



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the work of the external expert commission on the assessment of compliance with the requirements of standards for international primary accreditation of residency/clinical fellow programs (based on WFME/ AMSE/ ESG)

7R01127 Radiology (Primary accreditation)

NATIONAL SCIENTIFIC CENTER OF TRAUMATOLOGY AND  
ORTHOPEDICS NAMED AFTER ACADEMICIAN N.D. BATPENOV

in the period from June 12 to June 13, 2024

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**  
**External Expert Commission**

*Addressed to  
IAAR Council for accreditation*



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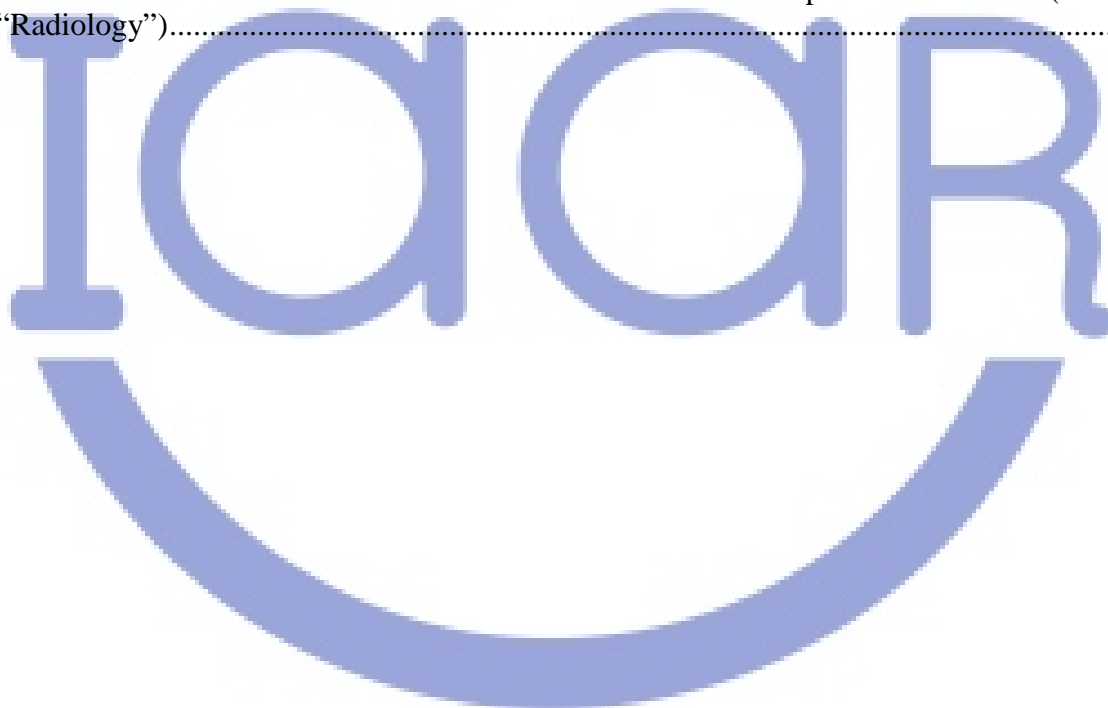
**NATIONAL SCIENTIFIC CENTER OF TRAUMATOLOGY AND ORTHOPEDICS  
NAMED AFTER ACADEMICIAN N.D. BATPENOV**

**in the period from June 12 to June 13, 2024**

**2024**

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## **(I) LIST OF SYMBOLS AND ABBREVIATIONS**

NSCTO, NSCTO named after acad. N.D. Batpenov, Center – RSE on REM “National Scientific Center of Traumatology and Orthopedics named after academician N.D. Batpenov” MH of RK;

MH RK – Ministry of Healthcare of the Republic of Kazakhstan;

ME RK – Ministry of Education of the Republic of Kazakhstan;

IAAR - Independent Agency for Accreditation and Rating;

NAS RK – National Academy of Sciences of the Republic of Kazakhstan;

SRI - Scientific-Research Institute;

EP - educational program;

DB - basic disciplines;

SES RK - State Education Standard of the Republic of Kazakhstan;

SI - service instructions

UISHC - Unified Information System of Health care

FSC - final state certification;

IMS - Integrated Management System;

CC - component of choice

CMI - control and measuring instruments;

CED - catalog of elective disciplines;

SRITO – RSE on REM “Scientific Research Institute of Traumatology and Orthopedics” of Ministry of Healthcare of the Republic of Kazakhstan;

STP - scientific and technical program;

SRW – scientific-research work;

NGO - non-governmental organization;

NCIE - National Center for Independent Examination;

GED - general education disciplines;

OSCE - objective structured clinical examination;

RC - required component;

TBL–Team-based-learning;

ICD - International Classification of Diseases;

MRI – magnetic resonance imaging;

PTS – professorial and teaching staff;

PBL – problem-based learning;

CBL – Case-based-learning (case-based learning);

Media – mass media;

WC - working curriculum;

QMS - quality management system;

SC - standard curriculum;

TBL–Team-based-learning;

MD - major disciplines;

UMDC - educational and methodological discipline complex;

AC - Academic Council;

HD – health department;

Ultrasound - ultrasound examination;

SMC - Scientific and Methodological Council.

## **(II) INTRODUCTION**

The National Scientific Center of Traumatology and Orthopedics named after Academician N.D. Batpenov underwent an external expert commission from June 12th to 13th, 2024. This assessment, mandated by Independent Agency for Accreditation and Rating's Order No. 106-24-od (March 11, 2024), focused on the compliance of the educational program 7R01127 Radiology (primary accreditation). The program's compliance with international standards for residency/clinical fellow programs (based on WFME / AMSE / ESG) No. 150-22-OD dated December 21, 2022, third edition.

The report of the external expert commission (EEC) contains an assessment of the presented educational program according to the IAAR criteria, the EEC recommendations for further improvement of the educational program and the parameters of the educational program profile.

### **Members of EEC:**

- 1) **Chairman of EEC** – Svetlana Boyko, cand.med.sc., Dean of the Faculty, Grodno State Medical University (Republic of Belarus) *online participation*
- 2) **IAAR Expert** – Zhanar Abdrakhmanova, doc.med.sc., Associate Professor, Deputy Director of the Research Institute of Radiology named after Academician Zh.Kh.Khamzabayev, NJSC “Astana Medical University” (Republic of Kazakhstan) *offline participation*
- 3) **IAAR Expert, employer** - Aigul Asen, PhD, Director of the MSE on REM “City Polyclinic No. 7” (Republic of Kazakhstan) *Online participation*
- 4) **IAAR Expert, student** – Dayana Birabeva, 1 year resident physician in the specialty “Radiology”, Hospital of the Medical Center of the Presidential Administration of the Republic of Kazakhstan (Republic of Kazakhstan) *Offline participation*
- 5) **IAAR Coordinator** – Malika Saidulaeva, Project Manager of the Independent Agency for Accreditation and Rating (Republic of Kazakhstan) *Offline participation*

### **(III) EDUCATIONAL INSTITUTION PRESENTATION**

The first Scientific Research Institute of Traumatology and Orthopedics of the Ministry of Healthcare of the Republic of Kazakhstan was opened in Astana on the 9<sup>th</sup> of February, 2001 by Decree of the Government of the Republic of Kazakhstan No. 215. Nurlan Batpenov, Honored Worker of the Republic of Kazakhstan, Doctor of Medical Sciences, Professor, Academician of the National Academy of Sciences of the Republic of Kazakhstan, chief orthopedic traumatologist of the Ministry of Healthcare of the Republic of Kazakhstan, was appointed as head of the Institute. By the Decree of the Government of the Republic of Kazakhstan No. 939 dated 15.02.2021, the Republican State Enterprise on the Right of Economic Management “Research Institute of Traumatology and Orthopedics” of the Ministry of Healthcare of the Republic of Kazakhstan was renamed into the Republican State Enterprise on the Right of Economic Management “National Scientific Center of Traumatology and Orthopedics named after Academician N.D. Batpenov” of the Ministry of Healthcare of the Republic of Kazakhstan and assumed broad functions:

- development of scientific foundations for the organization of traumatological and orthopedic care for the population, new methods of diagnosis, treatment and rehabilitation for injuries and diseases of the musculoskeletal system, prevention of injuries and orthopedic diseases;
- provision of highly specialized medical care to patients with injuries and diseases of the musculoskeletal system;
- providing organizational, methodological and practical assistance to medical organizations of the republic in disseminating advanced innovative technologies for the diagnosis, treatment and rehabilitation of orthopedic and trauma patients;
- cooperation with leading scientific and specialized medical centers and institutes of near and far abroad in the field of traumatology and orthopedics;
- training highly qualified specialists, providing educational and implementation services to medical organizations in the country.

The main subject and purpose of the NSCTO activities is to conduct scientific fundamental and applied research in the field of traumatology and orthopedics, develop and implement into practice modern, high-tech and effective methods of prevention, diagnosis, treatment and rehabilitation of patients with injuries and diseases of the musculoskeletal system, provide qualified, specialized and highly specialized medical care to the population, provide methodological and advisory assistance to healthcare organizations and institutions on issues of providing medical care to patients with injuries and diseases of the musculoskeletal system, and train and retrain the staff.

NSCTO named after Academician N.D. Batpenov is one of the leading scientific centers in the Republic of Kazakhstan. In order to improve the availability of medical care, the Republican Centers for Arthroplasty of Large Joints, Arthroscopy and Sports Injuries, and Spinal Pathology were created. Every year, the center performs more than 1,000 surgeries on arthroplasty of large joints. There are clinical base with a radiation diagnostics department with four divisions in center: X-ray, MRI room, CT room, ultrasound room. The radiation diagnostics department is equipped with equipment for highly effective X-ray diagnostics, computed tomography, ultrasound, osteodensitometric studies. There is the only intraoperative computed tomograph O-Arm in Kazakhstan manufactured by Medtronic, USA.

The NSCTO named after Academician N.D. Batpenov implements educational programs in accordance with the state license for the right to conduct educational activities and an appendix to the license in the direction of personnel training - 7R011 “Healthcare”. The center has a license to engage in medical activities and an appendix to the license for a subtype of the licensed type of activity: Diagnostics: functional, endoscopic, ultrasound, radiological, roentgenological.

In 2021, the Public Association of Experts and Consultants on External Comprehensive Assessment in the Field of Healthcare issued an Accreditation Certificate on the compliance of the activities of a healthcare entity with the accreditation standards in the field of healthcare of the Republic of Kazakhstan for 3 years with the assignment of the first category.

In 2021, the Center underwent institutional accreditation for compliance with NAAR accreditation standards.

The Center has concluded memorandums and agreements on strategic partnership with the Johannes Wessling Clinic of Traumatology and Orthopedics, University Hospital of the Ruhr University (Germany), Gazi National University (Turkey), the 6th Hospital of Xinjiang Medical University (China), Turner National Medical Research Center for Pediatric Traumatology and Orthopedics of the Ministry of Healthcare of the Russian Federation, the Federal Center for Traumatology, Orthopedics and Arthroplasty of the Ministry of Health of the Russian Federation (Russia), Tashkent Medical Academy (Uzbekistan) and others. The Center cooperates with national clinics, healthcare organizations, professional associations: NJSC Astana Medical University, NJSC Karaganda Medical University; JSC “Semey Medical University”, RSE on REM “Hospital of the Medical Center of the Presidential Administration of the Republic of Kazakhstan”, RSE on REM “Multidisciplinary City Hospital No. 1” of Astana akimat, SUEB on REM “Multidisciplinary City Children's Hospital No. 2” of the Akimat of Astana, LLP “National Scientific Oncology Center”, SUEB on REM “Multidisciplinary Medical Center” of Astana Akimat.

#### **(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE**

The National Scientific Center of Traumatology and Orthopedics named after Academician N.D. Batpenov is undergoing its first international specialized accreditation for 7R01127 Radiology (primary accreditation) according to IAAR standards.

#### **(V) DESCRIPTION OF VISIT EEC**

The work of the EEC was carried out on the basis of the approved Program of the visit of the expert commission for specialized accreditation of the educational program 7R01127 Radiology (initial accreditation) of the National Scientific Center of Traumatology and Orthopedics named after Academician N.D. Batpenov in the period from June 12 to 13, 2024.

In order to coordinate the work of the EEC, an online project kickoff meeting was held on June 11, 2024, during which powers were distributed among the members of the commission, the schedule of the visit was clarified, and agreement was reached on the selection of examination methods.

In order to obtain objective information on the quality of the educational program and the entire infrastructure of the center, to clarify the content of self-assessment reports, meetings were held with the director, deputy directors for areas of activity, heads of structural divisions, heads of the educational program, and teachers. Twenty-five representatives took part in the meetings (Table 1).

Table 1 – Information about the staff and students who took part in the meetings with the IAAR EEC:

| <b>Category of participants</b> | <b>Amount</b> |
|---------------------------------|---------------|
| Director                        | 1             |
| Deputy Director                 | 4             |
| Heads of structural divisions   | 13            |

|                                              |    |
|----------------------------------------------|----|
| Heads of structural divisions of other bases | 3  |
| Teaching staff                               | 4  |
| <b>Total</b>                                 | 25 |

In order to obtain objective information to assess the quality of the residency program, the following methods were used: visual inspection, work with documents, meetings and interviews with employees of various structural divisions, teachers, and a questionnaire survey of the teaching staff.

In accordance with the program of the EEC visit, a meeting was held with the management of the NSCTO, deputy directors, who presented basic information on the types of activities, on development priorities with an emphasis on postgraduate education and links with practical health care. A meeting was also held with the heads of structural divisions, with the head of the professional education department, with the head of the radiation diagnostics department. During the meeting, the EEC members received answers to questions about the organization and planned implementation of the residency program, support for future residents, and the conditions for implementing the program.

