System for Assessing Student Performance at NJSC "MUK" (<https://cloud.mail.ru/public/Mj4P/NkDxWtVet>) and Regulations on Residency at NJSC "MUK" (Appendix 2) (<https://cloud.mail.ru/public/JkFC/vRPVY5oLU>), approved by the Board's decision on 26.08.2019. Over the entire operational period of the educational organization, no appeal cases have been recorded. Assessment covers not only knowledge and skills but also professional behavior and communication skills, as confirmed by Chapter 4 (Clause 95) of Requirements for the Level of Training of Students in Postgraduate Medical Education Programs. The criteria for admission to the final certification include a minimum admission rating of 50%. This is documented in the Regulations on the Rating System for Assessing Student Performance at NJSC "MUK". If the admission rating is below 50%, the exam record will indicate "not admitted" next to the resident's name.

Eligibility for independent examination of residents is determined by the admission rating. In NJSC "MUK", residents (including those from other specialties) take the independent examination in 100% of cases. Throughout the years, 100% of pediatric residents have successfully passed the independent examination on their first attempt. The average final certification score for 13 graduates in 2022–2023 was 89%, with 23% achieving an "excellent" grade and 77% receiving a "good" grade.

The validation and reliability assessment of resident evaluation methods (tests, tasks, and cases) is carried out as follows: The university's information systems calculate the distribution of grades and compare it with benchmarks proposed by the Academic Integrity League to ensure that the assessment aligns with the normal distribution law. This verifies the absence of restrictive assessment factors—faculty members must use the full grading scale, ensuring that grades accurately reflect students' knowledge.

The educational institution has a practice of involving external examiners in resident evaluations, as documented in Order No. 4 dated 21.12.23, "On the Approval of the AC Composition for the 2023-2024 Academic Year". This ensures the independence and objectivity of assessment results.

To verify compliance with **Standard 3**, experts posed the following questions: How is resident assessment conducted? What documentation system is used for evaluation? These questions were directed to the Head of the Residency School and PD Department, Tashkenbayeva V. B. The experts reviewed documents and methodologies related to resident assessment. During their visit and

interviews, the commission received comprehensive responses and confirming documents, proving the existence of a transparent documentation system accessible to all faculty members and staff. This system includes documents such as annual plans, annual reports, departmental regulations, agreements with faculty and residents, and educational and methodological documentation (working programs, curricula, syllabi, and journals). Additionally, it comprises assessment tools (checklists, grade sheets), certificates, and attestations.

The organization has standardized tests and extended clinical cases for written examinations, totaling 100. These are developed in accordance with SCES, Model Curriculum, EP, and syllabi and are approved at profile methodological commission meetings (Protocol No. 9 dated 12.05.22). The assessment tools have been reviewed by external pediatric nephrologist of the Karaganda region, Kuntz E.A., and pediatrician and external pediatric endocrinologist of the Karaganda region, Stanbekova R.K. (link, link), with protocol No. 4 of the department meeting dated 24.11.2023. The Head of the Residency School and PD Council confirmed that 30% of the assessment tools are planned for revision and updates.

Resident assessment results are documented in electronic grade sheets within the "Platon" system. The average final certification score for 13 graduates in 2022-2023 was 89% (23% - "excellent," 77% - "good").

A review of the website showed that it contains all necessary documents for residents, including syllabi, sample tests, tasks, tickets, recommended literature, practical training schedules, thematic seminar plans, and information about upcoming events within the organization, which is regularly updated.

3.2 Relationship between assessment and learning

During interviews with three faculty members regarding assessment methods, experts obtained convincing evidence that students' academic achievements are recorded in the electronic academic journal through the educational and methodological office and the AIS "Platonus" system, which automatically generates examination records. The electronic academic journal is filled in accordance with the calendar-thematic plan, the schedule, and the dates for ongoing, midterm, and final assessments outlined in the syllabi.

Residents also shared their opinions on the timely provision of tests, pre-exam consultations, the clarity of the entire assessment procedure, and its fairness. For example, residents expressed general satisfaction with the training and assessment methods, but they also wished for more opportunities for independent work with patients.

Experts examined resources for organizing knowledge and practical skills assessments, including visiting the simulation center. Considering the capabilities of the simulation center, an integrated assessment format for students in the EP should be considered.

Experts determined that the selection of resident assessment methods is based on final Learning Outcomes and acquired competencies, as the practical component of training is fundamental. For example, current assessment methods such as oral questioning, written tests, comprehensive assessment, case solving, presentation of homework assignments, workplace-based assessment, practical skills mastery in CSET, and assignment evaluation on the Moodle platform contribute to interprofessional learning. Additionally, methods such as mastering practical skills through simulation technologies, patient management, and clinical base shifts demonstrate the integration of training with a focus on clinical skills. The established assessment methods ensure that residents have mastered all sections of the educational program and acquired the necessary practical skills.

Feedback from residents regarding their assessment results is collected both orally (through frontal questioning and comments on student responses) and in written form. It highlights mistakes made and provides recommendations for improving preparation for classes and addressing knowledge gaps. During interviews, residents confirmed that they receive feedback after completing their training.

2 surveyed employers also noted that the training of graduates aligns with the current advancements in medical practice and science, as they participate in the development of the mission and EP. Employers stated that they are directly involved in assessing residents, as they are included in

independent resident examinations. Employers emphasized that they would like to see qualities such as a strong desire to learn, determination, and proactiveness as key strengths in residency graduates.

Conclusions of the EEC on the criteria correspond to 9 standards (including 6 basic, 3 improvement standards): fully - 9, partially - 0, does not correspond - 0.

Recommendations for improvement: none

Standard 4: RESIDENTS

4.1 Admission policy and selection

The educational institution has an admission policy for residents, titled "Residency Admission Policy," approved by the Board of Directors' decision No. 49 dated June 8, 2023. The approaches to resident admission are based on national requirements and internal regulations, specifically in accordance with the Model Rules for Admission to Educational Institutions Implementing Higher and Postgraduate Education Programs (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 600 dated October 31, 2018) and the Rules for Placement of State Orders, Admission, and Training of Medical Personnel in Residency (Order of the Ministry of Health of the Republic of Kazakhstan No. RK MOH-270/2020 dated December 15, 2020). The transparency of the selection process and equal access to residency programs are ensured through the website of NJSC "MUK" (<https://www.qmu.edu.kz/ru/contents/list/1608>), as confirmed in section 6-1 of the document "Academic Policy" and through interviews with residents.

The document also includes provisions for the admission of residents with disabilities, as outlined in the section "Regulations on Inclusive Education at NJSC MUK"

Additionally, the document takes into account the requirements for residency applicants regarding their previous academic achievements in undergraduate and internship programs (e.g., entrance exam scores, with a minimum threshold of 75).

The educational organization has established a barrier-free learning environment, which includes ramps, call buttons, elevators, and restrooms for individuals with disabilities.

The approaches to the admission and transfer of residents from other educational organizations are outlined in section 6-1 of the Academic Policy. Key considerations include the academic differences in the curricula of disciplines studied in previous academic periods.

The appeal procedure for residency admission results is specified in the "Admission Policy for Postgraduate Educational Programs" of MUK. To date, there have been no appeal cases.

The development process of the residency admission and selection policy involves student representatives who are members of the Residency School and PD Council and the MUK Senate.

Feedback on this matter is collected from residents, and recent changes in the residency admission approaches include the following: In 2022, additional criteria were introduced in the residency admission rules, such as prior work experience in the healthcare sector and research activities related to the program profile (The Residency Program Entrance Exam Curriculum, approved by the Chairman of the Board – Rector on 12.05.22). In 2023, the entrance exam program was revised to include a comprehensive test covering biomedical and clinical science questions related to the specialty profile.

The review of the admission and selection policy, as well as the number of residents, is conducted annually under the responsibility of the Residency School and PD. Thus, experts have validated the data according to **Standard 4**. Overall, all criteria are met. The experts reviewed the residency admission documentation, including the "Admission Policy for Postgraduate Educational Programs".

4.2 Number of residents

During the period from 2019 to 2023, a total of 52 residents were admitted to the Pediatrics specialty program. The total number of residents graduated since the start of residency admissions across all specialties was 310, including 26 graduates from the accredited educational program in Pediatrics.

Based on the analysis of the demand for the Pediatrics specialty, residents were admitted through government grants and local executive authorities (LEA):

In the 2020-2021 academic year, a total of 5 residents were admitted (state grant – 5);

In the 2021-2022 academic year, 15 residents were admitted, including 10 through the state order and 5 through the LEA of the Karaganda region;

In the 2022-2023 academic year, 16 residents were admitted (state order – 12, LEA of the Karaganda region – 4);

In the 2023-2024 academic year, 15 residents were admitted (state order – 15).

