

To the Accreditation Council of
the Eurasian Center for Accreditation and
Quality Assurance in Higher Education and Health care
December 11, 2022

**REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE
EVALUATION OF THE EDUCATIONAL PROGRAMME
"RADIATION ONCOLOGY" OF JSC "KAZAKH RESEARCH INSTITUTE OF
ONCOLOGY AND RADIOLOGY" FOR COMPLIANCE WITH THE
STANDARDS FOR PRIMARY ACCREDITATION OF POSTGRADUATE
EDUCATION PROGRAMMES (RESIDENCY SPECIALTIES) IN MEDICAL
EDUCATIONAL ORGANIZATIONS**

external expert evaluation period: November 28-30, 2022

Almaty, 2022

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1. Composition of The External Expert Commission

In accordance with ECAQA Order No. 28 of 07.11.2022, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external programme evaluation of KazRIOR JSC in the period of November 28-30, 2022, consisting of the following members:

n/	Status in the EEC	Full name	Academic degree / title, position, place of work/place of study, course, specialty
1	Chairperson	Kabildina Nailya Amirbekovna	Candidate of Medical Sciences, Professor, Head of the Department of "Oncology and Radiation Diagnostics", oncosurgeon of the State Public Health Institution NJSC "Karaganda Medical University"
2	Foreign expert	Urmanbetov Kubatbek Samybekovich	Doctor of Medical Sciences, Head of the Department, Deputy Director for Science, Chief Physician, Senior Researcher of the Research Institute of Heart Surgery and Organ Transplantation MoH of the Kyrgyz Republic, Bishkek. Acting Professor at the Kyrgyz State Medical Institute for Advanced Training and Retraining of Personnel of the Ministry of Health of the Kyrgyz Republic
3	Academic expert	Shakirova Aida Fazylovna	Oncologist -gynecologist of the highest qualification category, Candidate of Medical Sciences, Associate Professor, senior resident, oncogynecologist of the Center for Multidisciplinary Surgery of "National Scientific Cancer Center"LLP
4	Academic expert	Urazaev Olzhas Nurlanovich	PhD, Associate Professor, Associate Professor of the Department of "Oncology" of NJSC "West Kazakhstan Medical University named after Marat Ospanov"
5	Representative of employers	Shamsutdinova Alfiya Gumarovna	MD, MSc, BA, Fogarty Fellow, Director of the Children's Medical Center "Helmir Kids", President of the Association of Bioethics and Medical Law, Doctor of the highest category in Public Health Care,
6	Representative of residents	Abylgazieva Aidana Bakytzhanovna	resident of the second year of study in the specialty "Oncology (adult)" of the National Research Educational Institution "Kazakhstan-Russian Medical University"

Observer from ECAQA-Umarova Makpal Aldibekovna, Head of the Accreditation and Monitoring Department.

The work of the EEC was carried out in accordance with the Regulation on the EEC (ECAQA Director General's Order No. 4 of 13 February 2017).

The EEC report contains an assessment of the educational programme (EP) "Radiation Oncology" for compliance with the Accreditation Standards of postgraduate education programmes (residency specialties) of medical educational organizations and conclusions (hereinafter referred to as Accreditation Standards), recommendations of the EEC on further improvement of approaches and

conditions for the implementation of the above-mentioned educational programme "Radiation Oncology" and recommendations for the ECAQA Accreditation Council.

2. General part of the final report

2.1 Presentation of the "Radiation Oncology" residency programme

Organization name, legal form of ownership, BIN	Joint-Stock Company "Kazakh Research Institute of Oncology and Radiology", 9900240007098
Management Body	Board
Full name of the first head	Kaidarova Dilyara Radikovna
Date of establishment	Order of the MoH of the Kazakh SSR No. 1-15-33 dated 05.07.1960
Location and contact details	Republic of Kazakhstan 91 Abay str., Almaty Phone: 8 (727) 2921064 E-mail:kazior@onco.kz Official website:https://onco.kz/
State license for educational activity in the residency programme (date, number)	No. KZ82LAA00012887 dated 04.03.2010 (without deadline) with Appendices dated 28.09.2018 for educational activities in three specialties of postgraduate education: radiation oncology, adult oncology and radiation diagnostics
Start year of implementation of the accredited educational programme (EP)	2022
Duration of training	2 years
Number of residents in the current academic year	3
Quality indicators in the residency programme	The number of Radiation oncology residents, who were expelled for a period of 5 years - <u>0</u> , including those who failed to complete their studies - <u>0</u> people. Employment rate, % in dynamics over 5 years: 2017 -100 2018 -100 2019 -100 2020, 2021-no information (because during this period residents of KazNMU were trained)
Full-time teachers / part-timers involved in the implementation of the EP, including %	Total number of teachers - 1, including full-time employees - 1, part-time employees-0. Settling down, % - 100 Categorization, % - 100

2.2 Information about previous accreditation

To date, the Radiation Oncology Educational Programme (EP) has not been accredited.

2.3 Conclusion based on the results of reviewing the report on self-assessment of the educational residency programme in the specialty 7R01115 "Radiation oncology" for compliance with the Standards for accreditation of postgraduate education programmes (residency specialty) in medical educational organizations and conclusions

The report on the self-assessment of the educational residency programme in the specialty 7R01115 " Radiation oncology "(hereinafter referred to as the report) is presented on 111 pages of the main text, 12-page appendices, and electronic versions of documents located at the link

https://drive.google.com/drive/folders/1RT-0EE_7uj6Ph4scoHZ1jegKS-6Jsbo3?usp=share_link

The report is characterized by complete responses to all 9 main accreditation standards and criteria, structured according to the guidelines for conducting a self-assessment of an educational programme provided to an educational organization by the accreditation center-ECAQA, as well as internal unity of information. The report is accompanied by a cover letter signed by Director Dilara Radikovna Kaidarova, which confirms the accuracy of quantitative information and information included in the self-assessment report.

The report contains a list of 9 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting the self – assessment of the educational programme-Saule Esenkulova, MD, Head of the KRIOR Postgraduate Education Center. Self-assessment of the educational programme "Radiation oncology" was carried out on the basis of the order of the Rector of the university No. 221a dated 08.07.2022. On the creation of a working group for conducting institutional and specialized accreditation".

The report was reviewed by accreditation expert Olzhas Nurlanovich Urazaev, and the reviews highlighted strengths and areas for improvement, as well as recommendations for additions and changes that were taken into account in the process of feedback from the Institute's representative and the self-assessment report was amended accordingly.

All standards present the real practice of the Institute for training residents in the specialty 7R01115 "Radiation oncology", taking into account the start of admission of students in 2022, reasoned data, examples of the implementation of educational programme tasks, national and international events, methodological support, confirming compliance with the requirements of accreditation standards. The description in the self-assessment report is sufficiently complete and up-to-date in terms of the number of residents, teachers, administration, information about selection and admission, training results, results of knowledge and skills assessment, material and technical base of the university and clinical bases, contractual obligations with partners (universities, associations, bases), financial information, development plans, etc.