We note the high activity and communication skills of the NSCTO staff during the planned visit. At the meetings of the EEC with target groups, the mechanisms for implementing the Center's policy were clarified and individual data presented in the Center's self-assessment report were specified.

During the tour, the EEC members got acquainted with the following departments and bases: the emergency room, the operating unit, the traumatology department No. 2, the orthopedics department No. 6, telemedicine, the library, the museum. During the visit to the departments, the EEC experts had the opportunity to meet and discuss various issues on training residents with the heads of departments, the experts noted the high level of equipment of the NSCTO with modern medical equipment, which allows residents to master modern methods of diagnosing diseases.

The following clinical sites were inspected: the Center (radiology department, X-ray unit, MRI, CT, ultrasound, electroneuromyography room), multidisciplinary city hospital No. 1 (radiology department), multidisciplinary city children's hospital No. 2 (radiology department), SE on REM "Multidisciplinary medical center" of Astana Akimat (radiology department). The experts studied additional documents certifying the activities of the Center for the implementation of the residency program.

In order to confirm the information presented in the Self-Assessment Report, external experts requested and analyzed the working documentation of the educational organization. Along with this, the experts studied the Internet positioning of the educational organization's official website <https://nscto.kz/index.php/ru/>.

After summing up the results and assessing the parameters, the experts met again with the deputy directors of the NSCTO, the head of the radiation diagnostics department, and teachers. To announce the results of the work and make recommendations for the further development of certain processes in accordance with the criteria of the standards that will be submitted to the meeting of the Accreditation Council.

As part of the planned program, recommendations for improving the accredited educational program of the Center, developed by the EEC based on the results of the examination, were presented at a meeting with the leadership on June 13, 2024



## **(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS**

### **6.1. "Mission and Learning Outcomes" standard**

- ✓ *Mission Definition*
- ✓ *The educational organization must:*
  - ✓ *To define the mission of the postgraduate medical education program and communicate it to stakeholders and the healthcare sector.*
  - ✓ *To define a mission based on the health needs of society, the needs of the health care system, and other aspects of social responsibility.*
  - ✓ *To define a training program containing theoretical and practical components with an emphasis on the latter, the result of which will be a doctor:*
    - ✓ *To competent in the chosen field of medicine, including proper medical practice,*
    - ✓ *To be able to work independently at a high professional level,*
    - ✓ *To be able to work in a professional and interprofessional team,*
    - ✓ *To be ready to study throughout my life and to participate in continuing medical education/professional development,*
    - ✓ *To be able to provide appropriate patient care that is appropriate, effective, compassionate, and safe in addressing health problems and health promotion issues, including a patient-oriented and systematic approach.*
    - ✓ *To provide students with appropriate working conditions to maintain their health.*
    - ✓ *To ensure that the mission includes the development of innovations in the educational process, allowing the development of broader and more specialized competencies than those defined within the framework of the basic required competencies; the development of scientific competence of students so that doctors can conduct research in their chosen field of medicine; opportunities for doctors to become active participants in solving issues related to social determinants of health.*
- ✓ *Professionalism and professional autonomy*
- ✓ *The organization of education must:*
  - ✓ *To include professionalism in the training of doctors and to ensure that training promotes professional autonomy to enable them to act in the best interests of the patient and society in the future.*
  - ✓ *To provide cooperation with the government and other partners, while maintaining appropriate independence from them.*
- ✓ *Learning Outcomes*
- ✓ *The educational organization must:*
  - ✓ *define the expected learning outcomes that learners should achieve upon completion of their studies in relation to their achievements at postgraduate level in terms of knowledge, skills and behaviour/attitudes, an appropriate basis for a future career in the chosen field of medicine, their future roles in the health sector, commitment and skills in implementing continuing education, the health needs of society, the needs of the health system and other aspects of social responsibility, professional conduct.*
  - ✓ *Identify and publish the expected learning outcomes: general and specialty-specific, which students need to achieve.*
  - ✓ *To demonstrate evidence of willingness to ensure proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives.*
  - ✓ *To determine the expected learning outcomes based on the results obtained at the basic medical education level to ensure the interaction between basic and postgraduate medical education.*
  - ✓ *To provide for the possibility of students participating in research in the relevant field of healthcare.*
  - ✓ *Participation in the formulation of mission and learning outcomes*
  - ✓ *The organization of education should:*
    - ✓ *To ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes*
    - ✓ *To ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders*

#### ***The evidentiary part***

An open source of information accessible to a wide range of the public is the official website of the Center, which contains data on all areas (<https://nscto.kz>). The NSCTO named after Academician Batpenov N.D. has a multi-stage form of Mission development and approval: from the postgraduate training department, through review by structural divisions, approval by the Academic Council, which was confirmed during an oral interview with the deputy heads of the organization, heads of structural divisions, teaching staff.

The mission of the residency program “Radiology” is aimed at training a specialist in radiation diagnostics, who has a wide range of theoretical knowledge using advanced innovative technologies in practice and science. Using the achievements of information and communication technologies, who is able to solve professional problems, who is able to conduct a differential diagnostic search for work and consultations in departments of radiation diagnostics.

The purpose of the EP was brought to the attention of authorized bodies in the field of medical education and healthcare, the academic community, students and other interested parties by posting on information stands.

The main aspect of social responsibility stated in the mission of the Residency Training Center is the creation of an effective professional training system to provide the industry with qualified personnel that meet the needs of society.

The EP was compiled in accordance with the requirements of national documents: the State Mandatory Standard of Education (Order of the Minister of Healthcare of the Republic of

Kazakhstan dated June 4, 2022 No.KR DSM-65), the Code of the Republic of Kazakhstan “On Public Health and the Healthcare System” dated July 7, 2020 No. 360-VI SAM. At the same time, a balance is maintained between the theoretical and practical components of learning.

A visual inspection showed that the Center creates learning conditions and guarantees the safety of working conditions for future residents, as evidenced by visits to clinical bases. Workplaces, educational facilities, and recreation areas are provided for future residents. The sanitary and hygienic requirements in the classrooms are observed: illumination, humidity, temperature.

The interview with the director and his deputies confirmed the autonomy of managerial decision-making on a number of issues.

The EP defines professional skills, including in the field of communication, scientific research, continuous development, and the legal field.

### ***The analytical part***

The mission of the Residency Training Center is based and formulated in accordance with the mission of the NSCTO, defined taking into account the health needs of society, the needs of the country's healthcare system and other aspects of social responsibility, including a patient-oriented and holistic approach, contributing to the training of a qualified competitive doctor who performs his professional activities efficiently, using modern innovative technologies to solve socially important practical tasks. healthcare, constantly improving their professional skills through lifelong learning in a dynamically developing modern medicine, as well as having an active civic position that meets the needs and expectations of society and the state.

Regulatory documents are presented on the official website of the NSCTO. It was explained orally that the draft mission statement was discussed with the faculty, researchers, heads of departments, doctors and representatives of trade union organizations of healthcare. However, this has not been documented.

The NSCTO has created very good appropriate working conditions for students to maintain their health. The premises and classrooms comply with sanitary regulations. On the basis of the NSCTO, resident doctors have the opportunity to have hot meals, rest in their free time, and there is a locker room.

The mission of EP Radiologiya is realized due to the developed material and technical base of the National Research Center for the provision of a range of diagnostic services involving qualified doctors, which contributes to the clinical training of residents and the availability of modern medical technologies. Learning outcomes are formed at the level of the entire EP, at the level of a module, or a separate discipline. The hospital ensures continuity between the final learning outcomes of basic and postgraduate medical education programs through residency by choosing a learning path for students that allows them to master the necessary in-depth knowledge, practical skills and abilities in their chosen specialty, and readiness for professional self-improvement throughout their lives.

The analysis of the website showed that the Mission of the educational residency program (ERP) is freely available on the university's website for wide information to the public and the healthcare sector. At the same time, in defining the Mission, it is necessary, in accordance with the criteria of accreditation, to include the development of innovations in the educational process and scientific competence of residents. The analysis of the EP showed that a balance is maintained between the theoretical and clinical aspects of training, and the requirements of the State Educational Standard are met. To implement the new program, the NSCTO has internal regulations: The Regulations on Residency training, the Code of Ethics, the Code of Honor of the NSCTO Teacher, the Regulations on Clinical Mentors, etc.

The EP contains the final learning outcomes expressed in Dublin descriptors, but are not published on the center's website. There is no information about the ERP and its learning outcomes on the website of NSCTO named after N.D. Batpenov.

A visual inspection of the clinical bases confirmed the availability of working and recreation

conditions for residents.

In general, according to the “Mission and Learning Outcomes” Standard, it should be noted that the NSCTO has developed the mission of the NSCTO, the mission of the educational residency program, which are brought to the attention of stakeholders.

***Strengths/best practice according to EP “7R01127” “Radiology”:***

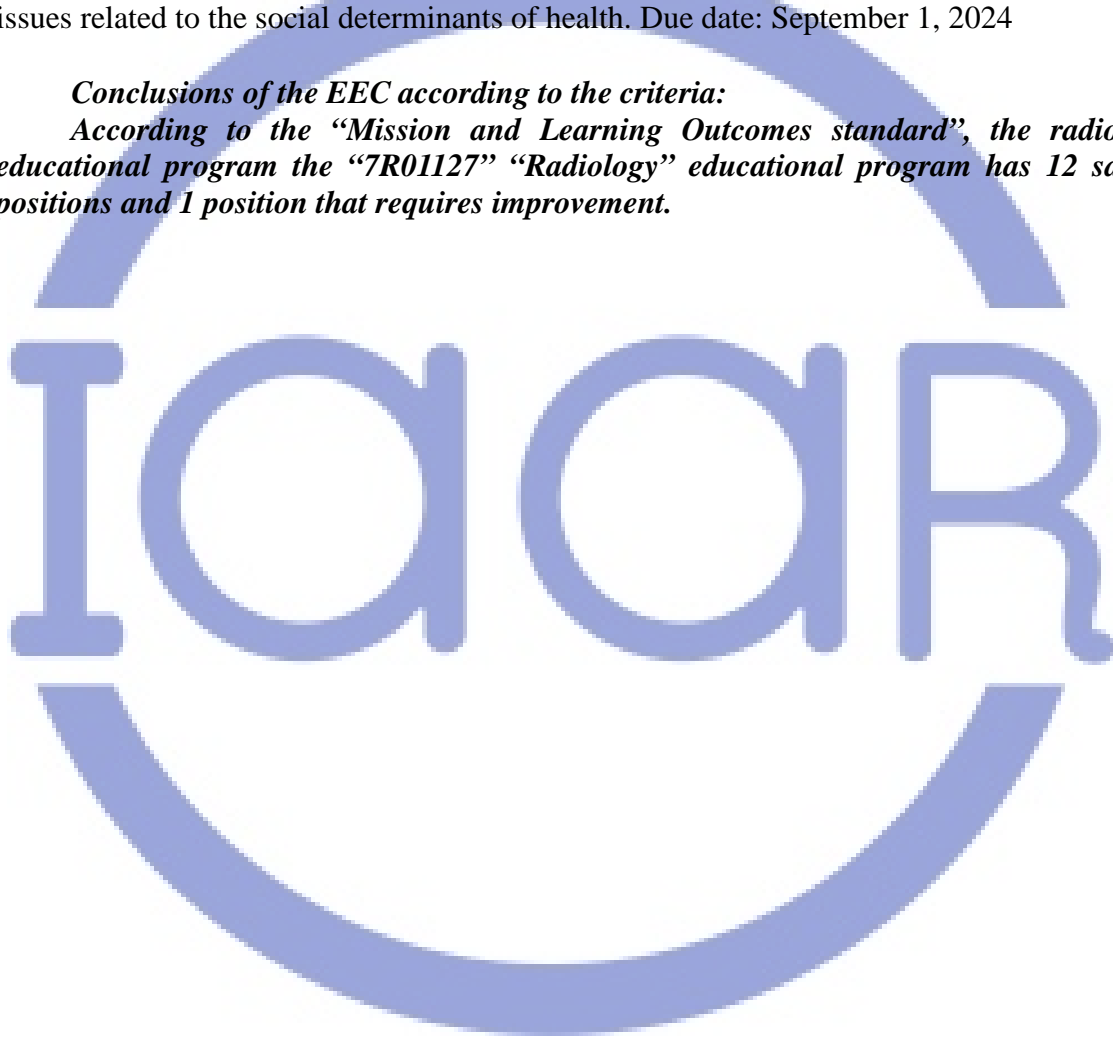
No strengths have been recognized agreeing to this standard.