This indicator corresponds to the available resources. The source of information regarding the demand for pediatric specialists in the Karaganda and supervised regions is the regional health departments. The relevant data is communicated to the university administration and the Dean's Office of the SR and PD. Based on this data, the Dean's Office submits a request to the Ministry of Health for state grants for the required number of specialists, considering the university's available resources. In 2024, the Dean's Office of the SR and PD submitted a request for 12 state-funded places for the Pediatrics residency program. If additional specialists are required, the regional health departments provide additional grants through LEA. The annual admission to the Pediatrics specialty during the reporting period ranged from 5 to 16 residents.

4.3 Support and consulting of residents

The practice of academic counseling, personal support for residents, and the development of not only professional skills were evaluated by experts through a meeting with the compliance officer and the Center for Student Support (CSS), which operates at the university based on the Regulation on the Student Support Service of NJSC "MUK" (PP NJSC MUK 19-2, version 1 dated 08.07.2019, with amendments from 23.10.2020, p. 20). These are structural units that implement state youth policy, civic-patriotic, legal, ethical, professional, aesthetic, ethno-, and multicultural education of residents.

Support and counseling in the Pediatrics residency program are carried out with the direct participation of the Academic staff (AS) or scientific advisors (SA). Counseling on all matters related to the organization of the educational process, including the study of mandatory subjects and the selection of elective disciplines, is provided by AS (curators), the head of the educational program, and the Dean's Office of the SR and PD. Staff from the SR and PD, in collaboration with faculty members, provide informational support, consult, and guide residents in choosing their specialty.

During interviews with residents and graduates, the following information was obtained: regular efforts are made to improve communication competence, prevent conflicts in practical medical activities, and address burnout syndrome, financial support includes a monthly stipend for residents studying under government grants, dormitory accommodation is provided to those in need on a queue basis.

NJSC "MUK" has a Resident Development Program, which focuses on unlocking residents' creative potential by emphasizing socio-cultural, educational, and scientific activities. An effective means of fostering creativity among residents is cultural and mass activities, organized through creative clubs. Currently, NJSC "MUK" operates 27 clubs. Pediatrics residents participate in cultural events organized by the university:

(<https://www.instagram.com/p/CmIxostt0jt/?igshid=MTc4MmM1YmI2Ng==>)

(<https://www.instagram.com/p/CqyTnbotCX5/?igshid=MTc4MmM1YmI2Ng==>).

Financial support for residents is provided through a stipend of 110,000 KZT. For example, to enhance social support for residents, a compliance officer and the CSS offer additional financial assistance, as outlined in the document "Regulation on Student Travel Arrangements at NJSC MUK", approved on April 5, 2021 (Version 2). This document also regulates financial support for residents' travel expenses. The Student Support Service provides psychological adaptation and informational support to students, with in-house psychologists available at the university. This service operates based on the Regulation on the Student Support Service of NJSC MUK (PP NJSC MUK 19-2, version 1 dated July 8, 2019, with amendments from October 23, 2020, Protocol No. 20).

To assist graduates in career planning, the Career Development Center facilitates employment opportunities by working closely with regional health departments across Kazakhstan. It organizes job fairs to support graduates in their job search (https://t.me/ac_qmu/500).

In 2022, the employment rate of residency program graduates across all specialties was 98%.

4.4 Representation of residents

The educational institution has the following advisory and consultative bodies where residents participate: Academic Committee of the Senate, Residency School and PD. Residents specializing in Pediatrics take an active role in these bodies. In the 2023-2024 academic year, Evgeniya Sapolidi, a second-year pediatrics resident, is a member of the Residency School and PD Council.

Mechanisms for encouraging residents' community involvement include: Letters of appreciation; Rector's scholarships

4.5 Working conditions

Residents receive a monthly stipend in accordance with the document Resolution of the Government of the Republic of Kazakhstan No. 799 dated October 10, 2022, "Rules for the Assignment, Payment, and Amounts of State Scholarships." Residents are given the opportunity to work outside of study hours, as outlined in the document Order of the Ministry of Health of the Republic of Kazakhstan No. RK MOH-305/2020 dated December 21, 2020, "On the Approval of the Nomenclature of Specialties and Specializations in Healthcare, Nomenclature and Qualification Characteristics of Healthcare Workers' Positions." Currently, 80% of residents take advantage of this opportunity.

The NJSC MUK has 14 clinical bases for resident training, where various events are held, and residents actively participate. For example, they participate in conferences, conduct examinations of healthy and sick newborns, provide consultations, perform diagnostic and therapeutic procedures, and complete documentation in the IMIS system. They also carry out preventive activities, informational and explanatory work, and are on duty at the clinical bases of NJSC MUK at least four times a month. On average, residents oversee 5-6 patients per day, and 15-20 patients per month.

Residents of the Pediatrics Program are actively involved in public health education. On November 14, 2023, first- and second-year pediatric residents, together with endocrinology residents, held a round table with participants of the "Health School" at Polyclinic No. 5 in Karaganda, dedicated to the World Diabetes Day.

At NJSC MUK, elements of distance learning have been implemented for residents, utilizing platforms such as Microsoft Teams and, since 2022, Webex.

In special circumstances (such as pregnancy, childbirth, childcare leave, prolonged illness, military service, or business trips), residents are granted an academic leave and provided with an individual training program, which includes the full curriculum. This is regulated by the document Rules for Granting Academic Leave to Students in Technical and Vocational, Post-Secondary Education Organizations (Order of the Ministry of Education and Science of the Republic of Kazakhstan No. 506 dated December 4, 2014, "On the Approval of the Rules for Granting Academic Leave to Students in Technical and Vocational, Post-Secondary Education Organizations") and the Academic Policy of NJSC MUK (<https://cloud.mail.ru/public/Mj4P/NkDxWtVet>).

Experts have confirmed that in such cases, the duration of training remains unchanged at 2 years.

Conclusions of the EEC on the criteria. Comply with 20 standards (including 14 basic, 6 improvement standards): fully - 20, partially - 0, does not comply - 0.

Recommendations for improvement: no

Standard 5: TEACHERS

5.1 Recruitment and selection policy

The program employs a total of 11 faculty members, all of whom are full-time staff, with no adjunct faculty. The requirements for residency program instructors emphasize: Academic degrees; Key performance indicators such as: Publication activity in internationally ranked journals indexed in

Web of Science or Scopus; Hirsch index; Experience in scientific research projects (grants, research and technology programs).

The degree attainment rate is 100%, with 100% holding the highest category. Residents in the specialty "Pediatrics" are trained by the following staff: Professor Kizatova, a neonatologist of the highest category; in addition, Professor Tukbekova B.T., a certified pediatric cardiologist and rheumatologist; Professor Dyusenova S.B., a pediatric nephrologist, a physician of radiation diagnostics; Professor Eremicheva G.G., a pediatric endocrinologist, pediatric gastroenterologist, a physician of radiation diagnostics; Associate Professor Zhumakanova K.S., a pediatric gastroenterologist. The experts familiarized themselves with the job descriptions of clinical mentors and the regulations on mentors.

The experts are familiar with the personnel policy (approved by the decision of the Board, Protocol No. 1 of 11.01.2021), the Regulation on mentors (Requirements for teaching staff and clinical mentors are regulated by the Regulation on the residency of NJSC "MUK" <https://cloud.mail.ru/public/QKZ7/RMAeGTB5K>) and the average workload (Senate Decision of 28.04.2022, Protocol No. 7). The ratio of teachers to residents is -1:3. The motivation system for teachers and clinical mentors includes the following incentives for the teaching staff, according to the Regulation on remuneration of NJSC MUK (approved by the Rector of NJSC MUK dated 08/16/2021), additional payments are made to the team of authors for publishing an article with an impact factor of more than 1, in international peer-reviewed scientific journals (indexed in Web of Knowledge. Scopus), benefits for services in the dental clinic of the University, a discount on tuition at the University for children of employees, free gifts for children of employees for the New Year.

The principles of ethics and academic integrity for faculty members are outlined in the document Code of Business Ethics of NJSC MUK (dated 24.08.2019, Protocol No. 4) and the Code of Academic Integrity (<https://cloud.mail.ru/public/a7zY/KifTjorBx>, approved by the Management Board on 31.08.2023, Protocol No. 8). During discussions with faculty members, they confirmed their awareness of these principles, stating that they are familiar with them.

To verify the data under Standard 5, external experts gathered faculty opinions on human resources policy, approaches to developing teaching competence, motivation for working with residents, and mentoring practices. A discussion with E.A. Kravtsiv, Director of the Human Resource Management Department, covered questions such as how often faculty members undergo professional development training, how clinical mentors enhance their teaching competence, and whether they hold training certificates. This allowed experts to learn about approaches to recruiting staff from clinical bases for teaching, the strategy and tactics for resident recruitment, information support for the educational program, and issues related to human resource management and development. Faculty training certificates were provided. Contracts with clinical mentors are signed for a 1-year period.