The report is presented in ECAQA in a complete form, with data correction based on the above recommendations, written in a competent language, the wording for each standard is clear and understandable and described in accordance with the standards criterion, the tables contain links in the text and have end-to-end numbering.

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

3. Description of external expert evaluation

External expert work within the framework of the evaluation of the Radiation oncology educational programme was organized in accordance with the Guidelines of ECAQA for conducting an external assessment of educational organizations and educational programmes and in accordance with the programme approved on November 21, 2022 by S. S. Sarsenbayeva, Director General of ECAQA, and agreed with Director Dilyara Kaidarova of KRIOR JSC. Organization visit dates: November 28-30, 2022

External evaluation is aimed at validating the data of the self-assessment report and verifying indicators indicating the degree of compliance with the criteria of accreditation standards.

The sequence of implementation of the visit within 3 days is described in detail in the Visit Programme (hereinafter referred to as the programme), which is located in the documentation of the accreditation center. The programme is proof of the implementation of all planned activities within the framework of external expert evaluation.

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

- interviews with management and administrative staff – 4;
- interviews with residents – 3;

- exploring a website <https://onco.kz>;
- interviewing 3 employees, 1 teacher, 2 mentors;
- observation of the training of residents: attending a practical lesson on "Rectal cancer", teacher Viktor Borisovich Kim, residents of the 1st year of study.
- Visited the clinical and diagnostic departments of JSC "Kazakh Research Institute of Oncology and Radiology", where training is conducted under the educational programme of residency;
- study of educational and methodical documents in the amount of 72 units. both before the visit to the organization and during the visit to the departments (**see Attachment 2 for a list of documents studied**).

On the part of the staff of the accredited organization, the presence of all persons indicated in the visit programme and according to the lists of interview sites and interviews is ensured (Table 1).

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

№	Position	Number
1	Director	1
2	Deputy Directors	2
3	PEC Manager	1
4	KRIOR Center Managers	14
5	PEC Employees	1
6	HR Officer	1
7	Faculty	11
8	Clinical Mentors	6
9	Residents	15
10	Residency Graduates	13
11	Employers	4

On the last day of the visit to the organization, a meeting of EEC members was held on the results of the external evaluation. The final discussion of the results of the external evaluation of the educational programme, the study of documents, the results of interviews, questionnaires was conducted. The EEC members have started to draft the final report of the EEC. Generalizations of the results of external evaluation are made. Experts have individually completed the "Quality profile and criteria for external evaluation of the Radiation oncology educational programme for compliance with ECAQA Accreditation Standards". No comments were made by the EEC members. Recommendations for improving the educational programme were discussed, and the chairperson of Kabildina N. A. held a final open vote on recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

For the work of the EEC, comfortable conditions were created, access to all the necessary information and material resources was organized. The Commission notes the high level of the Institute's corporate culture, the high degree of openness of the team in providing information to EEC members, and the direct participation of all interested parties in the high-quality work of experts.

When conducting a survey of residents, 73.3% rated the work of the External Expert Commission on Accreditation as positive, 6.6% as satisfactory. The majority of respondents (100%) believe that it is necessary to carry out accreditation of an educational organization or educational programmes.

According to 90% of teachers, the survey conducted by ECAQA is useful for developing recommendations for improving the key areas of activity of an accredited educational organization.

At the end of the programme of the visit, the EEC Chairperson announced recommendations for the management and employees of the educational organization based on the results of an external assessment within the framework of specialized accreditation.

3. Analysis of compliance with accreditation standards based on the results of an external assessment of the educational residency programme in the specialty "Radiation oncology"

Standard 1: Mission and final outcomes

Proof of compliance:

1.1 Mission statement and final results

When implementing the activities of the visit programme, namely, based on the results of an interview with the first head of the organization, members of the educational and methodological council, in interviews with residents and teachers, compliance with the criteria **of standard 1** was established. All participants in the educational process know the mission of the educational programme, took part in the formation of proposals for the formulation of the mission, while the mission was brought to the attention of potential residents through the website, social networks, informational letters to medical organizations. The strategic plan of the organization for a period of 5 years was reviewed, which includes such areas as: Improving the availability and quality of cancer care for the population of RoK; Improving the system of diploma and postgraduate education and continuing professional development of personnel in the cancer service; Improving the quality of scientific research, which confirms the implementation of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with residents, it is established that before starting classes, teachers inform about the mission, work plans of the educational organization, and tell where to get the necessary information about the educational programme, teachers, and training bases.

During the visit to the KRIOR departments, experts noted the strengths of the educational organization in relation to the accredited educational programme, including: material and technical equipment, qualifications of the teaching staff and clinical mentors.

KRIOR has departments that are directly related to the Radiation oncology educational programme, which can be noted as the best practice in education, as well as a modern fleet of radiation devices, highly qualified employees, and patient accessibility. This conclusion is made because this department uses advanced methods of diagnosis and treatment, which are reflected in the educational process.

The results of studying the documentation demonstrate that the mission of the organization and the mission of the Institute's educational programme are aimed at professional orientation of graduates of the residency programme, taking into account the views of all interested parties, and the educational process is built in accordance with SCES and current regulatory legal acts (NLA) in postgraduate education and health care. During the meeting with the management of the Institute, heads of centers and administrative staff, there were no shortcomings in the implementation of this section of accreditation.

1.2 Professionalism and professional autonomy

Professionalism in the implementation of the educational programme can be traced from the beginning of its planning, and subsequent implementation on the basis of cancer departments justifies the formation of the expected final results. Experts have established that residents are allowed to enter all departments of the Institute and can practice practical skills on the appropriate equipment. Every skill of a future oncologist-radiologist is practiced directly in practice.

Professional autonomy consists in the ability to plan the educational programme both in terms of content (strengthening at the expense of electives) and the place of training, the choice of teaching methods (emphasis on practice), and assessment methods in the learning process.

To verify **standard 1**, a meeting was held with the head of the organization. During the conversation, the experts asked the following questions: 1. How many years was there a break in the training of residents? 2. Does the Institute have a quality management system for its educational activities? 3. Are there any financial risks? 4. Who is the Chairperson of EMC? 5. How will the compliance of teachers and clinical mentors of the residency programme with the goals and objectives of the programme be analyzed? During the responses, the organization's director confirmed that: 1. The break in the training of residents was 3 years; 2. The Institute has a QMS for clinical work; 3. There are

financial risks, but they are manageable; 4. The chairperson of EMC is the head of PEC; 5. Based on the results of the reporting activities of teaching staff and mentors.