***Recommendations for EP “7R01127” “Radiology”:***

1. The management team should ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes. Due date: September 1, 2024
2. In defining the Mission, the program's management should include the development of innovations in the educational process, the development of students' scientific competence on issues related to the social determinants of health. Due date: September 1, 2024

***Conclusions of the EEC according to the criteria:***

***According to the “Mission and Learning Outcomes standard”, the radiology and educational program the “7R01127” “Radiology” educational program has 12 satisfactory positions and 1 position that requires improvement.***



## 6.2. The "Educational Program" standard

- ✓ Approach to training
- ✓ The educational organization should:
  - ✓ To define the approach to training based on the expected learning outcomes and the formal evidence of qualifications provided as a basis for formal recognition of the specialist in the chosen field of medicine at national and international level.
  - ✓ To define an approach to teaching based on the results of basic medical education, systematically and transparently, using practice-oriented teaching, including and supporting the personal involvement of the learner in the provision of medical care and responsibility for the patient, their own learning process and clinical practice
    - ✓ To demonstrate evidence of readiness to ensure the use of appropriate teaching methods that ensure the integration of practical and theoretical components, guide the learner through mentoring and regular assessment and feedback, including commitment to ethical requirements and standards
    - ✓ To demonstrate evidence of readiness to provide guarantees that the educational program is implemented in accordance with the principles of equality, inform students about the program, rights and responsibilities of students.
    - ✓ To increase the degree of independence and responsibility of the student as knowledge, skills, and experience improve.
    - ✓ To provide for the ability to identify gender, cultural and religious characteristics and adequately prepare the student for interaction with the specified contingent of patients.
  - ✓ Scientific method
  - ✓ The educational organization should:
    - ✓ To instill in students throughout the training program the principles of scientific methodology, including methods of analytical and critical thinking; research methods in health care and evidence-based medicine.
    - ✓ To strive to include in the EP a critical assessment of literature and scientific data, adapt content based on scientific developments in medicine, change the EP taking into account the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system.
  - ✓ Content of the training
  - ✓ The educational organization should:
    - ✓ To include in the learning process the practice and theory of basic biomedical, clinical, behavioral, social sciences and preventive medicine, clinical decisions, communication skills, medical ethics, public health, medical jurisprudence and forensic medicine, management disciplines, patient safety, physician advocacy, complementary medicine.
    - ✓ To organize an educational program with appropriate attention to patient safety and patient autonomy
    - ✓ To demonstrate evidence of readiness to ensure adjustments and changes to the EP to ensure the development of knowledge, skills and thinking of various graduate roles, and the compliance of the EP content with changing conditions and needs of society and the health care system.
  - ✓ Structure of the educational program, content and duration
  - ✓ The educational organization should:
    - ✓ To describe the content, volume and sequence of courses and duration of the EP; define compulsory and optional components; integrate practice and theory in the learning process; ensure compliance with national legislation, which should be presented and described; ensure adequate impact on how local, national or regional health systems address health problems and health care needs of the population.
    - ✓ To take into account the learning outcomes of previous basic medical education related to the chosen field of medicine.
    - ✓ To define the requirements for the graduate to perform various roles in the health care system
  - ✓ Organization of training
  - ✓ The educational organization should:
    - ✓ To define the responsibility and authority for the organization, coordination, management and evaluation of the individual learning environment and the learning process.
    - ✓ To ensure that adequate representation from faculty, learners and other key and relevant stakeholders is included in the planning and development of the educational programme.
    - ✓ To plan training to expose the learner to a wide range of existing practical experience in the chosen field of medicine.
    - ✓ To ensure a variety of training locations, coordinate multiple training locations to ensure adequate access to different aspects of the chosen field of medicine.
    - ✓ Relationship between training, medical practice and the health care system
  - ✓ The educational organization should:
    - ✓ To provide for and ensure integration between theoretical training and professional development, develop training through medical practice and professional development; integrate training and medical practice through the provision of medical care to patients; ensure that training complements and takes into account the needs for the provision of medical care.
    - ✓ To use effectively capacity of the health care system to provide medical care for training purposes..

### **Evidential part**

The Center has developed EP 7R01127 “Radiology” in accordance with the requirements of the order of the Ministry of Healthcare of the Republic of Kazakhstan dated July 4, 2022 No. KR DSM-63 “On approval of state mandatory standards for levels of education in the field of health care” (State Compulsory Educational Standard) and included in the Register of Higher and Postgraduate Education. The procedure and organization of training resident doctors in the departments of the NSCTO are determined by the internal regulatory documents “Academic Policy of the NSCTO” and “Regulations on the Residency of the NSCTO”. The EP was approved at a meeting of the NSCTO, Protocol No. 2 dated 02.06.2022.

The final results of the training of resident doctors of the EP “Radiology” will be aimed at mastering common core competencies and professional competencies and are prescribed in the EP. Learning outcomes will be formulated both for the entire EP and for each discipline. To achieve these goals, resident doctors will acquire theoretical knowledge and practical skills in the disciplines of the compulsory component (CC) and the disciplines of the elective component (EC),

which are developed taking into account the specifics of the EP.

The EP of the Radiology residency will ensure the integration of practice and theory, include the content and sequence of training for a resident doctor with the definition of goals and learning outcomes based on completing assignments and providing medical care to the population. The integration of training and provision of medical services involves the provision of medical care by a resident doctor. The training will be based on practice with the involvement of resident doctors in personal participation in the provision of medical services and responsibility for patient care activities in the hospital and at the PHC level under the guidance of a mentor.

Based on the TEP and Working Curricula, under the guidance of a mentor, an IEP is developed for the entire period of study, which reflects the entire educational process of a resident physician using practice-oriented training. The professional competencies of resident doctors are formed by performing real practical tasks. Practice-oriented training is based on the optimal combination of fundamental basic medical education and professional and practical training of resident doctors, which are necessary for the professional activities of future specialists.

The following teaching methods are used in the implementation of EP 7R01127 “Radiology”: daily provision of theoretical material by the teacher to the resident physician in the form of lectures, presentations, daily provision of practical material by the clinical mentor. The SKRRN includes a discussion between the teacher/mentor and the resident physician of specific clinical situations based on the conduct of research in accordance with clinical protocols and principles of evidence-based medicine; clinical reviews, councils, consultations. The task of the teacher / mentor leading the discussion is to make the resident physician an active participant by asking questions about the etiology, pathogenesis, clinic of a particular disease, forming the conclusion of the study, differential diagnosis. During the analysis process, the teacher / mentor will gradually lead the resident physician to a logically correct decision, which contributes to the formation of clinical thinking. The SRRP, aimed at developing practical skills and consolidating the topic of practical training, and the SRP, which involves independent study of certain topics using various sources with the further formation of one's own clinical thinking, ensure the integration of practical and theoretical components.

To achieve the main goal of EP 7R01127 “Radiology”, the NSCTO will use the capabilities of the healthcare system to provide medical care to a resident doctor by providing timely assistance to the population; improving the health of children, adolescents and youth through disease prevention (screenings); achieving expected results in prevention, diagnosis and treatment.

### ***The analytical part***

The analysis of EP 7R01127 “Radiology” showed that the implementation of EP is possible in accordance with the requirements of the State Educational Standard, national priorities and the demands of practical healthcare represented by employers.

The NSCTO complies with the criteria of the accreditation standards. The residency program will constantly evolve, taking into account the principles of continuity of competence development and the final learning outcomes. The training will be conducted through mentoring, regular assessment and feedback. Residents will be informed about their rights and responsibilities, as well as their ethical obligations in the program.

The factors influencing the formation of responsibility and increasing the degree of independence of residents will be: an increase in the share of SRP and SRRP in the training program to 90%.

The teaching staff, the clinical mentor and the president will be jointly responsible for mastering practical skills.

As part of the residency program, modern resident-oriented teaching methods will be introduced into the educational process, which will include the organization of the educational process using interactive methods (CBL, interdisciplinary learning, simulation learning, research-based learning (RBL)).

To implement EP 7R01127 “Radiology”, it is necessary to provide appropriate access to

various aspects of radiology, taking into account the specifics of the discipline being studied. In this regard, the NSCTO guarantees different clinical bases for obtaining appropriate access to different aspects of the chosen field of medicine, which will contribute to the fullest development of practical skills in accordance with the final learning outcomes.

The EP is designed with a focus on practice orientation, the disciplines of the residency training are logically interconnected, they provide for the study of both the theoretical component and the development of practice. The formed learning outcomes and the disciplines proposed for their achievement are focused on the clinical aspect and scientific competencies, behavioral sciences, social sciences and preventive medicine, medical jurisprudence and forensic medicine, and management disciplines.

***Strengths/best practice according to EP “7R01127” “Radiology”:***

The management of the EP has defined an approach to training based on the results of basic medical education, with an emphasis on practice-oriented training, including the personal participation of a resident in providing medical care.

***Recommendations for EP “7R01127” “Radiology”:***

Absent.

***Conclusions of the EEC according to the criteria: According to the criteria of Standard 2 “Educational Program”, the educational program “7R01127 “Radiology” has 1 strong, 19 satisfactory positions.***



### 6.3. The “Student Assessment Policy” standard

- ✓ *Assessment methods*
- ✓ *The educational organization should:*
- ✓ *To develop and implement a student assessment/assessment policy; define, approve and publish the principles, goals, methods and practices of student assessment, including, if necessary, verification by specialists;*
- ✓ *To ensure that assessment procedures cover knowledge, skills, attitudes, and professional behavior*
- ✓ *To ensure the use of an additional set of assessment methods and formats in accordance with their "assessment effectiveness", including the use of multiple evaluators and multiple assessment methods;*
- ✓ *To determine the criteria for passing exams or other types of assessment, including the number of retakes allowed;*
- ✓ *Provide for the possibility of documenting the reliability, validity and fairness of student assessment methods*
- ✓ *Implement a system for appealing evaluation results based on the principles of fairness or in accordance with appropriate legal procedures.*
- ✓ *To implement new assessment methods in accordance with the need, document the various types and stages of training and assessment;*
- ✓ *To encourage the process of examination of assessment methods by external experts.*
- ✓ *The relationship between assessment and learning*
- ✓ *The organization of education must:*
- ✓ *To ensure the use of evaluation principles, methods, and practices that are comparable to expected learning outcomes and methods; ensure that students achieve expected learning outcomes; facilitate student learning; ensure the adequacy and relevance of learning; provide timely, specific, constructive, and objective feedback to students based on an assessment of their performance.*
- ✓ *Strive to use evaluation principles, methods, and practices that encourage integrated learning, encourage student engagement in clinical practice, and facilitate interprofessional training.*

#### ***Evidentiary part***

The NSCTO implements a policy of attestation/assessment of students in other EP and plans for EP “Radiology” in accordance with the Law of the Republic of Kazakhstan “On Education” dated 27.07.2007 No. 319-III; Order of the Ministry of Healthcare of the Republic of Kazakhstan dated 04.07.2022 No. KR DSM-63 “On approval of state mandatory standards for levels of education in the field of healthcare”; order Ministry of Healthcare of the Republic of Kazakhstan dated 11.12.2020 №KR DSM-249/2020 “On approval of the rules for assessing students' knowledge and skills, assessing the professional readiness of graduates of educational programs in the field of healthcare and healthcare professionals”; By Order of the Ministry of Education and Science of the Republic of Kazakhstan dated 04/20/2011 No. 152 “On approval of the Rules for organizing the educational process on credit technology of education in organizations of higher and (or) postgraduate education”. The entire regulatory and legal framework related to the activities of the residency is presented on the NSCTO website <https://www.nscto.kz/index.php/ru/>.

Resident doctors in the EP “Radiology” will receive training aimed at mastering key competencies and professional skills in the field of radiation diagnostics. To achieve these results, resident doctors study the disciplines of the compulsory component (CC) and the elective component (EC). The methods of assessment of the boundary and final control in the disciplines of the RUE were developed by the departments responsible for the implementation of the EP. Assessment of educational achievements of resident doctors will be carried out in various forms: control questions, test and oral assignments, a list of practical skills, situational tasks, clinical situations, etc.

Clinical situations will be used as criteria for exams and other types of assessment to demonstrate acquired skills that define various aspects of clinical competence. The results of the tasks will be evaluated using checklists.

According to the EP “Radiology”, there was no examination of assessment methods by external experts. The management of the NSCTO recognizes the importance of attracting expert knowledge in the implementation of the EP, in order to identify the opinions of specialists and monitor innovative changes, as this allows to identify new educational results and systematically consider them, tools for encouraging external expertise are not provided.

The integration of traditional and active forms and teaching methods used by the teaching staff of the NSCTO will ensure the achievement of the desired results by resident doctors. Traditional methods, such as lectures and situational tasks, instill theoretical knowledge and develop practical skills, active forms and methods of teaching motivate independent personal

growth. For the successful implementation of integrated training, it is planned to inform resident doctors about the structure and expected learning outcomes.

***The analytical part***

The Department has developed and put into effect internal documents at the NSCTO: “Academic Policy of the NSCTO”; “Regulations on the NSCTO residency”; “Algorithm for the organization of postgraduate education in residency on the basis of the NSCTO”. The analysis of educational documentation confirms the comparability of the final learning outcomes, assessment methods, and teaching and learning methods used.

The study of assessment methods by external experts will identify the existing potential and determine the interest and support of the NSCTO administration; the availability of the necessary reporting forms for recording learning outcomes and evaluating them.

During the implementation of the NSCTO residency program, compliance with the content, nature and level of complexity of the practical tasks to be performed by resident doctors upon completion of the EP is monitored. Feedback occurs in the process of teacher/mentor assessment, self-assessment (promotes self-analysis of strengths and weaknesses in the learning process) and mutual assessment (aimed at students helping each other to improve their work). The EP system provides for an evaluation system by external experts, but does not describe the tools for encouraging expertise by external experts. The examination process, especially the external one, requires constant support and monitoring from the NSCTO.

***Strengths/best practice according to EP “7R01127” “Radiology”:***

No strengths have been identified by this standard.

***Recommendations for EP “7R01127” “Radiology”:***

The management of the EP should develop and implement a system for encouraging the examination of evaluation methods by external experts.