When surveying teachers, it was found that the majority (80%) are completely satisfied with the organization of work and the workplace in this educational organization, but 20% are partially satisfied. In this educational organization, teachers have the opportunity to engage in scientific work and publish the results of R&D - 84% completely agree, 16% partially. Satisfied with the work of the HR service - 80% completely agree, 20% partially. Satisfied with the salary - 56% completely agree, 32% partially, 12% no answer.

5.2 Commitments and development of teachers

To verify the data under Standard 5, experts obtained opinions from the Head of the Human Resources Department and conducted interviews with faculty members regarding approaches to developing teaching competence, motivation for working with residents, and mentoring practices, which at the university are ensured by a balanced distribution of responsibilities across different areas of faculty work and defined by the IWPT.

Experts determined that faculty members and residents have sufficient time for teaching, mentoring, and learning. The faculty work schedule is established in the HR Policy of NJSC MUK (dated 11.01.2021). Working hours: 7 hours. Faculty members conduct weekly seminars lasting 2

hours. Time allocated for clinical case discussions and clinical rounds: 5 hours. Residents have 4 on-call shifts.

Experts received information about the faculty professional development program, which is conducted annually. In 2023, 506 faculty members involved in the implementation of the educational program underwent training. Among them, 11 faculty members of the accredited residency program in Pediatrics have completed training within the last five years.

These training activities are financed by the educational institution. Experts reviewed faculty certificates on the following topics: Educational Technologies in Teaching Clinical Disciplines and Professional, Leader, and Organizer.

The faculty salary fund consists of a base salary, which is a fixed part of the remuneration, and additional payments and bonuses, which form the variable part.

Mentor financing is carried out in accordance with the Requirements for Clinical Mentors, as regulated by the Residency Regulations of NJSC MUK (<https://cloud.mail.ru/public/QKZ7/RMAeGTB5K>).

Experts found that faculty members initiate research topics for residents, encourage additional learning, and promote independent work with literature and medical documentation.

The educational organization has an opportunity for career growth and development of teacher competencies - 84% of the surveyed teachers answered, and 16% partially agree with this. Studied in programs for improving professional qualifications - 84% during the current year, 16% more than 3 years ago.

The organization implements social support programs for teachers - 64% answered that "yes, such programs exist", 4% "I have already used this", and 28% of respondents do not know about this, 4% doubt the answer.

Conclusions of the EEC on the criteria. Compliant with 8 standards (including 7 basic, 1 Standard of improvement): fully - 8, partially - 0, do not comply.

Recommendations for improvement: none.

Standard 6: EDUCATIONAL RESOURCES

6.1 Material and technical support and equipment

The clinical bases used for the implementation of the residency program in Pediatrics include urban and regional healthcare institutions, specifically: State Municipal Enterprise on the Right of Economic Management (SME REM) "Regional Children's Clinical Hospital" (renamed "Multidisciplinary Regional Children's Hospital" as of 01.06.2023) with a specialized polyclinic, SME REM "Multidisciplinary City Children's Hospital", SME REM "Regional Clinical Hospital" (renamed "Regional Multidisciplinary Hospital" as of 01.02.2023), University Clinic of NJSC MUK, Professional Health Clinic of NJSC MUK, SME Polyclinics No. 1, No. 5, and No. 15 in Karaganda. The Multidisciplinary Regional Children's Hospital (MRCH) has 470 beds. The inpatient facility includes two conference halls equipped with a multi-projector; the small conference hall is available for seminars, round tables, journal clubs, webinars, and other academic events for residents. The hospital also has a locker room, a dedicated study room for residents equipped with a computer, projector, and whiteboard. During night shifts, residents have a designated rest area and a dining space. The Multidisciplinary City Children's Hospital (MCCH) has 190 beds and is fully equipped for the educational process, including a cloakroom, study rooms, a conference hall, and specialized somatic departments with pediatric patients suffering from various conditions.

Experts visited the university library, where residents and faculty members have access to internationally recognized databases containing extensive medical resources. For the Pediatrics program, the availability of core and supplementary literature is at 100%. The total number of textbooks, including Kazakh-language editions, is 338 copies, with 429 scientific books, 465 textbooks, 8 periodicals, and 11 electronic publications. Over the past three years, there has been a decline in the acquisition of printed textbooks, which correlates with the increased subscription to digital educational resources. For the past 5 years, the university has subscribed to electronic libraries

such as: "Student Consultant", "Doctor Consultant", "Lan", "Epigraph", "Aknurpress", "RMEB" (Republican Medical Electronic Library). These platforms provide over 10,000 electronic educational, instructional, and supplementary publications across various disciplines in Kazakh, Russian, and English.

There is access to international databases: "Cochrane Library", "EBSCO", "BMJ Best Practice", "BMJ Learning", "CBS eBooks". The number of electronic resources is 8491, including 1715 in the Kazakh language. Residents are aware of this.

Before the start of the relevant discipline of the educational program, the resident receives a syllabus from the teacher and knows what skills he should acquire and develop during the training. To achieve the training goals, residents have access to the electronic patient database Damumed, which is provided by the clinical base. Individual logins and passwords for access to IMIS are issued to residents employed as resident doctors in medical and preventive institutions.

Updating the material and technical base, including the library background, is carried out periodically annually. Thus, over 5 years, the update affected the following: new books on training specialties were purchased.

6.2 Clinical bases

NJSC MUK operates 3 own clinics: University Clinic, Professional Health Clinic, Dental Clinic. Additionally, the university collaborates with 60 medical organizations in Karaganda, Karaganda region, and Astana. A review of resources confirmed their alignment with educational objectives. Experts visited the clinical bases for the Pediatrics residency program, including: Multidisciplinary Regional Children's Hospital (MRCB), Multidisciplinary City Children's Hospital (MCCB), Regional Multidisciplinary Hospital (RMH). These hospitals provide care for pediatric patients with somatic and surgical conditions. Faculty members maintain collegial and ethical relationships with clinical staff and management to ensure the residents' learning outcomes. The number of thematic patients (e.g., cardiac, pulmonary, and gastrointestinal diseases) is sufficient. The modern medical equipment is accessible to students, and faculty members ensure high-quality training while adhering to ethical and deontological standards. During on-site visits to clinical bases, experts conducted an assessment of resources, evaluating their: Compliance with educational programs, Accessibility for faculty and residents, Modernity and alignment with healthcare and student needs. Validation of Self-Assessment Report Findings

To validate the self-assessment report and gather evidence on program quality, experts interviewed residents. They were asked about: Satisfaction with their training, Adequacy of time for patient supervision, Experience with medical documentation, Effectiveness of teaching methods and faculty qualifications, Social and moral support for those in need, Participation in journal clubs, Accessibility of international professional databases. Resident Feedback Overall, residents are satisfied with their education, assessment methods, and intentionally chose this institution due to its strong resources, reputation, and international collaborations. However, they expressed a desire for greater independence in managing patients.

The CSET (Center for Simulation and Educational Technologies) is a structural unit of MUK, responsible for preclinical training, where residents practice and demonstrate clinical skills using mannequins and virtual simulators. The center enables the simulation of various clinical scenarios, closely resembling real-life medical practice. Residents develop their practical skills at CSET as part of their IWR and IWRT hours, as specified in the syllabus. Training sessions require prior booking and registration. The assessment of independent work results at CSET is conducted by faculty members who monitor the training sessions. Additionally, as part of the educational process, practical emergency care training seminars are held under the "Emergency Conditions Territory" program. During the accreditation process, residents demonstrated their commitment to the institution, actively answering external experts' questions and expressing opinions on the educational process, skill assessment, academic support, opportunities for research involvement, and funding availability. Experts also reviewed resident documents, including: Portfolios, Resident evaluation checklists, Survey results.

6.3 Information technology

Experts evaluated the access of residents and faculty to educational and scientific information resources, including: Wiley Online Library <https://onlinelibrary.wiley.com/>, Web of Science (Clarivate), Scopus (Elsevier) <https://www.scopus.com/search/form.uri?display=basic>, ScienceDirect, ClinicalKey (Elsevier), STATdx <https://app.statdx.com>, Cochrane Library <https://www.cochranelibrary.com/>. Residents also confirmed access to electronic resources available on: MUK's official website, MUK Portal, MUK Student Portal, MUK's social media page on Instagram, Telegram channel: <https://t.me/muklibrary/>. Residents confirmed that they effectively utilize these resources for class preparation and academic activities.