When conducting a survey of 15 residents (on the resource <https://webanketa.com/>), out of 22 questions, a number were devoted to the quality of the educational process and the educational programme. It is established that 80% of residents will recommend studying at this educational organization to their acquaintances, friends, and relatives. And 73.3% of respondents believe that educational programme managers and teachers are aware of students' problems related to learning. To the question "Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?", 93.3% of residents answered positively, 0% are not sure about this, 0% could not answer this question yet, and 0% would like to believe it.

Teachers interviewed (21 questions of the questionnaire) they also unanimously answered that they are satisfied with the organization of labor and workplace in this educational organization. Experts have determined that the organization has a healthy microclimate, since the manager is quite accessible to both residents and employees, and responds promptly to requests and requests. In the questionnaire, 100% of teachers are satisfied with the microclimate of the organization. According to 100% of educational organizations, a teacher has the opportunity to become a professional in their specialty. For your information, a total of 10 people responded (11 in total), while 10% of teachers have up to 5 years of teaching experience, 40% have up to 10 years of teaching experience, and 50% have more than 10 years of teaching experience.

1.3 Final learning outcomes

In the organization of training, questionnaires are used as feedback both among teachers and residents on a regular basis. The teachers surveyed said that 50% are fully satisfied with the level of previous training of residents, and 40% are partially satisfied.

Experts have established a clear continuity between the final results of previous resident training (prerequisites) and residency training, and subsequent continuing professional development programmes. The organization has developed an educational programme in the specialty "Radiation oncology". Residents are informed about this. Additional education is not provided due to lack of funding.

100% of teachers-respondents believe that students of this educational organization have a high level of knowledge and practical skills after completing the training programme.

1.4 Participation in the formulation of the mission and final results

Despite the fact that according to the self-assessment report, residents and teachers are included in advisory bodies where the mission of the educational programme and the final results of training were discussed, during the conversation with residents and employers, experts did not receive a clear answer to the question "Do you participate in the formulation of the mission and goals of the organization, educational programme?", "What is the personal contribution of residents to improving the educational programme?". To these questions, the residents replied that they had been interviewed about their satisfaction with the educational process, where they noted partial satisfaction and submitted a proposal to include lecture hours in the training programme. Employers responded as follows: we conducted a survey on satisfaction with the level of knowledge and practical skills of graduates, a round table with representatives of health care and the KRIOR Postgraduate Education Center, where they discussed the mission and vision, as well as the final results of training residents. Experts are presented with a detailed analysis of the survey among teachers, residents, and employers. The EMC Institute includes residents of the 1st year of study, and a protocol on the corresponding decision is available. The Academic Policy of KRIOR reflects requirements for the level of training of graduates of the residency programme in the specialty 7R01115 "Radiation oncology".

Conclusions of the EEC on criteria. Out of 17 standards conform: fully – 17.

Standard 1: completed

Standard 2: Educational programme

Proof of compliance:

2.1 Key parameters of the postgraduate medical education programme

For the implementation of an educational programme in the specialty "Radiation oncology", the organization's documents contain EMCDs, which define the goal, take into account the integration of practical and theoretical components, and independent work. Compliance with SCES and standard requirements is established. Attending a practical lesson on rectal cancer, 4 hours long, the experts received convincing data that the training is carried out according to the plan, before the start of the lesson, residents answer tests, receive feedback from the teacher, and have the opportunity to improve the skill of contouring radiological patients. The organization ensures compliance with ethical aspects in the implementation of the educational programme, as experts studied the Code of Academic Integrity (20.06.2022) and during the interview, residents replied that they were informed about the content of this document.

The analysis of educational activities showed that the scientific basis and all scientific achievements in the advising disciplines were taken into account, additions were made to the EMCD bibliography and syllabuses, and teachers apply them in the classroom.

The mentoring system was evaluated, which is described in the document "Regulations on the resident clinical mentor", approved by Protocol No.2 dated 31.08.2022. There are 2 mentors in total, whose tasks are residents of the Department of Dosimetry and Physical and technical support of radiation Therapy

The procedure for informing residents about their rights and obligations is reflected in the KRIOR Academic Policy.

This indicates compliance with standard 2 in terms of adapting training to the needs of residents. At the same time, along with the principles of quality and academic integrity, which are described in the Academic policy document, the organization does not have an anti-plagiarism system.

2.2 The scientific method

The educational programme includes achievements in basic biomedical and clinical sciences that contribute to the formation of students' methodology of medical research, scientific knowledge that is fundamental for the development and improvement of clinical research and the formation of scientific thinking in the section of independent work with the teacher. RW of residents is a mandatory component in training. Young employees under the age of 35, including residents, are members of the "Council of Young Scientists", where they are taught the skills of performing research work. When talking to residents, experts learned that they use scientific data in training and know the basics of evidence-based medicine. Teachers said that they teach residents the methods of critical evaluation of literature, articles and scientific data, as well as the application of scientific developments.

In the survey of residents, it was found that the educational organization has access to students' participation in research work and 66.7% of people are fully satisfied with this, 6.6% are partially satisfied, and 6.6% are not satisfied. Residents should be engaged in research and in the answer to the questionnaire, 60% wrote that they are already engaged in research, 13.3% plan to start, 20% are searching for research topics, while 6.6% are not engaged.

2.3 Content of the residency programme

The educational programme "Radiation oncology" is designed for 2 years of study and consists of specialized disciplines: radiation therapy in the hospital, oncology in the hospital, medical physics, radiation diagnostics in radiation therapy and oncology, intensive care in radiation therapy and oncology, functional diagnostics in radiation therapy and oncology, pathomorphological diagnostics in radiation therapy and oncology. As well as an optional component consisting of 4 credits.

There are documents containing the requirements for the structure and content of educational programmes set out in the Academic Policy of the Institute, including according to SCES-2022 of 04.06.2022 (MoH RoK Order No. KR DSM-63). The PEC is responsible for selecting and implementing innovations in the educational process.

The content of the work programmes reflects the needs of the health care system, including the personnel of a radiation oncologist, as well as the specifics of research and development in the scientific

achievements of teachers. These include: analyzing and reviewing the scientific literature, identifying key issues, planning research activities, conducting research, correctly interpreting data, and presenting results. All this is reflected in the scientific publications of residents in collaboration with teachers. For the successful implementation of the educational programme in the specialty "Radiation oncology", the organization has resources for organizing the assessment of practical skills of residents (simulation equipment based on PEC, simulation center based on NJSC KazNMU, interactive panel). Development and approval of educational programmes, including Radiation oncology, is carried out by the staff of the PEC center with subsequent approval by EMC.

Teachers provide residents with methodological and didactic materials, additional literature to prepare for classes, in which 73.3% are fully satisfied, 13.3% are partially satisfied.