Due date: September 1, 2024

***Conclusions of the EEC according to the criteria: According to the standard “Student Assessment Policy”, the educational program “7R01127 “Radiology” has 9 satisfactory and 1 position suggesting improvement.***



## 6.4. The “Students” standard

- ✓ Selection and admission policy
- ✓ An educational organization should:
  - ✓ have an admission policy and practice based on the organization's mission and include a clearly defined provision on the student selection process.
    - ✓ To ensure a balance between learning opportunities and the admission of students; to formulate and implement policies / rules for the selection of students according to established criteria; to have a policy and implement the practice of admission of students with disabilities in accordance with applicable laws and regulations of the country; to ensure a high level of knowledge and skills in the field of basic biomedical sciences, achieved at the the previous level of basic medical education; ensure transparency and fairness of the selection procedure.
    - ✓ Have a policy and implement the practice of transferring students from other educational institutions, including foreign ones.
    - ✓ To ensure in the selection procedure the opportunities of potential students to improve the quality of education in the chosen field of medicine; to ensure the transparency of the selection procedure; to provide a mechanism for appealing admission decisions,
    - ✓ Demonstrate a willingness to involve student associations and other stakeholders in the development of the selection policy and process, periodically reviewing admission policies and rules.
    - ✓ Number of students
    - ✓ The educational organization should:
      - ✓ To determine the number of students accepted in accordance with: clinical/practical learning opportunities, the ability of the EO to carry out appropriate control and monitoring of the educational process, logistical and other available resources, information about the medical and sanitary needs of society and society.
      - ✓ To provide for the possibility to periodically review the number and contingent of admitted students in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector.
      - ✓ To provide for the possibility to adapt the number of potential students, taking into account the available information on the number of qualified candidates and information on national and international labor markets; regulate the number of potential students, taking into account the inherent unpredictability of the exact need for specialists in various fields of medicine.
    - ✓ Advising and supporting students
    - ✓ The organization of education must:
      - ✓ To demonstrate willingness to provide students with access to the academic counseling system for students.
      - ✓ To demonstrate a willingness to provide academic counseling while monitoring and monitoring student progress, including the analysis of unintended incidents.
      - ✓ Demonstrate willingness to provide a student support program that addresses social, financial, and personal needs.
      - ✓ To demonstrate willingness to allocate resources for social and personal support of students; ensure confidentiality regarding counseling and support.
      - ✓ Demonstrate willingness to provide professional guidance, counseling, and career planning.
      - ✓ To demonstrate willingness to consult in order to provide support in the event of a professional crisis; involve organizations/associations of students in solving students' problem situations.
    - ✓ Student representation
    - ✓ The educational organization should:
      - ✓ To have a policy and implement the practice of student representation and their appropriate participation in the development of the mission and intended learning outcomes, in the development of educational programs, planning learning conditions for students, assessment and management of educational programs.
      - ✓ To demonstrate willingness to encourage student representation to participate in decision-making on educational processes, conditions and rules of study.
    - ✓ Working conditions
    - ✓ The educational organization must:
      - ✓ To implement a training program with appropriate remuneration/ scholarships or other means of financing and motivating students
        - ✓ Ensure that students have access to patient care, including calling a doctor, where appropriate.
        - ✓ Determine and publish the working conditions and responsibilities of students
        - ✓ To provide for interruptions of studies caused by pregnancy (including maternity/paternity leave, child care), illness, military service, or additional training assignment
        - ✓ Strive to ensure that the working components in the student's work do not dominate the educational component/training
        - ✓ To take into account the needs of patients, the continuity of medical care and the educational needs of students when drawing up a work plan and schedule, including on-call work
        - ✓ To allow distance learning under special circumstances, in accordance with the individual educational trajectory and work experience of the student, providing evidence that the total duration and quality of distance learning is not less than in full-time education.
        - ✓ Provide for the possibility of continuing education under conditions of study breaks related to pregnancy (including maternity / paternity leave), illness, military service or secondment.

### **Evidential part**

In the academic year 2024-2025, there is a scheduled initiation of the EP “Radiology” program for student enrollment. To facilitate this, the Admission Rules for institutions offering higher and postgraduate educational programs have been established, based on the Standard Rules set out in the Order from the Minister of Education and Science of the Republic of Kazakhstan dated October 31, 2018 No. 600, which was subsequently amended by the Minister of Science and Higher Education of the Republic of Kazakhstan in an order dated December 15, 2022 No. 189. The NSCTO has crafted specific Admission Rules for residency. Several career guidance sessions were conducted with interns from the university, and the prerequisites along with the documentation required for admission have been made available on the Center's official website.

NSCTO implements a policy of admission and selection to the residency program in accordance with the mission of the EP, focusing on the priorities of the healthcare needs of the Republic of Kazakhstan in the field of diagnostic care for the population of the Republic of Kazakhstan. The admission and selection procedure is carried out in accordance with the legislation of the Republic of Kazakhstan. Admission of applicants to the residency program is carried out on a competitive basis based on the results of entrance exams. The NSCTO ensures transparency and fairness of the procedure for selecting and enrolling applicants in the residency program. Information for interested parties about the beginning of the work of the admissions committee; information about the procedure, rules and deadlines for accepting documents to the residency program; about the schedule of entrance exams; about the number of applicants; about the results of entrance exams and enrollment is posted on the website in the Residency section. The NSCTO provides for an appeal mechanism for decisions on controversial issues regarding admission decisions.

Currently, resident radiologists are being trained with the NJSC “Astana Medical University” and “UMC”, according to the memorandum of cooperation. According to the EP “Traumatology-orthopedics for adults and children”, after accreditation, admission to the residency program began in 2008, today 45 residents are studying, 306 in the first year, 10 in the 2nd year, 15 in the third. Since last year, we have started admitting three first-year residents under the accredited program “Physical Medicine and rehabilitation for adults and children”.

The NSCTO adheres to the Policy of Student Support (the Academic Policy of the NSCTO). Students regularly meet with the Deputy Director for Strategic Development, Science and Education and the Head of the Department for Issues related to the organization of the educational process and educational work, on issues related to social, financial and personal needs. The NNPTO considers individually the issues and needs of each resident physician. When studying on a paid basis at their own expense, it is allowed to make payments in installments (50/50), in case of isolated cases of financial difficulties in paying for tuition, the resident doctor can apply for a postponement or monthly payment. There is also a room with personal lockers for changing clothes.

In order to provide feedback, students are periodically interviewed for satisfaction with the conditions and quality of training, based on the results of which an analysis is carried out to identify problematic issues.

The NSCTO provides a psychologist who can be contacted by resident doctors who need support in the event of a professional or other crisis, in case of emotional burnout, psychological problems, etc. In an interview with the faculty, the WEC members convinced us of the possibilities of academic counseling for resident doctors on a wide range of issues.

In the departments of the NSCTO, “Resident Doctor” rates are provided, which employ resident orthopedic traumatologists and rehabilitologists, in the diagnostic departments of the NSCTO, “Resident Doctor” rates will be introduced for residents of the EP “Radiology”.

The NSCTO provides for the possibility of continuing education under the conditions of study breaks related to pregnancy (including maternity/paternity leave), illness, military service in accordance with subparagraph 7.4.2 of paragraph 7.4 of the Academic Policy when providing supporting documents. For resident doctors who have been reinstated from academic leave and are continuing their studies, an IEP is compiled based on the IEP corresponding to the academic year, taking into account the difference in the curriculum. If the name of the disciplines, the content and the number of credits coincide, the disciplines are recalculated upon agreement with the supervising department. Individual deadlines for working out are set by the Department's specialists in consultation with the mentor and are indicated in the IPM.

### ***The analytical part***

NSCOT implements the policy of admission and selection to the residency program in accordance with the mission of the EP, focusing on the priorities of the healthcare needs of the

Republic of Kazakhstan in the field of diagnostic care for the population of the Republic of Kazakhstan.

Admission of applicants to the residency program is carried out on a competitive basis based on the results of entrance exams. In the practice of the NSCTO, given the short duration of the EP, applicants for residency with disabilities requiring special conditions were not accepted.

At the NSCTO, residents have access to diagnostic methods that are conducted at both inpatient and outpatient levels under the guidance of qualified clinical mentors. During the visit, the NSCTO demonstrated social responsibility for the quality of training of future specialists, providing high-quality educational facilities and equipment. In the departments where residents study a number of disciplines, there is an opportunity to learn teamwork skills, take part in clinical reviews and consultations.

In the course of the EEC's work, convincing data has been obtained on extensive academic counseling for residents, including in situations related to personal problems or other unplanned situations.

***Strengths/best practice according to EP "7R01127" "Radiology":***

The Center provides high-level academic counseling for monitoring and monitoring the resident's progress, including the participation of the Center's managers and the immediate supervisors of the EP.

***Recommendations for EP "7R01127" "Radiology":***

Absent

***Conclusions of the EEC according to the criteria: According to the "Students" standard, the educational program "7R01127" "Radiology" has 1 strong, 23 satisfactory positions.***

### 6.5. The “Academic Staff/Faculty” standard

- ✓ *Staff selection and recruitment policy*
- ✓ *The educational organization should develop and implement a staff selection and recruitment policy that:*
- ✓ *To takes into account the necessary criteria for employment with the condition of examination of documents; contains criteria for the scientific, pedagogical and clinical/professional merits of applicants, including the proper balance between pedagogical, scientific and professional qualifications.*
- ✓ *Defines the responsibilities of teachers, including the balance between teaching, scientific and other functions, taking into account the mission of the educational institution, the needs of the education system and the needs of the healthcare system.*
- ✓ *Ensures that teachers have practical experience in the relevant field, are recognized experts in the relevant field, and that teachers of narrow specialties, if necessary, are approved for appropriate periods of study, depending on their qualifications.*
- ✓ *Encourages participation in programs to develop their educational potential, use the expertise of educational activities to increase the potential of academic staff, and determine the level of remuneration for participation in postgraduate education.*
- ✓ *Staff activity and development policy*
- ✓ *The educational organization should develop and implement a staff activity and development policy aimed at:*
- ✓ *A guarantee that teachers have enough time for learning, counseling, and independent development.*
- ✓ *The presence of a structure responsible for the development of academic staff, ensuring periodic assessment of academic staff.*
- ✓ *To development and implementation of a policy to support academic staff in matters of pedagogy and advanced training for further professional development; evaluate and recognize the scientific and academic achievements of teachers.*
- ✓ *The ability to take into account the “teacher-student” ratio depending on the various components of the OP, taking into account the features that ensure close personal interaction and monitoring of students.*

#### ***The evidentiary part***

The NSCTO teaching staff meets the qualification requirements, has full knowledge and possesses modern teaching methods, the necessary skills and experience to effectively transfer knowledge to students during the educational process.

Recruitment, promotion, incentives, dismissals, and familiarization of personnel with their rights and duties are carried out in accordance with the Labor Code of the Republic of Kazakhstan and the Human Resource Management Program (Order No. 07-02-05-02/0379- Θ dated 06/26/2021).

The requirements for staffing and the educational process of the residency are determined by the qualification requirements for educational activities during licensing. Order of the Minister of Education and Science of the Republic of Kazakhstan dated June 17, 2015 No. 391. “On approval of qualification requirements for educational activities of organizations providing higher and (or) postgraduate education, and a list of documents confirming their compliance” as amended by the Order of the Acting Minister of Science and Higher Education of the Republic of Kazakhstan dated 11/24/2022 No. 152) and the State Educational Standard.

The NSCTO conducts personnel policy in such a way that the profile of the teaching staff strictly corresponds to the range and balance of pedagogical skills, which is achieved by constant monitoring and regulation of the ratio of teaching staff teaching basic and clinical disciplines.

In order to improve the quality of knowledge in the field of their professional competence, the library provides teachers with access to information resources and databases, and these capabilities were demonstrated to the members of the Higher School of Economics.

The training and advanced training of teaching staff is carried out through short-term courses and internships at leading universities and enterprises in Kazakhstan and abroad.

The center pays great attention to ensuring that the merits of teaching staff are properly recognized and rewarded. With a view to providing the centre with competent and experienced personnel, ensuring sufficient material conditions for the faithful performance of duties, production efficiency and quality of work, relationship between concrete results of work and raising the material interest of employees, for achievements in scientific activity, innovation in work, long-term and flawless work, and for other achievements in work various forms of labor incentives and material rewards are carried out.

The centre provides employees with a favourable working environment, which is reflected in the provision of appropriate equipment for workplaces, meeting health standards and requirements, providing training and treatment with the necessary new generation of material and technical equipment, as well as participation in the resolution of a number of social issues - provision of preferential travel at sanatoriums and rest homes, provision of material assistance, etc.

Financial incentives for NSCTO employees are expressed in bonuses and financial

incentives for employees in accordance with the approved Regulations.

***The analytical part***

The Commission conducted an analysis of the recruitment and hiring processes of teachers at the Center. Qualifications, work experience, teaching skills, and scientific activity are important factors. It was noted that priority is given to candidates who are capable of active participation in scientific research and practical activities.

The management emphasized the importance of continuous professional development and professional development of teachers. In order to ensure a high level of education and improve scientific research, various training programs, seminars and conferences for teachers are offered.

The recruitment and development system, as well as staff motivation, are key aspects of the successful operation of the Center. In general, according to this standard, the teaching staff of the NSCTO contributes to the achievement of the mission and goals of the NSCTO.

***Strengths/best practice according to EP “7R01127” “Radiology”:***

No strengths have been identified by this standard.