The MUK website has a "Library" section in 3 languages. The library also provides feedback to readers on the Student Portal and the Telegram bot @MUKLibrarybot, where students can ask a question, view the calendar of events, documents, instructions and videos on working with electronic resources, etc. Consultations on the IWRT for students are held remotely on the Webex electronic platform, where all MUK teachers are users and have the opportunity to hold meetings, consultations, lectures with students in real time, share content; for posting training courses. For the purpose of conducting the IWR, the LMS Moodle platform is used, indicating specific tasks, assessment criteria and a schedule for submitting assignments. Remote work with residents carrying out mobile residency in the regions according to the needs of practical healthcare. For the purpose of conducting the IWR, the LMS Moodle platform is used, indicating specific tasks, assessment criteria and a schedule for submitting assignments.

6.4 Clinical teams

To develop teamwork experience, MUK organizes interdisciplinary collaboration activities. Pediatric residency trainees (7R01120 - "Pediatrics") work closely with: Fellow residents and Pediatric specialists, including: Pediatric surgeons, Phthisiatricians, Infectious disease specialists, Dermatovenereologists, Neurologists, Neonatologists, Otolaryngologists, Neurosurgeons, Anesthesiologists and intensivists, Emergency care specialists, Endoscopists, Functional and radiological diagnostics specialists, etc. As part of clinical practice, pediatrics residents provide consultative and methodological support to 6th- and 7th-year interns specializing in: General Medicine, Pediatrics, Family Medicine, who supervise patients in pediatric departments at clinical sites.

In the questionnaire, residents noted that they have free access to patients at clinical sites and all the conditions for improving their practical skills - 96% of teachers completely agree with this, 4% partially agree.

6.5 Medical scientific research and achievements

The educational organization conducts research in areas such as the preventive environment as the foundation of public health, a personalized approach to managing a range of significant diseases, comprehensive studies, medical and social issues in children, and research in medical education.

Residents specializing in Pediatrics participate in scientific projects, carrying out elements of scientific research work (SRW) and scientific and technical projects (STP) of the department. Based on the results of their research, residents participate in scientific and practical conferences at various levels, presenting reports and publishing scientific articles.

2 pediatric residents participated in a research project on palliative care for children.

Conducting scientific research work (SRW) is a mandatory component of the educational process. Residents engage in both independent research initiatives and temporary research teams. All information about their research activities is included in their portfolio, structured according to the Portfolio Assessment Sheet.

The educational program includes topics where residents study research methods in medicine and evidence-based medicine.

If residents conduct scientific and practical research, they are provided with access to instrumental and laboratory equipment.

One of the competencies of a residency graduate is the development of research skills, assessed based on their scientific research work (SRW) results as part of the portfolio evaluation during interim assessments and graduation. The competency framework includes MC5 “Research”, which requires the ability to conduct research, evaluate treatment outcomes for their patients, and assess and implement evidence-based treatment principles.

The educational program (EP) mandates mastery of scientific research skills. The integration of scientific principles and medical research methodology into the program is based on the Law of the Republic of Kazakhstan "On Science" and the MUK NJSC Development Program for 2024–2028, one of the key areas of which is Leadership in Research.

These findings were obtained during interviews with faculty members of the Pediatrics specialty. An interview with 4 faculty members revealed that there are no issues in education management related to access to equipment, a sufficient number of thematic patients, or time for medical documentation, which depend on the specific clinical base.

6.6 Expertise in the field of education

Educational expertise includes the following areas: analysis of results and analysis of dynamics, which are formalized in the form of research, including surveys.

The educational organization participates in educational projects, such as conducting research in medical education. As a result of these projects, publications in this field have been introduced. The faculty members implementing the educational program (EP) have published research on the role of mentoring in residency training and have delivered presentations on evaluating the effectiveness of teaching and assessment methods.

The Concept of the Educational Program (EP) is reviewed by the Academic Senate Committee of MUK NJSC. The EP undergoes internal evaluation by the QACS under the SR and PD.

Sociological surveys that include questions about the quality of education could serve as one of the mechanisms for educational expertise.

Expert evaluation is conducted in the form of assessing the demand for specialists and analyzing residency training methods, with the results allowing conclusions to be drawn about the quality of innovative changes in postgraduate education. For example, with the introduction of the AIS “Platonus” program into the educational process, considering the capabilities of this information system, there is now a real opportunity to implement quality monitoring of key education performance indicators. The presence of publications in the field of postgraduate education research serves as a motivation and interest development mechanism for faculty members and staff and acts as a performance indicator for academic departments. Since the 2020–2021 academic year, the QACS under SR and PD has been established, with its primary function being to monitor the implementation of the EP and assess the satisfaction of all stakeholders. The educational program is monitored for quality at least once every three years. In the case of preparation for specialized accreditation, quality monitoring is conducted unscheduled.

Resources for clinical training are updated annually. In 2023, the Pediatrics residency program was provided with the following: In 2023–2024, the State Municipal Enterprise "Regional Children's Clinical Hospital" (RCCB) relocated to a new building at 83 Shakhterov Avenue. Classrooms are equipped with necessary technical resources, including stationary multimedia projectors. Study rooms accommodate up to 10 seats and are located within the academic building and clinical base buildings. Fully equipped with necessary furniture, educational and methodological equipment. Lecture halls and classrooms are equipped with multimedia support, internet access, and modern computers.

6.7 Training in other institutions

The academic training policy for residents includes the possibility of studying at alternative institutions if the existing clinical bases do not cover all topics of the educational program. The development plan for the Pediatrics EP provides for incoming and outgoing academic mobility of residents to partner universities, as well as visiting professors, which is implemented according to the academic mobility plan.

From February 10 to February 24, 2024, in accordance with the joint Pediatrics EP with the National Center for Pediatrics and Pediatric Surgery (NCPSS) of Kazakhstan and the academic mobility plan, two second-year residents, Dariga Zhetpisbayeva and Marina Matveychuk, underwent training at the NCPSS in Almaty (<https://cloud.mail.ru/public/G98p/YNivJaYeG>).

From June 20 to June 24, 2022, as part of academic mobility, and in accordance with the memorandum of cooperation, Associate Professors Akhmatov A.A. and Rakhmonov Yu.A. from Samarkand State Medical University delivered lectures and conducted seminar sessions for first-year pediatrics residents.

There is a document regulating the transfer and recognition of academic credits between educational institutions: Transfer and recognition of educational credits are carried out in accordance with the Regulations on the Organization of the Educational Process under the Credit-Based Learning System, approved by Order No. 152 of the Ministry of Education and Science of the Republic of Kazakhstan (MES RK) dated April 20, 2011. Rules for sending students abroad for training, including within the framework of academic mobility, are based on Order No. 613 of the MES RK dated November 19, 2008, and Order No. 549 of the MES RK dated December 30, 2011 (with amendments and additions as of January 4, 2019). A coordinator for academic mobility programs has been appointed at the university. Upon completion of training at the host university, students must submit their transcript to the Department of Academic Affairs (DAA). During the reporting period, there were no transfers into the Pediatrics residency program from other universities. In the 2023–2024 academic year, a first-year resident, G. Mukhanova, transferred to the residency program at Astana Medical University after returning from academic leave.

As part of academic mobility, memorandums of cooperation have been signed in the fields of healthcare, medical education, and science with 24 medical universities in Kazakhstan and 83 universities from near and far abroad.

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

Recommendations for improvement: none.

Standard 7: EDUCATIONAL PROGRAMME EVALUATION

7.1 Monitoring and evaluation mechanisms

At NJSC "MUK", the evaluation and monitoring of educational programs (EPs) are conducted in accordance with the Academic Policy Regulation (approved by the Senate on August 27, 2021) and the Regulation on Educational Program Management (Order No. 14 dated September 9, 2020, with amendments from January 11, 2021, Order No. 1). The monitoring system is a continuous, multi-level process that covers the evaluation of all areas affecting the quality of the EP.

The monitoring of the educational program consists of several stages: Planning, Data collection, Analysis and conclusions, Necessary improvements, Subsequent monitoring of changes. This process ensures transparency in both implementation and results. The annual analysis of the educational program allows the educational institution to make adjustments and enhance its content. Since the 2020–2021 academic year, a Commission for Quality Assurance of EPs has been established, with its primary function being the monitoring of EP implementation and the assessment of stakeholder satisfaction.

The Pediatrics EP was reviewed and discussed at: The Academic Committee meeting, The Quality Assurance Commission of the School of Residency and Professional Development (Protocol No. 3 dated July 5, 2022). The School of Residency and Professional Development meeting (Protocol No. 11 dated July 7, 2022). The Board of Directors of NJSC "MUK", which included the program in the list of educational programs (Protocol No. 37 dated May 27, 2022). It was noted that the EP complies with regulatory documents. The Department of Strategic Development and Quality Management conducts regular quality assessments of the educational program, considering the goals and objectives of training, as well as learning outcomes (through resident assessments and independent examinations).