The organization has its own clinical base with 430 beds and 300 outpatient visits, as well as signed contracts with medical organizations, including 6 foreign ones (Busan National University (South Korea), National Cancer Institute-Mongolia, Gustave Roussy Cancer Institute (France), Tbilisi State Medical University (Georgia), Latvia university (Latvia)).

When asked in the questionnaire "Is there sufficient time for practical training (patient supervision, etc.)", 73.3% of residents fully agreed, 20% partially agreed, and 6.6% disagreed. At the same time, 73.3% of residents claim that after completing classes, the teacher conducts feedback (listens to your opinion, conducts mini-questionnaires, and works on errors).

At the same time, to the question "Do representatives of residents participate in the development of educational programmes?", the experts received the following answer: yes, they do.

2.4 Programme structure, content and duration

The structure of the residency programmes is reflected in the working curriculum of the educational programme for the 2022-2024 academic year, approved by the EMC (Educational and Methodological Council) PEC (Center for Postgraduate Education) KRIOR No. 2 dated 31.08.22. The programme includes cycles of profile disciplines, elective components, intermediate and final certification, which corresponds to the goals and objectives of training. The duration of the residency programme is 2 years. An elective component is included in the catalog of elective subjects: "High-tech radiation therapy" in the amount of 4 credits. The surveyed residents are not fully satisfied with the schedule of training sessions only 46.6 % of respondents are fully satisfied with the schedule, 40% of respondents are partially satisfied, and 13.3% are not satisfied at all.

2.5 Organization of training

The management of the educational process reflected in the self-assessment report (**standard 2**) and general approaches to management were confirmed during a visit to the Postgraduate Education Center, conversations with the manager and employees. The PEC is the main structural unit responsible for residency programmes. EMC is a collegial body that coordinates educational and methodological work. According to extracts from the minutes of the EMC meeting, changes and additions are discussed, as well as issues related to the educational programme of the residency programme. At the same time, the verification of **standard 2** has shown the need for wider use of innovative teaching methods in education.

The experts got acquainted with the work of the departments, including an inspection of the training facilities located in the KRIOR structural division, a total of 6 meetings were held and cross-interviews revealed that teaching staff and clinical mentors have an insufficient level of pedagogical competencies.

Residents have access to the technical base of the radiotherapy department, which is equipped with modern equipment. When attending a 4-hour practical lesson on rectal cancer and talking to residents, experts saw that the organization promotes the development of practical competencies of residents, including on simulation equipment. At the same time, residents deepen their theoretical knowledge and develop communication skills.

2.6 Relationship between postgraduate medical education and health care delivery

Training of residents in the specialty "Radiation oncology" is aimed at meeting the needs of practical health care, since when analyzing the shortage of specialists for 2022, it was found that there is a sharp

shortage of radiation oncologists throughout the Republic. Considering that this organization is specialized in the field of radiation oncology, and provides a lot of opportunities and conditions for qualified training of specialists in this industry. So, during a conversation with the management of the organization, experts received information that residents have access to all structural divisions of the medical organization, including patients. Under the guidance of clinical mentors, an independent choice of treatment method and dose selection of the therapeutic radiation dose is carried out. At the same time, the teachers confirmed that the training of residents is carried out directly in the clinical departments (Department of dosimetry and physical and technical support of radiation therapy, department of hemoblastosis, department of oncurology, center for head and neck tumors, center for breast pathology, center for bone, soft tissue and melanoma tumors, center for oncogynecology, center for abdominal oncology, center for department of Thoracic Oncology, center of neuro-oncology, center of pediatric oncology, day hospital of chemotherapy, day hospital of radiation therapy, reception and consultation department, diagnostic department, operating unit, department of anesthesiology, resuscitation and intensive care, department of psychological and social care).

Residents of this specialty can monitor patients with diseases such as stomach cancer, skin cancer, lung cancer, breast cancer, skin melanoma, vulvar cancer, lip cancer, bladder cancer, esophageal cancer, prostate cancer, cervical cancer, soft tissue sarcomas, renal cell carcinoma, extra-organ retroperitoneal tumors, malignant neoplasms of the uterine body, malignant neoplasms of the larynx, malignant neoplasms of the colon, malignant neoplasms of the oral cavity, malignant neoplasms of the rectum, malignant neoplasms of the oropharynx, malignant neoplasms of the central nervous system, malignant neoplasms of the nasopharynx, malignant neoplasms of the salivary glands, malignant tumors of the larynx.

This is facilitated by mentoring, which is carried out in the organization.

Of the 15 residents surveyed, 66.7% said that teachers use active and interactive teaching methods quite often in the classroom, while 13.3% believe that they rarely or sometimes use them. When visiting an educational organization, experts identified problems with the introduction of new teaching methods, including insufficient use of interactive methods during practical classes.

Conclusions of the EEC on criteria. Out of 30 standards conform: fully – 29, partially-1, do not meet-0.

Standard 2: completed with comments

Recommendations for improvements identified during the external session:

1) Expand the use of innovative teaching methods and reflect them in syllabuses (TBL, CBL, PBL, etc.)

Standard 3: Assessment of students

Proof of compliance:

3.1 Evaluation methods

Resident assessment policies and methods are reviewed and approved at the EMC PEC meeting. The general policy, principles, and methods of assessment of residents are reflected in the following internal regulatory documents: KRIOR Academic Policy for 2022-2023 academic year; Regulations on conducting current academic performance monitoring, intermediate and final certification of residents of KRIOR JSC are spelled out in the Academic Policy for the 2022-2023 Academic year and approved by EMC (Protocol No. 3 of the Ministry of Education and Science of the Russian Federation). 28.08.2019).

The student assessment system is presented in formative and summative forms. Teachers use formative assessment in their daily work as a current indicator of academic performance. Summative assessment is used as a final assessment after each discipline by adding up theoretical and practical skills. Independent examination is conducted by the National Center for Independent Examination.

The study of control and measurement tools (1000 tests, 150 tasks, 75 clinical situations, tasks for laboratory and other work) showed that the organization has implemented a proper evaluation policy

that allows for a comprehensive assessment of the educational achievements of residents. During the interview, residents talked about the forms of assessment, for example, using interactive technologies in the study of a clinical case in the form of a discussion and that they were satisfied with everything. They also receive regular feedback from teachers. The system of appeal of assessment results is reflected in the Academic Policy document, and there were no previous appeals during the period of the educational organization's work.

So, to verify the data of **standard 3**, the experts asked questions to the head of the Center for Postgraduate Education, Saula Esenkulov, and checked the documents and methods for evaluating residents. The organization has control and measurement tools in the form of a checklist, test tasks, situational tasks in the amount of 1225, which are compiled by PEC teachers and approved at the EMC meeting (Protocol No. 2 of 26.06.2022). Control and measuring devices are reviewed by employees of the Institute who have the degree of candidate or Doctor of Medical Sciences, reviews are attached. The head of the Department of Education replied that additions and updates to the CIS are planned to be made next year.