***Recommendations for EP “7R01127” “Radiology”:***

Absent

***Conclusions of the EEC according to the criteria: According to the “Academic Staff” standard/Teachers” “7R01127” “Radiology” has eight satisfactory positions.***



## 6.6. The “Educational Resources” standard

- ✓ *Material and technical base*
- ✓ *The organization of education must:*
- ✓ *To demonstrate readiness to provide students with sufficient material and technical base to ensure adequate implementation of the EP, space and opportunities for practical and theoretical research; access to relevant professional literature; adequate information and communication technologies; modern equipment for teaching practical methods; a safe learning environment.*
- ✓ *Demonstrate a willingness to improve the learning environment by regularly updating, expanding and strengthening the material and technical base and equipment to maintain the appropriate quality of education at the postgraduate level.*
- ✓ *Educational environment*
- ✓ *The organization of education must:*
- ✓ *To demonstrate willingness to provide the necessary resources for students to acquire adequate practical experience, including the selection and approval of a clinical base as an educational environment; access to sufficient clinical/practical facilities/bases to provide training; sufficient number and diversity of patients; appropriate diverse clinical cases to achieve the goals and objectives of training, including the use of resources as inpatient at the outpatient level, in order to provide the student with a wide range of experience in their chosen field of medicine.*
- ✓ *To demonstrate a willingness, when choosing a learning environment, to ensure the number of patients and the appropriate variety of clinical cases, allowing for clinical experience in all aspects of the chosen specialty, including training in organization and management in the field of health and disease prevention; training at a university clinic, as well as training at other relevant clinics/institutions and community facilities/locations, if it's necessary.*
- ✓ *Information technology*
- ✓ *An educational organization must:*
- ✓ *Guarantee access to information and communication technologies and other electronic media.*
- ✓ *Demonstrate willingness to use information and communication technologies effectively and ethically in the EP.*
- ✓ *Provide teachers and students with access to use information and communication technologies: for self-study; communication with colleagues; access to healthcare information resources and relevant patient data; patient supervision and work in the healthcare system to provide medical care.*
- ✓ *Clinical teams*
- ✓ *An educational organization must:*
- ✓ *Demonstrate willingness to provide students with the opportunity to gain experience working in a team with colleagues and other medical professionals.*
- ✓ *Demonstrate willingness to encourage learning in a multidisciplinary/interprofessional team, promote the development of the ability to guide and train other healthcare professionals*
- ✓ *Medical and scientific research*
- ✓ *An educational organization must:*
- ✓ *To demonstrate willingness to guarantee and provide conditions for students to acquire knowledge in the field of research methodology and the ability to apply scientific foundations and research methods in their chosen field of medicine, to ensure integration and balance between learning and research.*
- ✓ *To demonstrate willingness to encourage students to participate in medical scientific research dedicated to the study of the state and quality of public health and the healthcare system, provide sufficient time for students to conduct research within the framework of the educational program, and provide access to research facilities and activities in places of study.*
- ✓ *Expertise in the field of education*
- ✓ *An educational organization must:*
- ✓ *To define and implement a policy of using educational expertise at the stage of planning, implementation and evaluation of the program.*
- ✓ *To stimulate the development of expertise in the assessment of education and research in medical education as a discipline, to promote the desire and interests of employees in conducting research in medical education.*
- ✓ *Alternative learning and educational exchange*
- ✓ *An educational organization must:*
- ✓ *To determine and implement a policy of accessibility of individual learning opportunities in other educational institutions of the appropriate level within or outside the country, transfer and offset of educational credits and learning outcomes.*
- ✓ *Demonstrate willingness to facilitate regional and international exchange of staff (academic, administrative, and teaching staff) and students by providing appropriate resources; establish links with relevant national and international bodies to conduct exchanges and mutual recognition of learning elements*

### **Evidential part**

The center includes 14 clinical departments designed for 385 patients, 13 operating rooms, an Anesthesiology, Intensive Care and Intensive Care Unit with 12 specialized beds, and a telemedicine room. The material and technical base of the center includes: lecture halls, classrooms, educational and research laboratories, a library, information technology facilities, cultural and social facilities, clinical facilities – leading medical clinics in Astana. EEC results were demonstrated: 2 X-ray machines, 1 MRI unit, 2 CT units, and 3 ultrasound diagnostic rooms are operating as planned. Fistulography is performed as planned and functional tests are performed; in the emergency service: 2 X-ray units, 1 CT machine, 2 units for ultrasound examination. There is a library with information resources and databases with an area of 58.5 sq.m. with a reading room.

There is an experimental laboratory with an area of 490 sq.m., equipped with modern equipment for working with laboratory animals, with a vivarium. The number of full-time

positions is 60, of which medical staff is 18.25, secondary medical staff is 29.25, and junior medical staff is 12.5. The Center's clinical team consists of 156 doctors, including the heads and doctors of 14 clinical departments providing emergency and planned medical care. Among them, there are 1 professors, 3 associate professors, 4 doc.med.sc., 21 cand.med.sc., 3 PhD, and 15 masters. The staff of clinical departments are members of professional associations, regularly take advanced training courses, and participate in scientific and practical conferences, congresses, and congresses. Among the clinical bases with which contracts have been concluded for the training of residents: RSE on REM “National Scientific Center of Traumatology and Orthopedics named after Acad. N.D. Batpenov”: RSE on REM “Multidisciplinary city Children's Hospital No. 2” of the Akimat of Astana, RSE on REM “Multidisciplinary City Hospital No. 1” of the Akimat of Astana (MDCH No. 1), LLP “National Scientific Oncological Center”.

The library's collection is replenished annually with educational and scientific literature in the state, Russian and foreign languages. As of January 1, 2024, the book collection totals 5,236 items, including 3,693 medical items. Subscription: journals of 12 titles (medical) (of which one is in English, International Orthopaedics). There is access to Springer, Web of Science, and Scopus databases. The center carries out scientific research within the framework of targeted program and grant financing in priority areas in the field of scientific research. At the time of the interview, the EP managers had only a general understanding of the policy of using educational expertise at the stage of planning, implementing and evaluating the program, which may be due to the lack of recruitment to the residency in radiology. The self-report states that “EP in the specialty 7R01127 “Radiology” is regularly studied and evaluated by receiving feedback from residents, teaching staff and employers,” while in the absence of recruitment and graduation, these procedures can only be planned, and not already implemented. The faculty of this EP have already been trained on the following topics: “Teacher of a medical organization of education and science”, “Methodology of teaching postgraduate education”, “Development of educational programs”, “How to write and publish an article in a peer-reviewed journal?”, “Methodology of scientific research within the framework of the mandatory component “Teacher-researcher/Scientist”, which indicates that they are ready to evaluate the EP in the future.

#### ***The analytical part***

For the professional training of resident doctors in the specialty 7R01127 “Radiology”, the Center has a sufficient and appropriate material and technical base, information resources, educational and information technologies, resources for clinical training of residents and for conducting scientific research. The center has rooms for X-ray examinations, MRI and CT examinations, and ultrasound diagnostics. According to the EEC experts, the availability of a fund of educational and scientific literature in relation to the center's contingent for a full cycle of training meets the qualification requirements. The National Scientific Research Center named after N.D. Batpenov provides an opportunity to implement the necessary directions in research work, conducts in-depth study, analysis and further practical implementation of modern diagnostic and therapeutic techniques.

The information provided to the experts of the EEC on the use and development of expertise in the field of education requires specification and implementation in practice, including with an emphasis on conducting their own research in medical education.

#### ***Strengths/best practice according to EP “7R01127” “Radiology”:***

The NSCTO named after acad. N.D. Batpenov is equipped with high-tech diagnostic and therapeutic equipment, operates in three main areas: research, medical and educational, the only center in Kazakhstan engaged in the development, improvement and implementation of the latest advanced technologies in the field of traumatology and orthopedics.

#### ***Recommendations for EP “7R01127” “Radiology”:***

1. The management of the EP should define and implement a policy for the use of expertise in the field of education at the stage of planning, implementation and evaluation of the EP “7R01127 “Radiology”. Due date: June 1, 2025.

2. To develop a program to increase employee motivation for conducting research in medical education. Due date: January 1, 2025.

*Conclusions of the EEC according to the criteria:*

**According to the Educational Resources standard, the 7R01127 “Radiology” educational program has 1 strong, 13 satisfactory, and 2 positions in need of improvement.**





### 6.7. The “Evaluation of the educational program” standard

- ✓ Program monitoring and evaluation mechanisms
- ✓ The educational organization should:
  - ✓ To have regulated procedures for monitoring, periodic assessment of educational outcomes, learning outcomes, progress and academic performance of students with the involvement of key stakeholders.
    - ✓ Demonstrate evidence of willingness to regularly monitor EP, assess the relationship between EP policy and the needs of education and the health system, evaluate the educational process, student assessment methods, student progress, academic staff qualifications, assess and analyze identified problems, and ensure that the relevant assessment results affect the quality of EP.
      - ✓ Demonstrate a willingness to make the evaluation process and results transparent to all stakeholders.
    - ✓ Teacher and student feedback
  - ✓ An educational organization must:
    - ✓ Demonstrate evidence of willingness to systematically conduct, analyze, and respond to feedback from teachers and students.
    - ✓ Demonstrate evidence of willingness to actively involve teachers and students in planning the evaluation of the program and using the evaluation results to improve the program.
  - ✓ The results of the training of qualified specialists
  - ✓ An educational organization must:
    - ✓ To demonstrate evidence of willingness to constantly monitor qualified professionals; provide feedback on the clinical practice of qualified professionals from employers; establish and apply a mechanism for evaluating the program using the collected data on the results of the clinical practice of qualified professionals.
      - ✓ Demonstrate evidence of willingness to inform the structural units responsible for selecting students, developing and planning the educational program, and advising students about the results of the assessment of clinical practice.
    - ✓ Involvement of stakeholders
  - ✓ An educational organization must:
    - ✓ Demonstrate evidence of willingness to involve key stakeholders in the monitoring and evaluation of the EP.
    - ✓ To demonstrate evidence of willingness to provide stakeholders with access to the evaluation results of the course and educational program; take into account the results of feedback from qualified professionals; take into account the results of feedback on the EP.

#### ***The evidentiary part***

During the work of the EEC, evidence was presented on the possibility of monitoring and evaluating the residency program in the specialty 7R01127 “Radiology” in the RSE on REM “National Scientific Center of Traumatology and Orthopedics named after Academician N.D. Batpenov” in the form of monitoring the provision of the educational process with the necessary resources (clinical bases, teaching staff, clinical mentors, educational literature, classroom fund, equipment, lists of mentors with their characteristics, plans for the development of the base and the acquisition of equipment are provided; monitoring the compliance of the curriculum with the requirements of state educational standards, information is posted on the website; monitoring the compliance of the content of resident training with the requirements of state educational standards, qualification requirements for specialists, which is also publicly available on the website. At the NSCTO named after N.D. Batpenov, due representation of interested parties is observed in the assessment of residents’ training: the EEC has provided a document confirming the representation of residents on the Council of the Center. The need for practical healthcare is taken into account, which has been repeatedly confirmed by examples when working with focus groups. The Center has identified and uses mechanisms for constant communication with medical practice and the healthcare system: the management of regional health departments – contracts with clinical bases in Astana (The EEC has provided contracts, and during the interview, it is justified to conclude an agreement with highly specialized centers, for example, for training in methods of radiation diagnosis of breast cancer, etc.); employers (medical institutions of regional health departments of the Republic of Kazakhstan – to create an effective system to promote employment and adapt graduates to the labor market; representatives of the Committee for the Control of medical and pharmaceutical services and representatives of practical healthcare – the university widely uses the principle of independent objective assessment, involving as chairmen, members and examiners of the state attestation Commission for the final certification of graduates, participate in their distribution; representatives of public associations of doctors, the EEC provides examples of interaction with the society of radiologists; representatives of the public and trade unions provide constant feedback in the form of questionnaires and interviews, participation in various events of the NSCTO named after acad. N.D. Batpenov, which is confirmed by a number of news on the official website of the Center.

#### ***The analytical part***

The key figures in the monitoring and evaluation of the residency program in the specialty

7R01127 “Radiology” are the Department of Education, the Scientific and Methodological Council, which work in close cooperation with residents, practical healthcare and potential employers, the Ministry of Healthcare of the Republic of Kazakhstan. The learning trajectory is reflected on the center's website. [www.nscto.kz](http://www.nscto.kz) information about the residency training program (name of specialty, code, duration of study, qualification). The Center has identified and uses mechanisms and tools for training a medical specialist based on constant communication with medical practice and the healthcare system. All stakeholders (teaching staff, students, employers) are involved in the program evaluation process through representation on the Center's Board. Systematic communication with the Society of Radiologists has been ensured.

***Strengths/best practice according to EP “7R01127” “Radiology”:***

No strengths have been identified by this standard.

***Recommendations for EP “7R01127” “Radiology”:***

Absent.

***Conclusions of the EEC according to the criteria:***

**According to the standard "Assessment of the educational program", the educational program “7R01127 “Radiology” has 9 satisfactory positions.**



IaDR

## 6.8. The “Management and Administration” standard

- ✓ *Management*
- ✓ *An educational organization must:*
- ✓ *Demonstrate evidence of willingness to document the completion of studies by issuing degrees, diplomas, certificates or other official certificates of qualifications; provide evidence of formal qualifications provided as the basis for official recognition of a specialist in a chosen field of medicine at the national and international levels.*
- ✓ *Demonstrate evidence of willingness to be responsible for quality assurance processes.*
- ✓ *To demonstrate evidence of readiness to ensure compliance of the EP with the needs of society in terms of health and the healthcare system, to ensure transparency of the work of management structures and their decisions.*
- ✓ *Academic leadership*
- ✓ *An educational organization must:*
- ✓ *Demonstrate evidence of readiness for leadership/academic leadership and organization of postgraduate medical education.*
- ✓ *Demonstrate evidence of willingness to periodically evaluate academic leadership regarding the achievement of the mission of the EP and expected learning outcomes.*
- ✓ *Budget for training and allocation of resources*
- ✓ *An educational organization should:*
- ✓ *To have a clear allocation of responsibility and authority to provide resources for the educational program, including the target budget for training.*
- ✓ *To demonstrate evidence of willingness to allocate the resources necessary for the implementation of the educational program and allocate educational resources in accordance with their needs*
- ✓ *To demonstrate evidence of willingness to manage the budget in such a way as to meet the functional responsibilities of the academic staff and students by introducing innovations into the program.*
- ✓ *Administrative staff and management*
- ✓ *The educational organization should:*
- ✓ *To have an appropriate administrative staff, including their number and composition in accordance with qualifications, to ensure the implementation of the OP and related activities; ensure proper management and allocation of resources.*
- ✓ *To develop and implement an internal management quality assurance program, including regular reviews and submission of the academic management for regular review to achieve high quality.*
- ✓ *Requirements and rules*
- ✓ *The educational organization must:*
- ✓ *To comply with national legislation regarding the number and types of recognized medical specialties for which approved medical standards are being developed.*
- ✓ *To discuss and approve the postgraduate medical education program in cooperation with all interested parties.*
- ✓ *Informing the public*
- ✓ *An educational organization must:*
- ✓ *To demonstrate evidence of willingness to publish complete and reliable information about the educational program and its achievements on the official website of the educational organization and in the media.*

### ***Evidential part***

In accordance with the organizational structure of the center, the educational process of the residency is supervised by the deputy director for scientific work and strategy, the head of the center for scientific applied research, who subordinates the education department. In order to effectively plan, develop and implement the residency programs, the center included in the advisory bodies representatives of practical health care, residents and teachers involved in the implementation of residency programs. The EEC provided evidence that upon completion of the postgraduate training program, residency students will be issued a state-issued “Certificate of Completion of Residency” with the award of the qualification “radiologist physician”. During the work of the EEC, the experts emphasized that the residency in the specialty 7R01127 – “Radiology” is planned reliably taking into account the possibilities of clinical, practical training, the maximum permissible workload for mentors (lists were provided), the availability of educational, educational-methodical and scientific literature (confirmed during the visit), the throughput capacity of the clinical departments (all clinical bases were visually assessed), as well as the material and technical resources of the Center (confirmed by self-report, as well as during interviews with managers). NSCTO named after acad. N.D. Batpenov has the corresponding educational base, lecture, classroom and laboratory premises, study rooms, modern clinical departments, which belong to the right of ownership, ensuring the practical and scientific research work of students. Students have the opportunity to use the electronic publications of the Center (confirmed during the interview with the head of the EP). The general policy for the assessment of residents, including the timing of the assessment, the criteria for assessment, the methods and forms of implementation, are reflected in the syllabuses of each module or discipline. Each stage and level in the MCT system is regulated by relevant regulatory and legal documents.