The 2022–2023 employer survey results indicated a 100% satisfaction rate with the quality of Pediatrics residency graduates (average score: 5.0). No recommendations were provided by employers. The SR and PD, together with the EP Head, analyzes the employment rate of graduates. Among Pediatrics residency graduates, 99% are employed in their specialty.

Based on the results of surveys and employer feedback on the competencies of graduates from the Pediatrics EP, it can be concluded that respondents are satisfied with the training of NJSC "MUK" graduates. The graduates possess sufficient knowledge, skills, and competencies. This is confirmed by letters of appreciation addressed to the Rector of NJSC "MUK" for Pediatrics residency graduates, received from the Regional Multidisciplinary Hospital in Zhezkazgan and the Kostanay Regional Children's Clinical Hospital.

The evaluation of approaches to resident admissions takes into account the needs of practical healthcare based on requests from regional healthcare departments. Admissions are conducted in accordance with the Order of the Minister of Health of the Republic of Kazakhstan No. RK MOH-270/2020 dated December 15, 2020, "On the Approval of the Rules for the Placement of State Orders, Admission to Training, and Preparation of Medical Personnel in Residency" (with amendments and additions as of April 7, 2023).

The selection and qualification of faculty members, as well as teaching methods, are also assessed through resident feedback. The implementation of the educational program is evaluated through feedback from residents and faculty, as well as graduate achievements. The results of resident surveys are discussed at department meetings, followed by decisions on the organization and content of the EP to improve its quality. For example, an analysis of resident survey results for the 2022–2023 academic year demonstrated satisfaction with the quality of training, the clinical learning environment, and the organization and resource availability across all disciplines in Pediatrics (Protocol of the Department of Pediatrics and Neonatology Meeting No. 11, dated June 30, 2023).

The assessment of knowledge and skills evaluation methods is conducted through interim and final independent certification, in the form of a comprehensive exam involving external examiners. The results of the independent examination by the NCNE are discussed annually at department meetings, the Council of the School of Residency and Professional Development, and the Senate, determining the need for EP improvements.

The evaluation of the sufficiency and quality of educational resources is carried out through residency training, which includes practical work in clinical settings, allowing residents to gain the necessary clinical and practical experience at residency bases. Pediatrics residents work at clinical sites as resident physicians.

7.2 Feedback from teachers and residents

The educational organization regularly collects feedback from faculty and residents.

A survey for faculty has been developed, consisting of 10 questions, including those related to the educational program (EP). The faculty survey results from 2022 and 2023 showed that 84% of respondents were satisfied with the training quality.

A resident survey is conducted once a year, covering topics such as satisfaction with the EP and faculty members.

The use of stakeholder feedback follows a systematic approach when making changes to the EP, including: The list and content of disciplines from a competency-based approach, Enhancement of teaching methods, Improvements in the final assessment system and student knowledge evaluation.

7.3 Results of residents and graduates

The performance of residents and graduates serves as an indicator of the quality of educational programs. The final assessment results of residents in all years for the Pediatrics specialty show that 100% of residents have successfully passed the independent examination on the first attempt. The average final certification score for 13 graduates in 2022–2023 was 89% (23% – "excellent", 77% – "good").

The SR and PD, together with the EP Head, conducts an annual employment monitoring of residency graduates. Over the past five years, the employment rate for Pediatrics graduates has been

99%.

7.4 Involvement of stakeholders

The educational organization has established approaches to engaging faculty and residents in the evaluation and monitoring of the educational program (EP). The direct supervision of resident training is carried out by the EP Head for the Neonatology residency program, Professor Kizatova S.T., from the Department of Pediatrics and Neonatology. During the development and approval stages of the EP and syllabi, they are reviewed and approved by leading specialists in the residency field from practical healthcare. Following their positive feedback, the EP undergoes an internal review by the QACS of the SR and PD.

Neonatology residents are included in the advisory body of SR and PD, actively participating in discussions on all educational process-related matters. Feedback results are analyzed and discussed in departmental meetings, the SR and PD Council, and the Senate, ensuring they are considered in the planning of EP improvements. The evaluation results of the Pediatrics EP are announced at the School of Residency and Continuing Education Council meeting (link: <https://cloud.mail.ru/public/eapu/Q7HLzSBbS>).

Interviews with 3 employers were conducted offline and included questions such as: knowledge of the university mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of residents, participation in training residents through mentoring, providing the department and residents with the necessary resources for practical training and the development of clinical thinking, problems of interaction with departments and universities in general.

Each year, questionnaires are sent to employers, consisting of 30 questions focusing on EP quality and resident training. Employer satisfaction surveys regarding graduate preparedness are conducted annually. In 2023, six employers of the Pediatrics EP were surveyed. The achievement level of essential competencies by graduates in Pediatrics was rated at 5 out of 5. The 2023 employer survey results demonstrated a high level of satisfaction with the quality of resident training. Employers highly rated the achievement of competencies, particularly in: Patient safety and quality of medical care, Communication and collaboration, Research capabilities. All recommendations were positive, with no critical remarks or suggestions. 100% of employers confirmed that graduates have a sufficient level of knowledge and skills to perform their duties effectively and efficiently. The overall employer satisfaction level with graduate preparation was 100%.

During the interview, detailed responses were obtained. For example, Pediatrics employer Derkach N.G. actively participated in developing the mission of the Pediatrics EP, demonstrating a deep understanding of the educational process at NJSC "MUK". Additionally, they emphasized the high level of graduate preparation and their strong demand in the job market.

7.5 Procedure for approving educational programs

The evaluation of educational programs is carried out through an expert review process at the stages of planning, development, discussion, approval, and monitoring of implementation.

The approval procedure for the EP is conducted in accordance with the "Regulations on EP Management of NJSC MUK" and the process map "Development, Coordination, and Approval of the Educational Program". The EP undergoes coordination with representatives of practical healthcare, an expert review by the QACS of the SR and PD (protocol No. 3, dated July 5, 2022), discussion at the SR and PD Council meeting (protocol No. 11, dated July 7, 2022), and approval at the Board meeting of NJSC MUK (protocol No. 37, dated May 27, 2022). Additionally, the program undergoes an external review for inclusion in the EP Registry of the Unified Higher Education Platform (EPVO).

During the site visit, it was documented and confirmed that the Pediatrics EP was reviewed and discussed with the participation of all stakeholders, including students, employers, and faculty members. This discussion took place at the SR and PD Council meeting (protocol No. 3, dated July 5, 2022), where it was subsequently approved by the Quality Assurance Committee of SR and PD (protocol No. 3, dated July 5, 2022) and officially endorsed by the Chairman of the Board-Rector of NJSC MUK (protocol No. 16, dated June 13, 2022).

The Pediatrics EP has been included in the EPVO Registry of the Ministry of Science and Higher Education.

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

Standard 8: MANAGEMENT AND ADMINISTRATION

8.1 Management

The implementation of the residency educational program (EP) is carried out in accordance with License No. KZ32LAA00016018, issued on May 6, 2019, for the field 7R091 "Healthcare (Medicine)".

Residency training is conducted in compliance with regulatory policies regarding resident admissions, such as the Academic Policy of NJSC MUK. Knowledge and skills assessment is based on independent examinations.

To ensure the implementation of the educational program, the institution has an organizational structure, where the educational sector is represented by the SR and PD, the Department of Academic Affairs (DAA), and academic departments.

The admission process is regulated by Order No. 600 of the Ministry of Education and Science of the Republic of Kazakhstan (MES RK) and the internal regulatory document "Student Admission Policy of NJSC MUK," approved on August 31, 2023 (Protocol No. 1, Clause 6). Information for applicants is available on the university's website: <https://muk.qmu.kz/ru/postupayushchim/>. Based on the Working Curriculum, DAA staff prepare the academic schedule for the entire academic year. The schedule is approved by the Vice-Rector for Clinical Work no later than 15 days before the start of the semester. Each year, the department develops an educational activity plan for the implementation of the EP, which includes: Developing and revising the Working Curriculum, syllabi, final assessment forms, and materials, Planning the integration of modern teaching and assessment technologies for residents' achievements. Experts have reviewed the documents related to the completion of residency training, in accordance with: Article 39 of the Law of the Republic of Kazakhstan "On Education", Order No. 39 of the MES RK, dated January 28, 2015, on the approval of types, forms, and requirements for state-issued education documents, as well as certificates for individuals who did not complete their education. A state-issued certificate of residency completion is awarded to individuals who have completed the 7R01120 "Pediatrics" residency program and successfully passed the state certification exam, granting them the qualification of a pediatrician.

The Quality Assurance Policy of NJSC MUK's educational process is outlined in the Academic Policy, which was discussed and approved at the University Senate meeting on August 31, 2023 (Protocol No. 1).