During the visit to the organization and during an interview with a PEC employee, Aizhan Dzhakipbayeva-PEC specialist, the commission made sure that there is a documentation system that is transparent and accessible to all teachers and employees, and includes such documents as annual operational plans, annual reports, regulations of departments, contracts with teachers and residents, individual work plans a database of test tasks and exam tickets, educational and methodological documentation (work programme, working curricula, syllabuses, journals), evaluation tools (checklists, statements), extracts from the minutes of consultative and advisory bodies, feedback results from residents and teaching staff, certificates. A review of the website showed that its pages contain documents required for residents for the last 5 years, and there is information about residency programmes and results of resident assessment, which is regularly updated. This information was obtained during an interview with the head of PEC Esenkulova Saule Askerovna.

3.2 Relationship between assessment and learning

The results of the assessment of residents are documented as follows: the results of the current academic performance and boundary control in disciplines are reflected in the resident's academic performance journal. The grade for the exam, annual and final attestations is displayed as the average of the grades of the two stages (theoretical and practical). The results of residents' achievements are displayed in the credit lists. Additionally, after each completed discipline, a survey of residents is conducted.

The general policy, principles, and methods of student assessment are spelled out in the Academic Policy. The forms of conducting current control are reflected in syllabuses. The assessment method is chosen based on the final learning outcomes defined in the syllabus. Assessment of academic achievements of residents is carried out on the basis of indicators of the level of competence formation developed by departments in various types: control questions, test tasks, a list of practical skills, situational tasks, clinical situations. To validate the assessment of residents, employees of basic institutions and patients are involved (360-degree assessment). When conducting interviews with the teacher regarding assessment methods, experts received convincing information that an adequate assessment of academic achievements is being carried out. Residents also shared their opinion on the timeliness of providing tests, conducting counseling before exams, understanding the entire assessment procedure and its fairness.

During the visit to the organization, the management was asked: "Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?". And a positive response was received.

Experts examined resources for organizing the assessment of knowledge and practical skills, namely, the practical skills center in CPS, where phantoms, simulators, and computer programmes are presented.

The interviewed 4 representatives of employers also pointed out that the training of graduates corresponds to the modern development of medical practice and science, since residents have a good

theoretical base. Employers said that they themselves participate in the assessment of residents, as they are included in the group of independent experts, examiners. The educational organization conducts systematic feedback with employers regarding the satisfaction of graduates of the residency programme. Employers believe that they wanted to see such skills as communication skills among graduates of the residency programme as the strongest.

The EEC conclusions on the criteria. Out of 11 standards conform: fully-11, partially-0, do not meet-0.

Standard 3: completed

Standard 4: RESIDENTS

Proof of compliance:

4.1 Admission and selection policy

The organization has a policy for the admission of residents, which is called "Residency Admission Rules".

The head of PEC spoke about the policy of accepting residents. Approaches to the admission of residents are based on the requirements of the country and internal regulations, namely, the Order of the Ministry of Education and Science RoK "On approval of the Standard Rules for admission to study in educational organizations implementing educational programmes of higher and postgraduate education" dated October 31, 2018 No. 600, SCES RoK-2022. The KRIOR residency admission policy is regularly reviewed in connection with amendments and additions to the current regulatory legal acts of the Republic of Kazakhstan.

The city has a KRIOR admissions office. Applications for the residency programme are accepted from July 3 to July 25. Entrance examinations for the residency programme are held from August 8 to August 16, and enrollment is held until August 28. Residency classes start on September 01. Admission of citizens to the residency programme is carried out on a competitive basis based on the results of entrance exams. Applicants to the residency programme pass an entrance exam in their specialty. When applying for a residency programme, the applicant's personal achievements, research results, etc. are also taken into account.

The examination committee for specialties is formed from among highly qualified scientists: the chairperson and three members from among KRIOR employees who have an academic degree in the relevant specialty.

Due to the absence of a state order, there was no admission for the 7R01115 "Radiation oncology" educational programme during 2020-2021. For the period 2018-2020, 4 residents were accepted for the educational programme in the specialty "Radiation therapy", 4 people successfully completed their training. At the same time, 4 people received "good" at the end of the final exam. Thus, the experts validated the data according to **standard 4**. In general, all the criteria are met. Experts got acquainted with the documentation on the admission of residents, including the "Rules for admission to residency". Many of the documents are well written, but there are some comments about the quality management system.

Experts interviewed residents about the practice of academic counseling, personal support for residents, and the development of other professional skills. The organization has a resident development programme, which includes the resident's participation in the Institute's social life and research work. Residents are included in such advisory bodies as the EMC of a medical organization.

4.2 Number of residents

The state order for training residents in the specialty 7R01115 "Radiation oncology" in the 2022-2023 academic year was 3 people.

4.3 Support and advice to residents

Academic counseling of residents is conducted directly by attached curators and involves consulting during the entire period of study, including during the intermediate and annual certification. Personal counseling of residents is represented by developing the intellectual level of residents,

expanding their knowledge in various scientific fields by taking an active part in scientific and practical events of the Institute. If there is a need of psychological support, there is a Center for Psychological and social assistance. Social assistance is provided to those in need in accordance with the "Regulations on providing social assistance to students and teachers". There are no precedents for applying for any financial assistance. Experienced teachers, associate professors, and professors are involved in the consultation. In addition, before the start of each semester, the group teacher informs its residents about the work schedule, the time when residents can seek advice on this discipline.

4.4 Resident representation

By order of the Director of KRIOR, residents of the 1st year of study are included in the composition of EMC. During interviews with residents, the experts received comprehensive answers about the role of resident representation in the Institute's advisory bodies. Participated in the discussion of the EP mission, as well as issues related to the educational process and approval of training materials for the residency programme.

Residents provide feedback on the educational process and contribute to the most adequate development of EP and elective subjects.

4.5 Working conditions

Students of the residency programme studying under the state educational order are provided with a state scholarship in accordance with the established procedure. Residents are granted annual vacations between academic years lasting at least 6 weeks, after the final state certification of at least 4 weeks, with the preservation of the scholarship.

For residents with work experience, an individual learning path can be provided (when rotating by department), and the choice of elective discipline also affects the learning path (in EP specialty 7R01115 "Radiation oncology" - this is the discipline: "High-tech radiation therapy". According to the Academic Policy, with the consent of the curator, the head of the department and the residency sector, it is allowed to combine training with work (no more than 0.5% of the rate) in your free time. If you have a specialist certificate, residents of the 2nd and 3rd years of study are allowed to conduct independent medical activities in public and private medical institutions, during extracurricular hours. Given the first recruitment of residents to the residency programme in the last 5 years, this mechanism has not yet been implemented.