The center determines the main priorities for spending money and is approved by the Supervisory Board of the center. In addition, the annual execution of the development plan based

on the results of the financial year is provided for consideration by the meeting of the Supervisory Board. The center's budgeting system is based on ensuring high-quality education, science, and clinical practice: it provides calculations of the Center's income and expenses, information on funded research, expenses for replenishing the educational literature fund, as well as for the annual purchase of computer equipment and medical equipment. During the EEC interview, examples are given when NSCTO named after acad. N.D. Batpenov supports the expenses of residents when sending them to internships, conferences in the Republic of Kazakhstan and abroad.

***The analytical part***

In accordance with the Organizational Structure of the N.D. Batpenov National Scientific and Technical Center, the center's activities are carried out by 50 structural divisions. The direct management of the residency program is carried out by the Department of Education. NSCTO named after acad. N.D. Batpenov is a service provider for the Ministry of Healthcare of the Republic of Kazakhstan, in terms of training specialists with higher and postgraduate medical and pharmaceutical education. Representatives of practical healthcare are involved in the development of residency programs and their improvement. The available material base provides lectures, works in the field of radiology (educational, scientific and scientific equipment), seminars, the use of information systems and access to full-text databases. The MCT is functioning successfully.

***Strengths/best practice according to EP "7R01127" "Radiology":***

No strengths have been identified by this standard.

***Recommendations for EP "7R01127" "Radiology":***

Absent.

***Conclusions of the EEC according to the criteria:***

***According to the standard "Management and Administration", the educational program "7R01127" "Radiology" has 13 satisfactory positions.***

**(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD**

**The “Mission and Learning Outcomes” standard**

No strengths have been identified by this standard.

**The "Educational Program" standard**

The management of the EP has defined an approach to training based on the results of basic medical education, with an emphasis on practice-oriented training, including the personal participation of a resident in providing medical care.

**The “Educational Program” standard**

The management of the EP has defined an approach to training based on the results of basic medical education, with an emphasis on practice-oriented training, including the personal participation of a resident in providing medical care.

**The standard “Student Assessment Policy”**

No strengths have been identified by this standard.

**The “Students” standard**

The Center provides high-level academic counseling for monitoring and monitoring the progress of a resident, including the participation of the Center's managers and direct supervisors of the EP.

**Standard “Academic staff/teachers”**

No strengths have been identified by this standard.

**Educational Resources standard:**

NSCTO named after acad. N.D. Batpenov is equipped with high-tech diagnostic and therapeutic equipment, operates in three main areas: research, medical and educational, the only center in Kazakhstan engaged in the development, improvement and implementation of the latest advanced technologies in the field of traumatology and orthopedics.

**The standard “Assessment of the educational program”**

No strengths have been identified by this standard.

**Management and Administration Standard**

No strengths have been identified by this standard.

**(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD**

**The “Mission and Learning Outcomes” standard**

1. The management of the EP should ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes. Due date: September 1, 2024

2. In defining the Mission, the management of the Educational Institution should include the development of innovations in the educational process, the development of students' scientific competence on issues related to the social determinants of health. Due date: September 1, 2024.

**The “Educational Program” standard**

Absent

**The standard “Student Assessment Policy”:**

The management of the EP should develop and implement a system for encouraging the examination of evaluation methods by external experts. Due date: September 1, 2024

**The “Students” standard**

Absent

**Standard “Academic staff/teachers”**

Absent

**Standard “Educational Resources”:**

1. The management of the Educational Institution should define and implement a policy for the use of expertise in the field of education at the stage of planning, implementation and evaluation of the educational institution “7R01127 Radiology”. Due date: June 1, 2025.

2. Develop a program to increase employee motivation for conducting research in medical education. Due date: January 1, 2025.

**The standard “Assessment of the educational program”**

Absent

**Management and Administration Standard**

Absent.

**(IX) OVERVIEW OF THE RECOMMENDATIONS FOR THE DEVELOPMENT OF  
EDUCATION ORGANIZATION**

*Absent.*



**(X) RECOMMENDATION TO THE ACCREDITATION COUNCIL**

*The members of the EEC came to the unanimous opinion that EP 7R01127 Radiology (primary accreditation) is recommended for accreditation for a period of 5 years.*





**Attachment 1. Assessment table “Conclusion of the external expert commission” (EP 7R01127 “Radiology”)**

| S No.                                                | S No. | S No.  | CRITERIA FOR ASSESSMENTS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | CO position |              |                      |                |
|------------------------------------------------------|-------|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------------|----------------------|----------------|
|                                                      |       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Strong      | Satisfactory | Suggests improvement | Unsatisfactory |
| <b>“MISSION AND LEARNING OUTCOMES” standard 1</b>    |       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |              |                      |                |
| <b>1.1 Mission Definition</b>                        |       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |              |                      |                |
| <b>The organization of education must:</b>           |       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |              |                      |                |
| 1                                                    | 1     | 1.1.1. | define the mission of the postgraduate medical education program and communicate it to stakeholders and the health sector                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |             | +            |                      |                |
| 2                                                    | 2     | 1.1.2. | define a mission based on the health needs of society, the needs of the health care system, and other aspects of social responsibility                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |             | +            |                      |                |
| 3                                                    | 3     | 1.1.3. | define a training program containing theoretical and practical components with an emphasis on the latter, which will result in a physician: <ul style="list-style-type: none"> <li>▪ competent in the chosen field of medicine, including good medical practice,</li> <li>▪ able to work independently at a high professional level,</li> <li>▪ able to work in a professional and interprofessional team,</li> <li>▪ willing to learn throughout life and to participate in continuing medical education/professional development.</li> <li>▪ able to provide appropriate patient care that is appropriate, effective, compassionate and safe in solving health problems and in matters of health promotion, incorporating a patient-centered and systems approach</li> </ul> |             | +            |                      |                |
| 4                                                    | 4     | 1.1.4. | provide for readiness to provide appropriate working conditions for students to maintain their health                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | +            |                      |                |
| 5                                                    | 5     | 1.1.5. | ensure that the mission of the EP includes the development of innovations in the educational process, allowing the development of broader and more specialized competencies than those defined in the framework of the core competencies required; the development of scientific competence of students so that doctors can conduct research in their chosen field of medicine; opportunities for doctors to become active participants in addressing issues related to social determinants of health                                                                                                                                                                                                                                                                          |             | +p           |                      |                |
| <b>1.2 Professionalism and professional autonomy</b> |       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |              |                      |                |
| <b>The organization of education must:</b>           |       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |              |                      |                |
| 6                                                    | 6     | 1.2.1. | Include professionalism in the training of physicians and ensure that training promotes professional autonomy to enable future action in the best interests of the patient and society.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             | +            |                      |                |
| 7                                                    | 7     | 1.2.2. | provide for cooperation with the Government and other partners, while maintaining appropriate independence from them.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |             | +            |                      |                |
| <b>1.3. Learning outcomes</b>                        |       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |              |                      |                |
| <b>The organization of education must:</b>           |       |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |             |              |                      |                |
| 8                                                    | 8     | 1.3.1. | identify the expected learning outcomes that students should achieve upon completion of their studies in relation to their achievements at the postgraduate level in terms of knowledge, skills and behavior/attitude, the appropriate foundation for a                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |             | +            |                      |                |

|                                                                               |    |        |                                                                                                                                                                                                                                                                                                                                       |              |          |           |          |
|-------------------------------------------------------------------------------|----|--------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|-----------|----------|
|                                                                               |    |        | future career in their chosen field of medicine, their future roles in the health sector, commitment and skills in the implementation of continuing education, the health needs of society, the needs of the health system and other aspects of social responsibility, professional behavior                                          |              |          |           |          |
| 9                                                                             | 9  | 1.3.2. | Identify and publish the expected learning outcomes: general and specialty-specific that students need to achieve.                                                                                                                                                                                                                    |              | +        |           |          |
| 10                                                                            | 10 | 1.3.3. | demonstrate evidence of willingness to ensure proper behavior of students in relation to classmates, teachers, medical staff, patients and their relatives                                                                                                                                                                            |              | +        |           |          |
| 11                                                                            | 11 | 1.3.4. | To determine the expected learning outcomes based on the results obtained at the basic medical education level to ensure the interaction between basic and postgraduate medical education                                                                                                                                             |              | +        |           |          |
| 12                                                                            | 12 | 1.3.5  | provide for the possibility of students participating in research in the relevant field of healthcare                                                                                                                                                                                                                                 |              | +        |           |          |
| <b>1.4. Participation in the formulation of mission and learning outcomes</b> |    |        |                                                                                                                                                                                                                                                                                                                                       |              |          |           |          |
| <b>The organization of education must:</b>                                    |    |        |                                                                                                                                                                                                                                                                                                                                       |              |          |           |          |
| 13                                                                            | 13 | 1.4.1. | ensure the participation of key stakeholders in the formulation of the mission and expected learning outcomes                                                                                                                                                                                                                         |              |          | +         |          |
| 14                                                                            | 14 | 1.4.2. | ensure that the stated mission and expected learning outcomes are based on the opinions/suggestions of other stakeholders                                                                                                                                                                                                             |              | +        |           |          |
|                                                                               |    |        |                                                                                                                                                                                                                                                                                                                                       | <b>Total</b> | <b>0</b> | <b>13</b> | <b>1</b> |
| <b>“EDUCATIONAL PROGRAM” standard 2</b>                                       |    |        |                                                                                                                                                                                                                                                                                                                                       |              |          |           |          |
| <b>2.1. The learning approach</b>                                             |    |        |                                                                                                                                                                                                                                                                                                                                       |              |          |           |          |
| <b>The organization of education must:</b>                                    |    |        |                                                                                                                                                                                                                                                                                                                                       |              |          |           |          |
| 15                                                                            | 1  | 2.1.1. | to determine the approach to training based on expected learning outcomes and official certificates of qualifications provided as the basis for official recognition of a specialist in the chosen field of medicine at the national and international levels.                                                                        |              | +        |           |          |
| 16                                                                            | 2  | 2.1.2. | to define an approach to training based on the results of basic medical education, systematically and transparently, using practice-oriented training that includes and supports the student's personal involvement in providing medical care and responsibility for the patient, their own educational process and clinical practice |              | +        |           |          |
| 17                                                                            | 3  | 2.1.3. | demonstrate evidence of willingness to ensure the use of appropriate teaching methods that integrate practical and theoretical components, guide the learner through mentoring and regular assessment and feedback, including adherence to ethical requirements and norms                                                             |              | +        |           |          |
| 18                                                                            | 4  | 2.1.4. | demonstrate evidence of willingness to ensure that the educational program is implemented in accordance with the principles of equality, inform students about the program, the rights and responsibilities of trainees                                                                                                               |              | +        |           |          |
| 19                                                                            | 5  | 2.1.5. | to increase the degree of independence and responsibility of the student as knowledge, skills, and acquired experience improve                                                                                                                                                                                                        |              | +        |           |          |
| 20                                                                            | 6  | 2.1.6. | provide an opportunity to identify gender, cultural and religious characteristics and properly prepare the student to interact with the specified patient population.                                                                                                                                                                 |              | +        |           |          |
| <b>2.2. The scientific method</b>                                             |    |        |                                                                                                                                                                                                                                                                                                                                       |              |          |           |          |
| <b>The organization of education must:</b>                                    |    |        |                                                                                                                                                                                                                                                                                                                                       |              |          |           |          |
| 21                                                                            | 7  | 2.2.1. | throughout the training program, teach students the principles of scientific methodology, including methods of analytical and critical thinking; research methods in healthcare and evidence-based medicine                                                                                                                           |              | +        |           |          |
| 22                                                                            | 8  | 2.2.2. | strive to include in the EP a critical assessment of literature and scientific data, adapt content based on scientific developments in medicine, modify the EP, taking into account                                                                                                                                                   |              | +        |           |          |