The development of the program involved the Dean of SR and PD, the EP Coordinator, the Head of the Department, and faculty members.

All stakeholders are informed about the program through the university website: <https://muk.qmu.kz/ru/obrazovatelnye-programmy/rezidentura/neonatologiya/>

8.2 Academic Leadership

The management of the educational process is carried out in accordance with the organizational structure of NJSC MUK, approved by the Board of Directors (Protocol No. 40, dated October 30, 2022). The responsibilities and duties of the administration and staff in postgraduate medical education are clearly defined, with the overall leadership of the School being exercised by a collegial representative body – the School Council (Regulations on the School Council, approved on August 26, 2019, Protocol No. 8 of the Board).

Transparency in governance and decision-making within the educational process is ensured through planning, implementation, monitoring, control, and analysis of the educational process. This is reflected in the document "Regulations on Educational Program Management at NJSC MUK," approved by the Board (Protocol No. 14, dated September 9, 2020).

The principles and approaches to periodic assessment of the activities of the university's teaching staff have been developed in the AP NJSC "MUK" OE AP/1 (Version No. 1) and in the HR Policy of the university (<https://www.qmu.kz/ru/contents/view/379>; <https://www.qmu.kz/media/qmudoc/AcademPolitika.pdf>; <https://www.qmu.kz/media/qmudoc/KadrPolit.pdf>). The activities of the teaching staff are monitored annually at all levels, starting with the department, which is noted in the Personal Growth of the Teaching Staff of the NJSC MUK, at meetings of departments, the School Council and the Senate.

The university's divisions, including departments and schools, analyze the results of the implementation of the KPI indicators of the relevant divisions, including indicators of training, teaching and research activities for the reporting period (academic, calendar year). Issues on the EP are submitted for discussion to the School Council and the Senate. The university has also implemented an employee performance management system (EPMS), the "Best in Profession" and "Best University Lecturer" competitions for teachers of the NJSC MUK.

In response to the survey question "Do the organization's management listen to your opinion regarding issues related to the educational process, research, and clinical work?", 72% of teachers answered that they do so systematically, 24% answered "sometimes", and 4% "no answer".

8.3 Budget for training and resource allocation

The determination of the financial and economic policy of NJSC MUK, as well as the university's management structure, is the responsibility of the Board of Directors. The Executive Board oversees the university's day-to-day operations and implements the financial and economic policy within its designated authority. The responsibilities, accountability, and authority related to financial management are outlined in the "Regulations on the Department of Economics and Finance," approved on April 28, 2021. Structural units identify resource needs, including those required for the educational process and for the development of the university and its clinics. Based on these needs, a University Development Plan is formulated, reviewed by the Executive Board, and approved by the Board of Directors for a five-year period. This plan is adjusted annually to reflect changing needs within the university and its departments. The university's financial activities are also reviewed by the Board of Directors and assessed using specific financial indicators. The planning and distribution of financial resources for residency programs is detailed in the "Regulations on the Management of Educational Programs at NJSC MUK." In general, academic departments receive the necessary resources upon request.

An annual financial plan is developed, including a targeted education budget of approximately 40-50 million tenge. The financial plan aligns with the university's strategic plan for the period up to 2029. The allocation of funds for residency programs has increased, considering the expansion of residency specialties, from 728,873 thousand tenge in 2021 to 926,568 thousand tenge in 2023. The largest expenditure is for the procurement of equipment. During a meeting with financial department staff, experts determined that the cost of each educational program is calculated to ensure full cost coverage, including: Salaries, Taxes, Internship expenses, Academic mobility, Visiting professors, Educational infrastructure, including: CSET (Center for Simulation and Educational Technologies) equipment, Library acquisitions, Operational costs of educational buildings.

Targeted funding is provided through: Budgetary program (006) – "Training of specialists with higher and postgraduate education and provision of social support to students", State educational grants, University's own funds, Local executive authorities (LEA).

The salary fund amounts to 6,368,708.89 thousand tenge, while 908,076.98 thousand tenge is allocated for educational activities. An annual financial report is submitted and approved by the Board of Directors, demonstrating the distribution of educational resources according to institutional needs and covering all expenses (926,568 thousand tenge) for the implementation and development of the residency program.

8.4 Administration and Management

The organizational management of educational programs is carried out by the SR and PD department and heads of departments. During the visit, experts reviewed the regulation of the

educational process, including the academic calendar, number of study groups, academic workload, calculation of teaching hours, class schedules, approved Working Curriculum, classroom capacity, student enrollment, and tracking of academic achievements (portfolios, grade records, etc.).

NJSC MUK has an internal quality assurance system, which includes identifying areas for improvement, conducting regular reviews, and analyzing compliance with the Mission of NJSC MUK. The quality assurance policy for the educational process is outlined in the Academic Policy, which was discussed and approved at the University Senate meeting on August 31, 2023 (Protocol No. 1).

The university has developed and approved regulations on structural units (schools, departments) and job descriptions for the faculty staff. The organizational management of educational programs is carried out by the DAA, DHRM, deans of schools, and heads of departments. The university's staffing schedule is approved by the Board of Directors, while the annual teaching workload of the university and departments is approved by the Senate based on a proposal from the Department of Academic Affairs.

The total faculty size is determined based on the student-to-teacher ratio, which is as follows: Master's programs – 1:6, Doctoral programs – 1:4, Residency programs – 1:3. The quality assurance policy for the educational process has been developed within the Quality Management System (QMS) of NJSC MUK, in accordance with ISO 9001:2015. All procedures for the development and implementation of the quality assurance policy are regulated by the "Internal Quality Assurance System Manual of NJSC MUK", approved by the Executive Board (Protocol No. 22 dated August 16, 2022).

8.5 Requirements and regulations

The educational organization complies with the recommendations of national regulatory bodies, including the Ministry of Science and Higher Education of the Republic of Kazakhstan and the Ministry of Health of the Republic of Kazakhstan. In accordance with the Classifier of Residency Specialties (Order of the Minister of Education and Science of the Republic of Kazakhstan No. 569 dated October 13, 2018, "On Approval of the Classifier of Fields of Study for Higher and Postgraduate Education"), the educational organization offers training in five residency specialties at the beginning of the 2023-2024 academic year. All educational programs are supported by relevant teaching and methodological documents and qualified faculty members. An external independent accreditation body conducts the accreditation process for the university's clinic, assessing the content of training, quality of specialist preparation, and conditions for educational program implementation. The National Center for Independent Examination (NCIE) conducts independent quality control of graduates' knowledge. Verified documentation confirms that faculty members are active members of professional organizations, participate in national medical and wellness programs, and contribute to specialized and permanent commissions within healthcare institutions and local regulatory bodies.

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

Standard 9: CONTINUOUS RENEWAL

The planned activities aimed at ensuring the university's timely response to changing conditions are reflected in the Development Program of NJSC "Medical University of Karaganda" for 2024-2028, approved on December 11, 2023, by Resolution of the Government of the Republic of Kazakhstan No. 1105 (<https://adilet.zan.kz/rus/docs/P2300001105>).

The continuous improvement of the quality of educational programs (EP) is achieved through the review of the monitoring and evaluation process for programs, educational technologies, the innovative educational environment, methods, principles, and criteria for assessing academic achievements in accordance with the final learning outcomes (LO). Based on the analysis of internal and external monitoring results, adjustments are made to the EP development plan, which was approved by the SR and PD Council (Protocol No. 2 dated October 15, 2020 and Protocol No. 12 dated September 15, 2023). The quality monitoring of EP is conducted at least once every three years.

However, in preparation for specialized accreditation, an unscheduled quality monitoring may be carried out.

To enhance the EP, a Development Plan for the "Pediatrics" EP for 2020-2023 was developed and approved (Protocol No. 2 of the SR and PD Council, dated October 15, 2020).

The organizational structure update procedure takes into account the feedback from stakeholders (employers and residents) and is adapted to the evolving needs of all interested parties. In 2022, with the introduction of the new SCES No. 63 dated July 4, 2022, the final learning outcomes and competencies of residents were analyzed considering modern trends in diagnostics and treatment in pediatrics. The percentage of practical training was modified in accordance with SCES requirements, increasing from 20% to 30% in the first year of study (inpatient pediatric diseases) and decreasing from 20% to 10% for specialized pediatric disciplines.

In the 2023 academic year, no updates to the organizational structure were implemented. However, the continuous improvement of the Pediatrics residency program is ensured through the integration of modern educational technologies, the development of an innovative educational environment, and the continuous professional development of faculty members.

In the 2019-2020 academic year, the residency educational program (EP) underwent a complete revision. As a result, core competencies and final learning outcomes necessary to achieve a certain level of proficiency during training were reviewed and updated.