The principles of organizing the educational process using distance learning technologies are set out in the KRIOR Academic Policy, Order No. 1 of 20.06.2022.

Conclusions of the EEC on criteria. Out of 30 standards conform: fully-30, partially-0, do not meet-0

Standard 4: completed

Standard 5: Academic staff/ Faculty

Proof of compliance:

5.1 Recruitment and selection policy

In total, there are 1 part-time employees responsible for the Radiation oncology residency programme at PEC. 2. Experts are familiar with the personnel policy, which is reflected in the Academic Policy, the Regulations on Mentors. The policy is aimed at effective management and development of human resources, maintaining the optimal level of the number and quality of employees, their professional and social development. The number of full-time teachers is reviewed annually, depending on the recruitment of residents.

In order to verify the data of standard 5, external experts obtained the opinion of teachers on personnel policy, which includes certain requirements: persons with the academic degree of Doctor of Medical Sciences or candidate of sciences and the academic degree of doctor of PhD, doctors with the first or highest qualification category that correspond to the profile of the discipline. The conversation with the head of the HR department, Mukurshina Bibigul Tasbulatovna, included such questions as how to stimulate and motivate employees of the organization to attract as a clinical mentor and allowed experts

to learn about approaches to attracting employees of clinical bases for teaching (in total, there are 1 such teachers in the accredited specialty), about the strategy and tactics of recruiting residents, information security of the educational programme, as well as identify problems in the management and development of human resources, since most part-timers do not have pedagogical competencies.

In a survey of teachers, it was found that all (100%) are fully satisfied with the organization of labor and workplace in this educational organization. In this educational organization, teachers have the opportunity to engage in scientific work and publish research results - 100% completely agree. Satisfied with the work of the HR service (HR) - 100% completely agree. Satisfied with the salary - 60% fully agree, 20% partially.

5.2 Teacher commitment and development

In order to verify the data of standard 5, during a meeting with the head of the HR department and during interviews with teachers, experts received opinions on approaches to developing teachers' pedagogical competence, motivation to work with residents, and mentoring, which involves hiring employees with pedagogical competencies that meet the qualification requirements. It is worth noting that the main task is to create and develop their own scientific and innovative potential of teachers. The formation of teaching staff is based on the needs of the implementation of the educational programme, as well as the pedagogical load. As part of the PEC, there are teaching staff working with residents, 77% of them have settled down, and 10 out of 11 teachers have the highest qualification category.

Teachers are provided with financial assistance (according to the trade union system), academic staff are stimulated in their research activities (payment for articles with a high impact factor, participation in STP), which affects the introduction of innovations in the educational process in the residency programme

Experts received answers about the teacher training programme, which is held annually, and teachers participating in the implementation of the educational programme were trained for 2022. These events are funded by the Institute. The expert checked the certificates of teachers on such topics as "Teacher of medical organizations of education and science".

Experts found that teachers initiate research topics for residents, stimulate the need for additional training and independent work with literature, medical documentation for the provision of materials.

There is an opportunity for career growth and development of teacher competencies in the organization - 100% of the surveyed teachers answered that they agree with this. 60% of students were trained in professional development programmes during this year, 40% more than 3 years ago.

The organization implements social support programmes for teachers - 70% answered that "yes, there are such programmes", and 10% of respondents do not know about it.

Conclusions of the EEC on criteria. Out of 7 standards conform: fully - 5, partially-2, do not meet-0.

Standard 5: completed

Recommendations for improvements identified during the external session:

- 1) Provide advanced teaching courses for curators and clinical mentors.

Standard 6: Educational resources

Proof of compliance:

6.1 Logistics and equipment

For the implementation of the EP residency in the specialty 7R01115 "Radiation oncology", there is modern equipment for conducting radiation treatment methods. Students have open access to modern diagnostic (CT, MRI, ultrasound, X-ray) and therapeutic medical equipment.

The material and technical base includes: large and small conference halls, study rooms, a library, information technology facilities, a museum, clinical and diagnostic laboratories, departments and centers. The classroom fund is represented by large and small conference halls equipped with the necessary technical support facilities. Additionally, the PEC has study rooms that are fully equipped for

seminars/practical training. During the visit, the experts got acquainted with and received confirmation of the availability of a classroom fund with the appropriate equipment stated in the self-assessment.

6.2 Clinical databases

The review of resources showed that they correspond to the goals and objectives of educational activities, for example, the KRIOR clinical base with a total bed capacity of 430 was visited, and the employees of the educational organization ensure collegial and ethical relations with medical staff and the management of the clinical base to achieve the final results of residents. In total, there are 12 clinical departments, each of which is a clinical center operating on a multidisciplinary principle, that is, treatment options for each patient are decided by commission according to the regulations for a multidisciplinary group, according to international standards for choosing treatment tactics for cancer patients. There is a sufficient number of thematic patients, modern equipment and accessibility to students, and employees who simultaneously perform the roles of teachers and curators (mentors) provide high-quality training in compliance with ethics and deontology. There are no additional clinical databases. Before starting the corresponding discipline of the educational programme, the resident receives a syllabus from the teacher, and knows what skills he should acquire and develop during his residency in the Radiation oncology programme. During the visit to the clinical base and all structural units providing medical care, experts conducted a survey of resources, their compliance with training programmes, accessibility for teachers and residents, how modern this equipment is and meets the needs of students and practical health care. The experts obtained evidence of compliance with standard 6, as well as validation of the information in the self-assessment report.

In order to validate the implementation of the self-assessment report data and obtain evidence about the quality of programmes, interviews were conducted with residents in the specialty. The experts asked questions about satisfaction with training, sufficient time for patient supervision, working with medical documentation in Damumed, satisfaction with teaching methods and teacher qualifications, social and moral support for residents in need, participation in " Magazine Clubs", " Council of Young Scientists", availability of international databases of professional literature as a resource. In general, residents are satisfied with the training and assessment methods, and purposefully entered this organization, as they believe that the educational organization has good resources, image and international connections, while residents would like more independence in managing patients and conducting international events.

Residents showed their commitment to the organization of education, were active in answering questions from external experts, demonstrated their opinions on the organization of training, evaluating their skills, providing advisory support, opportunities to participate in research, and financing. The experts examined the documents of residents (portfolios, results of the residents' assessment-checklists, results of the residents' survey).

6.3 Information technology

KRIOR has a scientific library. The total collection of the library includes more than 15,000 copies of literature, including more than 500 on the EP of the residency 7R01115 "Radiation Oncology". The collection includes books, dissertations, abstracts, periodicals, in the state Russian and foreign languages. E-books – 85, video lectures-22, scientific literature-6242, educational and methodical products-5296.