|                                                                                            |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
|--------------------------------------------------------------------------------------------|----|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------|-----------|----------|----------|
|                                                                                            |    |        | the achievements of scientific, technological, medical and pharmaceutical developments, current and expected needs of society and the healthcare system                                                                                                                                                                                                                                                                           |  |          |           |          |          |
| <b>2.3 The content of the training</b>                                                     |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| <b>The organization of education must:</b>                                                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| 23                                                                                         | 9  | 2.3.1. | to include in the learning process the practice and theory of basic biomedical, clinical, behavioral, social sciences and preventive medicine, clinical solutions, communication skills, medical ethics, public health, medical jurisprudence and forensic medicine, management disciplines, patient safety, protection of doctors, complementary medicine                                                                        |  | +        |           |          |          |
| 24                                                                                         | 10 | 2.3.2. | organize an educational program with appropriate attention to patient safety and independence                                                                                                                                                                                                                                                                                                                                     |  | +        |           |          |          |
| 25                                                                                         | 11 | 2.3.3. | demonstrate evidence of willingness to ensure adjustments and amendments to the EP to ensure the development of knowledge, skills and thinking of various graduate roles, compliance of the content of the EP with the changing conditions and needs of society and the healthcare system                                                                                                                                         |  | +        |           |          |          |
| <b>2.4. The structure of the educational program, content and duration</b>                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| <b>The organization of education must:</b>                                                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| 26                                                                                         | 12 | 2.4.1. | provide a description of the content, scope and sequence of courses and duration of the OP; identify mandatory and selective components; combine practice and theory in the learning process; ensure compliance with national legislation that should be presented and described; ensure adequate impact on how local, national or regional health systems address health problems and medical needs assistance to the population |  | +        |           |          |          |
| 27                                                                                         | 13 | 2.4.2. | take into account the learning outcomes of previous basic medical education related to the chosen field of medicine                                                                                                                                                                                                                                                                                                               |  | +        |           |          |          |
| 28                                                                                         | 14 | 2.4.3. | Determine graduate requirements for various roles in the healthcare system                                                                                                                                                                                                                                                                                                                                                        |  | +        |           |          |          |
| <b>2.5. Organization of training</b>                                                       |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| <b>The organization of education must:</b>                                                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| 29                                                                                         | 15 | 2.5.1. | Define responsibilities and authorities for organizing, coordinating, managing, and evaluating the individual learning environment and learning process                                                                                                                                                                                                                                                                           |  | +        |           |          |          |
| 30                                                                                         | 16 | 2.5.2. | Ensure that adequate representation from teaching staff, students, and other key and relevant stakeholders is included in the planning and development of the educational program.                                                                                                                                                                                                                                                |  | +        |           |          |          |
| 31                                                                                         | 17 | 2.5.3. | plan the training in such a way as to familiarize the student with a wide range of existing practical experience in the chosen field of medicine.                                                                                                                                                                                                                                                                                 |  | +        |           |          |          |
| 32                                                                                         | 18 | 2.5.4. | to ensure a variety of study sites, coordinate multiple study sites to gain appropriate access to different aspects of the chosen field of medicine                                                                                                                                                                                                                                                                               |  | +        |           |          |          |
| <b>2.6. The relationship between education, medical practice and the healthcare system</b> |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| <b>The organization of education must:</b>                                                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| 33                                                                                         | 19 | 2.6.1. | to provide for and ensure integration between theoretical training and professional development, to develop training through medical practice and professional development; to integrate training and medical practice through the provision of medical care to patients; to ensure that training complements and takes into account the needs of medical care                                                                    |  | +        |           |          |          |
| 34                                                                                         | 20 | 2.6.2. | effectively use the capabilities of the healthcare system to provide medical care for training purposes                                                                                                                                                                                                                                                                                                                           |  | +        |           |          |          |
| <b>Total</b>                                                                               |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  | <b>1</b> | <b>19</b> | <b>0</b> | <b>0</b> |
| <b>“STUDENT ASSESMENT POLICY” standard 3</b>                                               |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| <b>3.1. Assessment methods</b>                                                             |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |
| <b>The organization of education must:</b>                                                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |          |           |          |          |

|                                                              |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |          |          |          |          |
|--------------------------------------------------------------|----|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|----------|----------|----------|----------|
| 35                                                           | 1  | 3.1.1. | to develop and implement a student assessment/assessment policy; to define, approve and publish the principles, objectives, methods and practices of student assessment, including, if necessary, verification by specialists                                                                                                                                                                                                                                                                                                                                                                 |              | +        |          |          |          |
| 36                                                           | 2  | 3.1.2. | Ensure that assessment procedures cover knowledge, skills, attitudes, and professional behavior.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |              | +        |          |          |          |
| 37                                                           | 3  | 3.1.3. | Ensure that an additional set of assessment methods and formats are used in accordance with their "assessment effectiveness", including the use of multiple evaluators and multiple assessment methods                                                                                                                                                                                                                                                                                                                                                                                        |              | +        |          |          |          |
| 38                                                           | 4  | 3.1.4. | Determine the criteria for passing exams or other types of assessment, including the number of retakes allowed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              | +        |          |          |          |
| 39                                                           | 5  | 3.1.5. | provide for the possibility of documenting the reliability, validity and fairness of student assessment methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              | +        |          |          |          |
| 40                                                           | 6  | 3.1.6. | Implement a review system based on the principles of fairness or in accordance with appropriate legal procedures.                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |              | +        |          |          |          |
| 41                                                           | 7  | 3.1.7. | implement new assessment methods according to need, document different types and stages of training and assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |              | +        |          |          |          |
| 42                                                           | 8  | 3.1.8. | provide for the encouragement of the process of examination of assessment methods by external experts                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |              |          | +        |          |          |
| <b>3.2. The relationship between assessment and learning</b> |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |          |          |          |          |
| <b>The organization of education must:</b>                   |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |          |          |          |          |
| 43                                                           | 9  | 3.2.1. | to ensure the use of evaluation principles, methods and practices that are comparable to the expected learning outcomes and methods; to ensure that students achieve the expected learning outcomes; to facilitate student learning; to ensure the adequacy and relevance of learning; to provide timely, specific, constructive and objective feedback to students based on the assessment of their activities                                                                                                                                                                               |              | +        |          |          |          |
| 44                                                           | 10 | 3.2.2. | Strive to use evaluation principles, methods, and practices that encourage integrated learning, encourage student engagement in clinical practice, and facilitate interprofessional training.                                                                                                                                                                                                                                                                                                                                                                                                 |              | +        |          |          |          |
|                                                              |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Total</b> | <b>0</b> | <b>9</b> | <b>1</b> | <b>0</b> |
| <b>“STUDENTS” standard 4</b>                                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |          |          |          |          |
| <b>4.1. Selection and Admission Policy</b>                   |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |          |          |          |          |
| <b>The organization of education must:</b>                   |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |              |          |          |          |          |
| 45                                                           | 1  | 4.1.1. | have a policy and implement admission and admission practices based on the organization's mission and including a clearly defined regulation on the student selection process                                                                                                                                                                                                                                                                                                                                                                                                                 |              | +        |          |          |          |
| 46                                                           | 2  | 4.1.2. | to ensure a balance between learning opportunities and the admission of students; to formulate and implement policies / rules for the selection of students according to established criteria; to have a policy and implement the practice of admission, admission of students with disabilities in accordance with applicable laws and regulatory documents of the country; to ensure a high level of knowledge and skills in the field of basic biomedical sciences, achieved at the previous level of basic medical education; ensure transparency and fairness of the selection procedure |              | +        |          |          |          |
| 47                                                           | 3  | 4.1.3. | have a policy and implement the practice of transferring students from other educational institutions, including foreign ones                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |              | +        |          |          |          |
| 48                                                           | 4  | 4.1.4. | to ensure in the selection procedure the opportunities of potential students to improve the quality of education in the chosen field of medicine; to ensure the transparency of the selection procedure; to provide a mechanism for appealing admission decisions                                                                                                                                                                                                                                                                                                                             |              | +        |          |          |          |

|                                              |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
|----------------------------------------------|----|--------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|
| 49                                           | 5  | 4.1.5. | Demonstrate a willingness to involve student associations and other stakeholders in the development of the selection policy and process, periodically reviewing admission policies and rules.                                                                                                                                                                                        |   | + |  |  |
| <b>4.2. Number of students</b>               |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
| <b>The organization of education must:</b>   |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
| 50                                           | 6  | 4.2.1. | to determine the number of students accepted in accordance with: clinical/practical training opportunities, the ability of the CO to carry out appropriate control and monitoring of the educational process, logistical and other available resources, information about the medical and sanitary needs of society and society                                                      |   | + |  |  |
| 51                                           | 7  | 4.2.2. | Provide for the possibility to periodically review the number and contingent of admitted students in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector.                                                                                                                                                           |   | + |  |  |
| 52                                           | 8  | 4.2.3. | provide for the possibility to adapt the number of potential students, taking into account the available information on the number of qualified candidates and information on national and international labor markets; regulate the number of potential students, taking into account the inherent unpredictability of the exact need for specialists in various fields of medicine |   | + |  |  |
| <b>4.3. Advising and supporting students</b> |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
| <b>The organization of education must:</b>   |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
| 53                                           | 9  | 4.3.1. | demonstrate willingness to provide students with access to the academic counseling system for students                                                                                                                                                                                                                                                                               |   | + |  |  |
| 54                                           | 10 | 4.3.2. | Demonstrate a willingness to provide academic counseling while monitoring and monitoring student progress, including the analysis of unintended incidents.                                                                                                                                                                                                                           | + |   |  |  |
| 55                                           | 11 | 4.3.3. | To demonstrate willingness to provide a student support program that addresses social, financial, and personal needs.                                                                                                                                                                                                                                                                |   | + |  |  |
| 56                                           | 12 | 4.3.4. | demonstrate willingness to allocate resources for social and personal support of students; ensure confidentiality regarding counseling and support                                                                                                                                                                                                                                   |   | + |  |  |
| 57                                           | 13 | 4.3.5. | demonstrate willingness to provide professional guidance, counseling, and career planning                                                                                                                                                                                                                                                                                            |   | + |  |  |
| 58                                           | 14 | 4.3.6. | demonstrate willingness to consult in order to provide support in the event of a professional crisis; involve organizations/associations of students in solving students' problem situations                                                                                                                                                                                         |   | + |  |  |
| <b>4.4. Student representation</b>           |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
| <b>The organization of education must:</b>   |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
| 59                                           | 15 | 4.4.1. | have a policy and implement a practice of student representation and their appropriate participation in the development of the mission and intended learning outcomes, in the development of educational programs, planning of learning conditions for students, assessment and management of educational programs                                                                   |   | + |  |  |
| 60                                           | 16 | 4.4.2. | demonstrate willingness to encourage student representation to participate in decision-making on educational processes, conditions and rules of study                                                                                                                                                                                                                                |   | + |  |  |
| <b>4.5 Working conditions</b>                |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
| <b>The organization of education must:</b>   |    |        |                                                                                                                                                                                                                                                                                                                                                                                      |   |   |  |  |
| 61                                           | 17 | 4.5.1. | provide a training program with appropriate remuneration/scholarships or other ways of financing and motivating students                                                                                                                                                                                                                                                             |   | + |  |  |
| 62                                           | 18 | 4.5.2. | Ensure that students have access to patient care, including calling a doctor, where appropriate.                                                                                                                                                                                                                                                                                     |   | + |  |  |
| 63                                           | 19 | 4.5.3. | demonstrate evidence of willingness to identify and publish students' working conditions and responsibilities                                                                                                                                                                                                                                                                        |   | + |  |  |

|                                                                                                                    |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |
|--------------------------------------------------------------------------------------------------------------------|----|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|----------|----------|
| 64                                                                                                                 | 20 | 4.5.4. | provide for interruptions of studies caused by pregnancy (including maternity/paternity leave, child care), illness, military service, or secondment for additional training                                                                                                                              |          | +         |          |          |
| 65                                                                                                                 | 21 | 4.5.5. | strive to ensure that the working components in the student's work do not dominate the educational component/training                                                                                                                                                                                     |          | +         |          |          |
| 66                                                                                                                 | 22 | 4.5.6. | To take into account the needs of patients, the continuity of medical care, and the educational needs of students when drawing up a work plan and schedule, including on-call work.                                                                                                                       |          | +         |          |          |
| 67                                                                                                                 | 23 | 4.5.7. | allow distance learning under special circumstances, in accordance with the individual educational trajectory and work experience of the student, providing evidence that the total duration and quality of distance learning is not less than in full-time education.                                    |          | +         |          |          |
| 68                                                                                                                 | 24 | 4.5.8. | provide for the possibility of continuing education under conditions of study breaks related to pregnancy (including maternity/paternity leave), illness, military service or secondment                                                                                                                  |          | +         |          |          |
| <b>Total</b>                                                                                                       |    |        |                                                                                                                                                                                                                                                                                                           | <b>1</b> | <b>23</b> | <b>0</b> | <b>0</b> |
| <b>“ACADEMIC STAFF/FACULTY” standard 5</b>                                                                         |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |
| <b>5.1. Recruitment and selection policy</b>                                                                       |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |
| <b>The educational organization should develop and implement a staff selection and recruitment policy that:</b>    |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |
| 69                                                                                                                 | 1  | 5.1.1. | To take into account the necessary criteria for employment with the condition of examination of documents; contains criteria for the scientific, pedagogical and clinical/professional merits of applicants, including the proper balance between pedagogical, scientific and professional qualifications |          | +         |          |          |
| 70                                                                                                                 | 2  | 5.1.2. | To define the responsibilities of teachers, including the balance between teaching, scientific and other functions, taking into account the mission of the educational institution, the needs of the education system and the needs of the healthcare system.                                             |          | +         |          |          |
| 71                                                                                                                 | 3  | 5.1.3. | To ensure that teachers have practical experience in the relevant field, are recognized experts in the relevant field, and that teachers of narrow specialties, if necessary, are approved for appropriate periods of study, depending on their qualifications.                                           |          | +         |          |          |
| 72                                                                                                                 | 4  | 5.1.4. | To encourage participation in programs to develop their educational potential, use the expertise of educational activities to increase the potential of academic staff, and determine the level of remuneration for participation in postgraduate education                                               |          | +         |          |          |
| <b>5.2. Staff activity and Development Policy</b>                                                                  |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |
| <b>The educational organization should develop and implement a staff activity and development policy aimed at:</b> |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |
| 73                                                                                                                 | 5  | 5.2.1. | ensure that teachers have enough time for learning, counseling, and independent development.                                                                                                                                                                                                              |          | +         |          |          |
| 74                                                                                                                 | 6  | 5.2.2. | the presence of a structure responsible for the development of academic staff, ensuring periodic assessment of academic staff                                                                                                                                                                             |          | +         |          |          |
| 75                                                                                                                 | 7  | 5.2.3. | development and implementation of a policy to support academic staff in matters of pedagogy and advanced training for further professional development; evaluate and recognize the scientific and academic achievements of teachers                                                                       |          | +         |          |          |
| 76                                                                                                                 | 8  | 5.2.4. | the ability to take into account the “teacher-student” ratio depending on the various components of the EP, taking into account the features that ensure close personal interaction and monitoring of students                                                                                            |          | +         |          |          |
| <b>Total</b>                                                                                                       |    |        |                                                                                                                                                                                                                                                                                                           | <b>0</b> | <b>8</b>  | <b>0</b> | <b>0</b> |
| <b>“EDUCATIONAL RESOURCES” standard 6</b>                                                                          |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |
| <b>6.1. Material and technical base</b>                                                                            |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |
| <b>The organization of education must:</b>                                                                         |    |        |                                                                                                                                                                                                                                                                                                           |          |           |          |          |