During the enhancement of the EP, the department considered the postgraduate training environment, modified the final learning outcomes, and adapted them according to modern theoretical and practical perspectives. Adjustments were made in accordance with the requirements of new regulatory legal acts, and new assessment methods for residents were developed. Additionally, new examination formats were introduced, including a clinical exam. Changes were also implemented in teaching methods, as well as in the monitoring and evaluation process of the EP, with broader involvement of stakeholders.

From both relative and absolute indicators, the university demonstrates stable financial sustainability and strong development potential, including resource updates for continuous improvement, such as those in the Library and Publishing Center and the CSET (Center for Simulation and Educational Technologies).

Conclusions of the EEC on the criteria. Comply out of 2 standards (including 1 basic, 1 Standard of improvement): fully - 2, partially - 0, do not comply - 0.

CONCLUSION: during the external evaluation of the educational program, it was established that out of 114 standards (including 82 basic standards and 32 improvement standards), 113 accreditation standards demonstrate full compliance, including 81 basic standards and 32 improvement standards. 1 basic standard and 0 improvement standards were partially fulfilled. No non-compliance with standards was found.

5. Recommendations for improvement of the educational programme 7R01120 "Pediatrics" of the NJSC "Medical University of Karaganda":

1. Expand the CED taking into account the need to ensure competencies in the scientific foundations and methodology of medical research, including the disciplines of clinical research and clinical epidemiology (2.2.1).

6. Recommendation to the ECAQA Accreditation Council

The members of the EEC came to a unanimous opinion to recommend that the ECAQA Accreditation Council to accredit the educational programme **7R01120 "Pediatrics" of the NJSC "Medical University of Karaganda"** for a period of 5 years.

	Full name	Signature
Chairman	Zhanalina Bakhyt Sekerbekovna	
International Expert	Nasyrov Ruslan Abdullaevich	
International Expert	Troinich Yana Nikolaevna	
Academic Expert	Zhumalina Akmaral Kanashevna	
Academic Expert	Madyarov Valentin Manarbekovich	
Academic Expert	Nugmanova Aigul Maratovna	
Academic Expert	Apbasova Saulesh Akhatovna	
Academic Expert	Yesetova Gulstan Utegenovna	
Academic Expert	Sadykova Ainur Maralovna	
Academic Expert	Tuksanbaeva Gulfariza Usenbaevna	
Academic Expert	Iztleuov Yerbolat Maratovich	
Academic Expert	Pak Laura Alekseevna	
Academic Expert	Kamhen Vitaly Bronislavovich	
Employer Expert	Daniyarova Bayan Lashinovna	
Student Expert	Dyusembek Nazira Askerbekkyzy	

Профиль качества и критерии внешней оценки образовательной программы (обобщение)

Стандарт	Критерии оценки	Количество стандартов	БС*/СУ	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	14	9/5	9/5		
2.	ОБРАЗОВАТЕЛЬНАЯ ПРОГРАММА	22	19/3	18/3	1/0	
3.	ОЦЕНКА РЕЗИДЕНТОВ	9	6/3	6/3		
4.	РЕЗИДЕНТЫ	20	14/6	14/6		
5.	АКАДЕМИЧЕСКИЙ ШТАТ/ПРЕПОДАВАТЕЛИ	8	7/1	7/1		
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	18	11/7	11/7		
7.	ОЦЕНКА ОБРАЗОВАТЕЛЬНОЙ ПРОГРАММЫ	10	7/3	7/3		
8.	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	11	8/3	8/3		
9.	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	2	1/1	1/1		
		114	82/32	113	1/0	
				114		

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

№	Наименования документов/дата утверждения	Количество
1.	Миссия и политика НАО Медицинский университет Караганды	1
2.	Научный проект резидента 2 года обучения «Этиологические факторы и клинические проявления тромбоцитопатии у детей»	1
3.	Кодекс Республики Казахстан от 7 июля 2020 года № 360-VI ЗРК «О здоровье народа и системе здравоохранения»	1
4.	Миссия ОП резидентуры 7R01120 Педиатрия	1
5.	Выписка из протокола АК ШПРиР №4 от 07.06.2019 Обсуждение и утверждение образовательной программы 7R01120 Педиатрия на государственном и русском языках	1
6.	Совместная с НЦПиДХ РК ОП 7R01120 Педиатрия	1
7.	Выписка из протокола №3 от 05 июля 2022 года заседания Комиссии по обеспечению качества Школы резидентуры и профессионального развития о одобрении ОП 7R01120 Педиатрия	1
8.	Выписка из протокола АК ШПРиР №11 от 07.07.2022 Обсуждение и утверждение образовательной программы 7R01120 Педиатрия на государственном и русском языках	1
9.	Одобрение ОП 7R01120 Педиатрия на заседании Комиссии по обеспечению качества Школы резидентуры и профессионального развития (протокол №3 от 05 июля 2022 года)	1
10.	Решение Совета директоров НАО «МУК» от 27 мая 2022 года о включении в перечень ОП 7R01120 Педиатрия	1
11.	ОП 7R01120 Педиатрия в реестре ОП ЕПВО	1
12.	Индивидуальный план работы резидента	1
13.	Приказ и.о. Министра здравоохранения Республики Казахстан от 30 октября 2020 года № ҚР ДСМ-175/2020 «Об утверждении форм учетной документации в области здравоохранения, а также инструкций по их заполнению».	1
14.	Закон РК «Об образовании»	1
15.	Ссылка в Инстаграм об участии резидентов ОП Педиатрия в проведении Круглого стола в поликлинике 5, посвященному международному дню борьбы с сахарным диабетом.	1
16.	Ссылка о проведении Круглого стола на тему: «Безопасная среда для детей», посвященный 35-летию Конвенции о правах ребёнка и 30-летию ее ратификации Республикой Казахстан	1
17.	Ссылка о участии резидентов в Круглом столе, посвященному Всемирной Европейской неделе иммунизации, в вебинаре 26 апреля 2024г. «Важное о вакцинации: что нужно знать молодому специалисту и студенту-медику.	1
18.	Трудовой кодекс Республики Казахстан	1
19.	Клинические базы ОП 7R01120 Педиатрия	1
20.	Приказ Министра здравоохранения Республики Казахстан от 21 декабря 2020 года № ҚР ДСМ-304/2020 «Об утверждении положений о клинической базе, клинике организации образования в области	1

	здравоохранения, университетской больницы, базе резидентуры, интегрированном академическом медицинском центре и требований, предъявляемых к ним».	
21.	Положение о клинических базах	1
22.	Положение о резидентуре НАО МУК от 23.08.22г.	1
23.	Инструктаж по технике безопасности резидентов на клинических базах	1
24.	Приказ Министра здравоохранения Республики Казахстан от 16 ноября 2020 года № ҚР ДСМ-196/2020г № 2165 Об утверждении Правил выдачи, учета и ведения личных медицинских книжек.	1
25.	Санитарные книжки резидентов	1
26.	Расписание практических занятий и график СРОП для резидентов II курса , обучающихся по образовательной программе 7R01120 «Педиатрия» на 2023-2024 учебный год	1
27.	Академическая политика НАО МУК	1
28.	Повышение педагогических компетенций клинических наставников ОП Педиатрия «Образовательные технологии в преподавании клинических дисциплин».	1
29.	Протокол кафедры №2 от 29.08.2023 об утверждении учебных планов резидентов, клинических наставников, УМКД, КЭД ОП Педиатрия на 2023-2024 уч. год.	1
30.	Протокол кафедры №11 от 30.06.2023 о отчете по учебным планов резидентов, анализе анкетирования резидентов, работодателей за 2022-2023 уч. год.	1
31.	Приказ Министра здравоохранения Республики Казахстан от 4 июля 2022 года № ҚР ДСМ-63. Об утверждении государственных общеобязательных стандартов по уровням образования в области здравоохранения. Объем лечебной нагрузки резидента.	1
32.	Приказ Министра здравоохранения Республики Казахстан от 9 января 2023 года № 4. Об утверждении государственных общеобязательных стандартов по уровням образования в области здравоохранения	1
33.	Справки о работе на 0,5 ставки врачами-резидентами	1
34.	Академическая политика НАО МУК	1
35.	Лицензия НАО МУК	1
36.	Положение об управлении ОП	1
37.	Согласование СОП Педиатрия с работодателями	1
38.	Формы резидентуры	1
39.	Каталог элективных дисциплин	1
40.	Рецензии внешние на задания ПА резидентов	1
41.	Приказ Министра здравоохранения Республики Казахстан от 15 декабря 2020 года № ҚР ДСМ-270/2020. Об утверждении правил размещения государственного заказа, приема на обучение и подготовки медицинских кадров в резидентуре	1
42.	Документы ППС, ведущих занятия по программе «Педиатрия»	1
43.	Портал Электронной биржи труда	1
44.	Команда поддержки студентов – портал НАО МУК	1
45.	Трудоустройство выпускников резидентуры по программе «Педиатрия»	1
46.	Распоряжение 7 от 15.09.2023 заседания Совета ШР об участии	1