Starting from 2023, the KRIOR Library plans to sign contracts with international companies for access to the following electronic Databases:

- Web of Science - webofknowledge.com
- Elsevier – Science direct - sciencedirect.com
- Scopus - scopus.com
- Cochrane Library
- DynaMedPlus
- MEDLINE

The educational organization has an IT department that provides access for clinicians and residents to the web portal, online resources of the clinic, and electronic versions of mass media. There are all

possibilities for conducting distance learning methods, including such portals as ZOOM, WEBEX, and so on. To date, distance learning for residents has not been implemented, and there are no precedents.

6.4 Clinical teams

Students have free access to patients on clinical bases and all conditions for improving their practical skills-100% of teachers fully agree with this. Team work of residents is ensured by full integration into the working environment, including the teams of the Institute's clinical centers, participation and independent documentation management as part of MDG groups by residents, where the main basic and problematic issues of patient management according to the protocols for diagnosis and treatment of malignant neoplasms are discussed.

6.5 Medical research and development

Interviews with teachers, including full-time ones, showed that there are all conditions for residents' access to the equipment, a sufficient number of thematic patients, time for maintaining medical records, independent work, including participation in research work. To date, KRIOR implements two research topics under the MoH RoK targeted funding programme, where residents take part in the form of analyzing literature data, processing clinical material, and entering information into databases. Participation in the scientific process is mandatory for a resident, since the formation of scientific competence is one of the results of training.

6.6 Expertise in the field of education

Expertise is carried out in the form of an analysis of the needs for specialists, an analysis of the methods of training residents, and the results allow us to draw conclusions about the quality of innovative changes in postgraduate education. For example, a survey of stakeholders, discussion of the obtained results of the expertise at EMC with the adoption of proposals for updating and improving the educational programme. Mechanisms for motivating employees to study the features of residency training are the KPI system.

PEC conducted training of teachers on the basis of Asfendiyarov KazNMU to develop the skills of expert evaluation of educational programmes.

6.7 Training in other institutions

The possibility of training residents in other medical organizations is provided by concluded KRIOR contracts with Health Departments/ memoranda with foreign universities and research centers around the world. But to date, there are no examples of implementation.

Conclusions of the EEC on criteria. Out of 21 standards conform: fully-21, partially-0, do not correspond-0

Standard 6: completed

Standard 7: PROGRAMME EVALUATION

Proof of compliance:

7.1 Monitoring and evaluation mechanisms

EP monitoring and evaluation includes general monitoring of the quality of educational programmes through a survey of stakeholders (employers, professional associations and trainees), feedback from stakeholders, review and discussion with stakeholders at EMC with the participation of employers and trainees. Independent monitoring is carried out by the National Center for Independent Examination of Graduates and by interviewing employers.

According to the results of a survey of residents for 2018-2019 academic years, residents' satisfaction with the work of PEC is 90%, with the work of teaching staff-77%, while 78% of residents noted the high qualification of teachers. According to the survey analysis, residents express their opinion about increasing the share of independence in the implementation of the programme.

7.2 Faculty and resident feedback

Feedback, including with consumers, is maintained in each structural division, where there is a box for complaints and suggestions, a performance improvement log is kept, which records all inconsistencies and the implementation of corrective actions.

Feedback on EP specialty 7R01115 "Radiation oncology" at PEC is conducted once a year, and the head of PEC is responsible for collecting and processing the results of the discussion.

A questionnaire has been developed to assess the performance of administrative divisions, heads of centers and structural divisions of KRIOR. The results of all surveys are discussed at EMC meetings.

For feedback from teachers and residents, the blog of the Chairperson of the Management Board is used, where students and employees of KRIOR receive answers to their questions about the conditions for implementing the educational programme. When researching the official site <https://onco.kzexperts> received supporting information. The results of the evaluation are heard at the EMC and SC meetings and published on the official website of the organization. When interviewing residents, it was possible to get information about the actual participation of residents' representatives at the EMC meeting in the discussion of issues related to EP.

7.3 Results of residents and graduates

It should be noted that there were no graduates of the accredited specialty 7R01115 "Radiation oncology" in KRIOR. According to the received PEC reports on the specialty "Radiation Therapy", in 2019, 4 specialists were trained, who passed an independent knowledge assessment and were employed in RoK medical organizations. The indicators are satisfactory. The results of a survey of employers on the quality of graduate training in 2019 showed that 92% of the surveyed employers rated the quality of graduate training as high-50%, average-43%.

7.4 Stakeholder engagement

All stakeholders (teaching staff, residents, employers) are involved in the programme evaluation process through representation in the relevant structures. The work of all structures that ensure the implementation and evaluation of the educational programme is regulated by the KRIOR Charter, the strategic development plan, annual plans and reports of KRIOR.

The analysis of questionnaires is carried out by PEC, the results of the survey are posted on the website and discussed at meetings with teaching staff and structural divisions, students.

Interviews with four employers were conducted online and included questions such as: knowledge of the KRIOR mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of residents, participation in the training of residents through mentoring, providing the department and residents with the necessary resources for practical training and the formation of clinical thinking, about the problems of interaction with the educational organization as a whole, 100% employment of residency graduates, etc.

7.5 Procedure for approving educational programmes

According to the Academic Policy of the Institute, the EP approval process is as follows: the PEC specialist evaluates the EP for compliance with SCES, approves the CED according to the proposals of stakeholders, and evaluates the choice of methods for evaluating student learning outcomes. External evaluation of the EP is carried out by a competent representative of practical health care. The EP is then discussed and approved at EMC KRIOR. The EP content is updated if necessary, in case of changes in the SCES or additions as a result of analyzing feedback from interested parties.

Conclusions of the EEC on criteria. Out of 15 standards conform: fully-15, partially-0, do not meet-0

Standard 7: completed

Standard 8: Governance and administration

Proof of compliance:

8.1 Management

During the visit to KRIOR, the experts found that the implementation of the quality assurance programme for postgraduate training in the specialty 7R01115 "Radiation oncology" is carried out in accordance with the regulatory documents regulating postgraduate education, including SCES 2022, and meets the programme's needs for public health and medical services.

KRIOR has developed and approved the main internal document, defining the scope of responsibilities and powers of KRIOR in relation to EP residency, including the procedure for admission of citizens to residency - "Academic Policy of KRIOR "(No. 1 No. 5 of 20.06.2022). This document guides the PEC in managing the residency training programme. Coordination of the implementation, control and monitoring of the implementation of the residency programme is carried out by PEC under the supervision of the Deputy Chairperson of the Management Board for Scientific and Strategic Work.

Students who have completed the EP residency in the specialty 7R01115 "Radiation oncology" and successfully passed the final certification are issued a state-issued document on the qualification of a radiologist.

The activities of academic management in relation to mission performance and problem solving are studied and evaluated based on the analysis and formation of reports and plans, analysis of the implementation of the goals and objectives of the strategic plan, internal audit reports, and the results of the work of internal and external commissions.