|                                             |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
|---------------------------------------------|----|--------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---|--|--|
| 77                                          | 1  | 6.1.1. | demonstrate readiness to provide students with sufficient material and technical base to ensure adequate implementation of the EP, space and opportunities for practical and theoretical research; access to relevant professional literature; adequate information and communication technologies; modern equipment for teaching practical methods; a safe learning environment                                                                                                                                                                                                                            | + |   |  |  |
| 78                                          | 2  | 6.1.2. | demonstrate a willingness to improve the learning environment by regularly updating, expanding and strengthening the material and technical base and equipment to maintain the appropriate quality of education at the postgraduate level                                                                                                                                                                                                                                                                                                                                                                   |   | + |  |  |
| <b>6.2. Educational environment</b>         |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
| <b>The organization of education must:</b>  |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
| 79                                          | 3  | 6.2.1. | demonstrate willingness to provide the necessary resources for students to acquire adequate practical experience, including the selection and approval of a clinical base as an educational environment; access to sufficient clinical/practical facilities/bases to provide training; sufficient number and diversity of patients; appropriate diverse clinical cases to achieve the goals and objectives of training, including the use of resources both inpatient, as well as at the outpatient level, in order to provide the student with a wide range of experience in the chosen field of medicine. |   | + |  |  |
| 80                                          | 4  | 6.2.2. | demonstrate a willingness, when choosing a learning environment, to ensure the number of patients and the appropriate variety of clinical cases, allowing for clinical experience in all aspects of the chosen specialty, including training in organization and management in the field of health and disease prevention; training at a university clinic, as well as training at other relevant clinics/institutions and community facilities/locations, if necessary necessary                                                                                                                           |   | + |  |  |
| <b>6.3. Information technology</b>          |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
| <b>The organization of education must:</b>  |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
| 81                                          | 5  | 6.3.1. | guarantee access to information and communication technologies and other electronic media                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   | + |  |  |
| 82                                          | 6  | 6.3.2. | demonstrate willingness to use information and communication technologies effectively and ethically in the EP                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |   | + |  |  |
| 83                                          | 7  | 6.3.3. | to provide teachers and students with the opportunity to use information and communication technologies: for self-study; communication with colleagues; access to health information resources and relevant patient data; patient supervision and work in the healthcare system to provide medical care                                                                                                                                                                                                                                                                                                     |   | + |  |  |
| <b>6.4 Clinical teams</b>                   |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
| <b>The organization of education must:</b>  |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
| 84                                          | 8  | 6.4.1. | demonstrate willingness to provide students with the opportunity to gain experience working in a team with colleagues and other medical professionals                                                                                                                                                                                                                                                                                                                                                                                                                                                       |   | + |  |  |
| 85                                          | 9  | 6.4.2. | demonstrate willingness to encourage learning in a multidisciplinary/interprofessional team, promote the development of the ability to guide and train other medical professionals                                                                                                                                                                                                                                                                                                                                                                                                                          |   | + |  |  |
| <b>6.5. Medical and scientific research</b> |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
| <b>The organization of education must:</b>  |    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |   |   |  |  |
| 86                                          | 10 | 6.5.1. | demonstrate willingness to guarantee and provide conditions for students to acquire knowledge in the field of research methodology and the ability to apply scientific foundations and research methods in their chosen field of medicine, to ensure integration and balance between learning and research                                                                                                                                                                                                                                                                                                  |   | + |  |  |
| 87                                          | 11 | 6.5.2. | demonstrate willingness to encourage students to participate in medical scientific research dedicated to the study of the                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |   | + |  |  |

|                                                                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
|-----------------------------------------------------------------|----|--------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-----------|----------|----------|
|                                                                 |    |        | state and quality of public health and the healthcare system, provide sufficient time within the educational program for students to conduct research, provide access to research facilities and activities in the places of study                                                                                                                                                     |          |           |          |          |
| <b>6.6. Expertise in the field of education</b>                 |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>The organization of education must:</b>                      |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>88</b>                                                       | 12 | 6.6.1. | To define and implement a policy for the use of educational expertise at the planning, implementation and evaluation stage of the program                                                                                                                                                                                                                                              |          |           | +        |          |
| <b>89</b>                                                       | 13 | 6.6.2. | to stimulate the development of expertise in the assessment of education and research in medical education as a discipline, to promote the desire and interests of employees in conducting research in medical education                                                                                                                                                               |          |           | +        |          |
| <b>6.7. Alternative learning and educational exchange</b>       |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>The organization of education must:</b>                      |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>90</b>                                                       | 14 | 6.7.1. | define and implement a policy of accessibility of individual learning opportunities in other educational institutions of the appropriate level within or outside the country, transfer and offset of educational credits and learning outcomes                                                                                                                                         |          |           | +        |          |
| <b>91</b>                                                       | 15 | 6.7.2. | Demonstrate willingness to facilitate regional and international exchange of staff (academic, administrative, and teaching staff) and students by providing appropriate resources; establish links with relevant national and international bodies to conduct exchanges and mutual recognition of learning elements                                                                    |          |           | +        |          |
| <b>Total</b>                                                    |    |        |                                                                                                                                                                                                                                                                                                                                                                                        | <b>1</b> | <b>13</b> | <b>2</b> | <b>0</b> |
| <b>“EVALUATION OF THE EDUCATIONAL PROGRAM” standard 7</b>       |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>7.1. Monitoring and evaluation mechanisms of the program</b> |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>The organization of education must:</b>                      |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>92</b>                                                       | 1  | 7.1.1. | have regulated procedures for monitoring, periodic assessment of educational performance, learning outcomes, progress and academic performance of students with the involvement of key stakeholders                                                                                                                                                                                    |          |           | +        |          |
| <b>93</b>                                                       | 2  | 7.1.2. | demonstrate evidence of willingness to regularly monitor EP, assess the relationship between EP policy and the needs of education and the health system, assess the educational process, student assessment methods, student progress, academic staff qualifications, assess and analyze identified problems, and ensure that the relevant assessment results affect the quality of EP |          |           | +        |          |
| <b>94</b>                                                       | 3  | 7.1.3. | demonstrate willingness to make the evaluation process and results transparent to all stakeholders                                                                                                                                                                                                                                                                                     |          |           | +        |          |
| <b>7.2. Teacher and student feedback</b>                        |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>The organization of education must:</b>                      |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>95</b>                                                       | 4  | 7.2.1. | demonstrate evidence of willingness to systematically conduct, analyze, and respond to feedback from teachers and students                                                                                                                                                                                                                                                             |          |           | +        |          |
| <b>96</b>                                                       | 5  | 7.2.2. | demonstrate evidence of willingness to actively involve teachers and students in planning program evaluation and using evaluation results to improve the program.                                                                                                                                                                                                                      |          |           | +        |          |
| <b>7.3 The results of the training of qualified specialists</b> |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>The organization of education must:</b>                      |    |        |                                                                                                                                                                                                                                                                                                                                                                                        |          |           |          |          |
| <b>97</b>                                                       | 6  | 7.3.1. | demonstrate evidence of willingness to constantly monitor qualified professionals; provide feedback on the clinical practice of qualified professionals from employers; establish and apply a mechanism for evaluating the program using the collected data on the results of the clinical practice of qualified professionals                                                         |          |           | +        |          |
| <b>98</b>                                                       | 7  | 7.3.2. | demonstrate evidence of willingness to inform the structural units responsible for selecting students, developing and planning the educational program, and advising students about                                                                                                                                                                                                    |          |           | +        |          |



|                                                     |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
|-----------------------------------------------------|----|--------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|----------|----------|----------|
|                                                     |    |        | the results of the assessment of clinical practice.                                                                                                                                                                                                                                                                                                 |          |          |          |          |
| <b>7.4. Stakeholder engagement</b>                  |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| <b>The organization of education must:</b>          |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| 99                                                  | 8  | 7.4.1. | demonstrate evidence of willingness to involve key stakeholders in monitoring and evaluating the EP                                                                                                                                                                                                                                                 |          | +        |          |          |
| 100                                                 | 9  | 7.4.2. | demonstrate evidence of willingness to provide stakeholders with access to the evaluation results of the course and educational program; take into account the results of feedback from qualified professionals; take into account the results of feedback on the EP                                                                                |          | +        |          |          |
| <b>Total</b>                                        |    |        |                                                                                                                                                                                                                                                                                                                                                     | <b>0</b> | <b>9</b> | <b>0</b> | <b>0</b> |
| <b>“MANAGEMENT AND ADMINISTRATION” standard 8.</b>  |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| <b>8.1. Management</b>                              |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| <b>The organization of education must:</b>          |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| 101                                                 | 1  | 8.1.1. | demonstrate evidence of willingness to document completion of studies by issuing degrees, diplomas, certificates, or other official certificates of qualifications; provide evidence of formal qualifications provided as the basis for official recognition of a specialist in a chosen field of medicine at the national and international levels |          | +        |          |          |
| 102                                                 | 2  | 8.1.2. | demonstrate evidence of willingness to be responsible for quality assurance processes                                                                                                                                                                                                                                                               |          | +        |          |          |
| 103                                                 | 3  | 8.1.3. | to demonstrate evidence of readiness to ensure compliance of the EP with the needs of society in terms of health and the healthcare system, to ensure transparency of the work of management structures and their decisions                                                                                                                         |          | +        |          |          |
| <b>8.2. Academic leadership</b>                     |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| <b>The organization of education must:</b>          |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| 104                                                 | 4  | 8.2.1. | demonstrate evidence of readiness to assume responsibility for leadership/academic management and organisation of postgraduate medical education.                                                                                                                                                                                                   |          | +        |          |          |
| 105                                                 | 5  | 8.2.2. | demonstrate evidence of a willingness to periodically assess academic leadership in relation to the achievement of the program's mission and expected learning outcomes                                                                                                                                                                             |          | +        |          |          |
| <b>8.3. Training budget and resource allocation</b> |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| <b>The organization of education must:</b>          |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| 106                                                 | 6  | 8.3.1. | have a clear distribution of responsibility and authority for providing resources for the educational program, including a targeted budget for training                                                                                                                                                                                             |          | +        |          |          |
| 107                                                 | 7  | 8.3.2. | demonstrate evidence of readiness to allocate the resources necessary for the implementation of the EP and distribute educational resources in accordance with their needs                                                                                                                                                                          |          | +        |          |          |
| 108                                                 | 8  | 8.3.3. | demonstrate evidence of a willingness to manage the budget in a manner consistent with the provision of the functional responsibilities of academic staff and students, and the implementation of innovations in the program                                                                                                                        |          | +        |          |          |
| <b>8.4. Administrative staff and management</b>     |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| <b>The organization of education must:</b>          |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| 109                                                 | 9  | 8.4.1. | have an appropriate administrative staff, including their number and composition according to their qualifications, to ensure the implementation of the EP and related activities; ensure proper management and allocation of resources                                                                                                             |          | +        |          |          |
| 110                                                 | 10 | 8.4.2. | develop and implement an internal management quality assurance program, including regular reviews and submission by the academic leadership of the EP for regular review to achieve high quality                                                                                                                                                    |          | +        |          |          |
| <b>8.5. Requirements and rules</b>                  |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| <b>The organization of education must:</b>          |    |        |                                                                                                                                                                                                                                                                                                                                                     |          |          |          |          |
| 111                                                 | 11 | 8.5.1. | comply with national legislation regarding the number and type of recognized medical specialties for which approved educational programs are being developed                                                                                                                                                                                        |          | +        |          |          |

|                                           |    |        |                                                                                                                                                                              |                 |          |            |          |          |
|-------------------------------------------|----|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|----------|------------|----------|----------|
| 112                                       | 12 | 8.5.2. | to discuss and approve the postgraduate medical education programme in collaboration with all stakeholders                                                                   |                 | +        |            |          |          |
| <b>8.6. Informing the public</b>          |    |        |                                                                                                                                                                              |                 |          |            |          |          |
| <b>The educational organization must:</b> |    |        |                                                                                                                                                                              |                 |          |            |          |          |
| 113                                       | 13 | 8.6.1. | demonstrate a willingness to publish on the official website of an educational organization and in the media complete and reliable information about EP and its achievements |                 | +        |            |          |          |
|                                           |    |        |                                                                                                                                                                              | <b>Total</b>    | <b>0</b> | <b>13</b>  | <b>0</b> | <b>0</b> |
|                                           |    |        |                                                                                                                                                                              | <b>IN TOTAL</b> | <b>3</b> | <b>106</b> | <b>4</b> | <b>0</b> |