	резидента Сапалиди Е.В, работодателя Деркач Н.Г. в Совете ШРиПР	
47.	«Правила трудового (внутреннего) распорядка для обучающихся» АП НАО «МУК»	1
48.	Документы по выездной резидентуре в Тараз, Кызылорду, Жезказган резидентами ОП Педиатрия	1
49.	Платформа для информирования обо всех изменениях в Медицинском университете Караганды, call-центр	1
50.	Типовые учебные планы по медицинским и фармацевтическим специальностям Приказ МЗ РК № 4 от 9 января 2023	1
51.	ТУП ОП Педиатрия	1
52.	Инструктивным письмом №8 «По разработке учебно-методической документации в обучающих организациях РК, осуществляющих подготовку по резидентуре» (2010 г.)	1
53.	Силлабусы ОП Педиатрия	1
54.	Изучение резидентами правовых аспектов деятельности врача	1
55.	Кодекс академической честности АП НАО «МУК»	1
56.	Лига академической честности	1
57.	Кодекс деловой этики НАО «МУК»	1
58.	Кодекс чести медицинского и фармацевтического работника	1
59.	Блог ректора НАО МУК	1
60.	Оценочные листы резидентов	1
61.	«Сферы компетентности выпускника НАО «МУК»	1
62.	Разработанные 3 программы дополнительного образования по специальности «Педиатрия»	1
63.	Научный проект кафедры «Изучение международного опыта оказания паллиативной помощи детям, критериев паллиативного статуса. Изучение категорий детей, нуждающихся в паллиативной помощи. Определение и выявление всех критериев паллиативного статуса, расширение списка заболеваний по кодам МКБ-10, при которых в дальнейшем ребенок может получить статус паллиативного больного».	1
64.	Ключевые компетенции выпускника резидентуры	1
65.	Подтверждающие документы об участии резидентов в научно-практических конференциях, школах, семинарах, мастер-классах по специальности Педиатрия	1
66.	Руководство для ППС по проведению промежуточной аттестации в онлайн формате.	1
67.	Электронный журнал Platonus	1
68.	Индивидуальные планы работы преподавателей	1
69.	Должностные инструкции ППС, клинического наставника	1
70.	Положение о клиническом наставнике в НАО МУК	1
71.	Анализ анкетирования удовлетворенности работодателей и обучающихся ОП Педиатрия	1
72.	Визитинг-профессоров из Самаркандского государственного медицинского института с 20 по 24 июня 2022 года	1
73.	Академическая мобильность резидентов 2 года обучения в НЦПиДХ РК в феврале 2024г.	1
74.	Совместный онлайн-форум «Сложные клинические случаи в практике врача-резидента» 20230г. с выдачей сертификатов	1
75.	Приказ Министерства здравоохранения Республики Казахстан от 25	1

	января 2024 года № 46. «Об утверждении профессиональных стандартов в области здравоохранения».	
76.	Оценка портфолио резидентов	1
77.	Рецензия ОП 7R01120 Педиатрия внешняя и внутренняя	1
78.	Рецензии на КИС внешние и внутренние – рецензии от экспертов и практического здравоохранения, протокол кафедры №4 от 24.11.2023.	1
79.	Сертификаты по обучению ППС по методам оценки знаний обучающихся	1
80.	Приказ Министра здравоохранения Республики Казахстан от 15 декабря 2020 года № ҚР ДСМ-270 «Об утверждении Правил подготовки медицинских кадров в резидентуре	1
81.	Положение о рейтинговой системе оценки успеваемости обучающихся НАО «МУК»,	1
82.	Состав аттестационной комиссии, утвержден решением Сената (Решение Сената от 21.12.23, протокол №4)	1
83.	Таблица «Сопоставимость конечных результатов обучения, методов оценки и используемые методы преподавания и обучения»	1
84.	Подтверждающие документы по отработке практических навыков в ЦСОТ	1
85.	Сертификаты резидентов	1
86.	Нормативно-регламентирующие документы, касающиеся учебного процесса: УМКД, силлабусы, КЭД, расписание занятий	1
87.	Политика в области качества НАО «МУК»	1
88.	Нормативные документы, регламентирующие прием на обучение в организации образования. Политика приёма обучающихся в НАО МУК	1
89.	Презентация ОП Педиатрия для выпускников НАО МУК	1
90.	Положение об инклюзивном образовании в НАО МУК	1
91.	Приказ МОН РК от 31.10.2018 г. №600 «Об утверждении типовых правил приема на обучение в организации образования, реализующие ОП высшего и послевузовского образования»	1
92.	Приказ МЗ РК «Об утверждении правил размещения государственного заказа, приема на обучение и подготовки медицинских кадров в резидентуре» от 15 декабря 2020 года №ҚР ДСМ-270/2020	1
93.	Информация для абитуриентов по направлению подготовки в резидентуре и всех заинтересованных лиц в НАО МУК	1
94.	«Политика приема абитуриентов на ОП послевузовского образования» НАО «МУК - апелляция»	1
95.	Подтверждающие документы участия резидентов в культурных и общественных мероприятиях	1
96.	Подтверждающие документы - призовые места, занятые резидентами на международных конференциях	1
97.	Постановление Правительства РК №799 от 10.10.2022г. «Правила назначения, выплаты и размеры государственных стипендий»	1
98.	Кадровая политика НАО МУК	1
99.	Правила приема сотрудников при трудоустройстве в НАО МУК	1
100.	Правила конкурсного замещения вакантных должностей приказом МОН РК от 13 июля 2009 года №338 «Об утверждении типовых	1

	квалификационных характеристик должностей педагогических работников и приравненных к ним лиц»	
101.	Приказ Министра образования и науки Республики Казахстан от 31 октября 2018 г № 606: «Об утверждении среднего соотношения количества обучающихся к преподавателям для расчета общей численности ППС организаций высшего и (или) послевузовского образования, за исключением военных, специальных учебных заведений, организаций образования в области культуры»	1
102.	Численный состав ППС и средняя педагогическая нагрузка ППС реализующих ОП по резидентуре на 2023-2024 уч. год.	1
103.	Норма времени для расчёта объема учебной работы, утвержденные решением Сената (Решение Сената от 05.04.2023г), средней педагогической нагрузки ППС на 2023-2024 уч. год.	1
104.	Анкетирование резидентов – «Преподаватель глазами обучающегося»	1
105.	Анкетирование ППС НАО МУК	1
106.	Научная работа ППС кафедры (подтверждающие документы).	1
107.	Квалификационные требования к ППС, в том числе по научному направлению	1
108.	Сертификаты ППС (подтверждающие документы).	1
109.	Документы НАО МУК по переходу на дистанционное обучение	1
110.	Материальная оснащенность кафедры	1
111.	Правила безопасности и охраны труда, пожарной безопасности НАО МУК	1
112.	Планы государственных закупок	1
113.	Материально-технические ресурсы и оборудования библиотечный фонд	1
114.	Участие резидентов по оказанию неотложной помощи в виде практических семинаров «Территория неотложных состояний» (сертификаты занятых 1 и 2 мест)	1
115.	Студенческий портал	1
116.	Электронный каталог НАО МУК	1
117.	«Репозиторий НАО МУК»	1
118.	Доступ к образовательным и научным информационным ресурсам	1
119.	Корпоративная почта Outlook	1
120.	Платформа Moodle	1
121.	«Программа развития НАО «Медицинский университет Караганды» на 2024-2028 годы»	1
122.	НИР резидентов – ссылки на публикации	1
123.	Положение об управлении ОП НАО «МУК»	1
124.	Внутри кафедральный, мониторинг ОП на уровне ВУЗа ОП Педиатрия, план корректирующих мероприятий, постмониторинговый контроль.	1
125.	Благодарственные письма от работодателей выпускников резидентуры ОП Педиатрия	1
126.	Анализ процента трудоустройства выпускников ОП Педиатрия	1
127.	Анализ результатов анкетирования резидентов за 2022-2023 уч. (Протокол заседания кафедры педиатрии и неонатологии № 11 от 30.06.23)	1
128.	Итоговые оценки выпускников ОП Педиатрия за 2022-2023 уч. год	1

129.	Сведения о выделяемых НАО МУК ресурсах для непрерывного улучшения за 2019-2024 гг	1
130.	План развития ОП 7R01120 «Педиатрия» на 2020-2023(утвержден на Совете ШР и ПР, протокол №2, от 15.10.2020) и 2023-2026 гг.	1
131.	Устав НАО «МУК»	1
132.	Информация по содержанию свидетельства об окончании резидентуры	1
133.	Годовой отчет о деятельности университета	1

ЕАСАQA