8.2 Academic leadership

The Academic Policy is reviewed and approved annually, which regulates in detail the rights, duties and responsibilities of residents and the administration. The advisory educational and methodological body is the educational and methodological Council. EMC is responsible for making the following decisions: development and approval of the mission of programmes, rules for organizing the educational process in the residency programme, recommendations for recruiting residents, and training residents. PEC directly manages residency programmes and coordinates resident activities, supervises residents, supports relations with the practical health sector and residency graduates, and interacts with other KRIOR structural divisions involved in the implementation and support of residency programmes. PEC reports directly to the Deputy Chairperson of the Management Board for relevant activities, the Chairperson of the Management Board.

To the question of the questionnaire "Do the managers of the organization listen to your opinion regarding issues related to the educational process, research, and clinical work", 100% of teachers answered that they regularly do.

8.3 Training budget and resource allocation

The KRIOR budget is formed from several sources: the republican budget (state order for training postgraduate education personnel, advanced training of medical workers, development of scientific research, transfers); the local budget; and the provision of paid educational and other services.

Funding for the residency programme depends on the formation of an annual state order. Every year, the Government of the Republic of Kazakhstan approves the state educational order for training specialists with higher and postgraduate education, in accordance with which the financing of residency programmes by type of educational institutions is determined. In order to ensure efficient use of financial resources (including distribution), a budget commission has been established that reviews the results of the formation and use of financial resources.

Teachers are provided with financial assistance (according to the trade union system), and academic staff are stimulated in their research activities (paying for articles with a high impact factor, participating in STP), which affects the introduction of innovations in the educational process in the residency programme.

8.4 Administration and Management

The evaluation of the educational programme, aimed at special components of the educational programme, is carried out by PEC and EMC. One of the important strategic directions is to improve the efficiency of the management system, which is defined in order to ensure the effective functioning of quality management. Target indicators, direct results indicators, measures for achieving results and quality assurance are detailed in the KRIOR Strategic Development Plan. During the year, monitoring and analysis of the performance of the main performance indicators of the entire Institute or its main divisions is carried out. Internal assessment of the quality of education is implemented in the processes of self-certification in the framework of state certification, internal audit, self-assessment (accreditation),

data collection and programme evaluation. However, there is no proper monitoring of educational activities in the context of quality management.

8.5 Requirements and regulations

The mechanism of interaction of KRIOR with authorized bodies (MoH RoK, MES RoK) and the health care sector is regulated by: the legislation of the Republic of Kazakhstan; implementation of State programmes, Decrees and orders; contracts and agreements with health care management bodies; contracts and agreements with health care organizations; written requests from authorized state bodies and medical organizations. Interaction of KRIOR with the Ministry of Education and Science of the Republic of Kazakhstan and MoH RoK on the organization of the educational process in the residency programme is carried out through the joint development of the EP with the NJSC "Asfendiyarov KazNMU" and is consistent with the priority areas of the main national legislative and programme documents.

Conclusions of the EEC on criteria. Out of 15 standards conform: fully-13, partially-2, do not meet-0

Standard 8: completed

Recommendations for improvements identified during the external session:

- 1) Introduce an employee responsible for teaching activities into the existing quality management system.

Standard 9: CONTINUOUS RENEWAL

Proof of compliance:

For the implementation of postgraduate medical education under the residency programme and continuous improvement in the implementation of educational programmes, interested parties are involved: trainees, market representatives-employers, teaching staff, representatives of practical health care, who serve as clinical mentors for residents at the clinical base. When compiling an EP, round-table meetings or online seminars are organized, where the above-mentioned representatives are invited. At round tables and online seminars, the programme content is presented, discussed, and corrections are made. When developing an EP, the interest of each party is listened to, in particular, the structure of the EP, its disciplines, materials for elective credits are analyzed, possible available current trends in their development are discussed, the list of practical skills is mastered as the stages of programme development are completed, employers focus on the list of skills at the end of programme development.

Based on the analysis of the documented review, resources are allocated at all levels and an action plan is defined for updating the postgraduate educational process, improving management, updating the goal of the strategic plan in terms of educational activities, structure and content, taking into account the needs of practical health care, ensuring improvement of learning outcomes/competencies, and the learning environment of the programme.

The mission of the residency training programme is carried out in accordance with the KRIOR mission.

The EP quality policy is maintained to meet the established requirements, and is constantly being improved and adapted, as, for example, in connection with state reforms in the field of health and education and the annual Messages of the President of the country.

Continuous improvement of the EP quality is carried out through revision and adaptation:

- Educational technologies;
- Innovative educational environment;
- Qualifications of the teaching staff;
- continuity of the process of training and professional self-development of specialists in the field of health care, adapted and competitive in the Kazakh and international labor markets.

The achievement of clinical competencies is modified by developing skills and abilities, analyzing clinical cases at the patient's bedside, developing algorithms for differential diagnosis, and selecting optimal methods of examination and treatment. The final certification of residency graduates also

includes contact with the patient, is independent and supervised by experts from other organizations, representatives of MoH RoK.

To ensure the training of a competent and competitive specialist, modern technologies are widely introduced into the educational process, and clinical training of residents is implemented. To develop and improve clinical skills, simulation technologies were rationally introduced into the educational process, which creates favorable conditions both for developing clinical skills among residents and for their reliable assessment.

An important condition for continuous improvement of the postgraduate educational process is the assessment of the quality of learning outcomes/competencies, assessment of knowledge and skills, and the learning environment of the programme. PEC has experts in assessing the quality of training sessions for residents, testers. Every year, the contingent of experts and testers is updated by attracting specially trained young employees.

Teaching staff received training seminars on pedagogical competencies, with a total volume of at least 36 academic hours.

The database of test tasks for MT and FSA residents is regularly reviewed. All test tasks are developed according to MCQ of a complex level (level II and III).

Conduct an update of clinical facilities and other educational resources to the changing needs of postgraduate medical education, i.e. the number of residents, the number and profile of teachers, the training programme and modern teaching principles

In general, the modification of the required competence of a residency graduate is in line with global trends. The main one is the training of specialists with versatile training in a wide field of activity.

Conclusions of the EEC on criteria. Out of 4 standards conform: fully-4, partially-0, do not meet-0.

Standard 9: completed

Thus, when conducting an external evaluation of the educational programme, compliance with 9 accreditation standards was established, including 91 basic standards and 56 improvement standards. 2 basic standards and 3 improvement standards were partially implemented. No non-compliance with the standards has been established. The implementation of improvement standards indicates that the educational organization complies with the international consensus in such areas as: Mission and final results; Assessment of residents; Residents; Educational resources; Evaluation of the educational programme and Continuous improvement.

5. Recommendations for improving the educational programme 7R01115 "Radiation oncology":

1. Expand the use of innovative teaching methods and reflect them in syllabuses (TBL, CBL, PBL, etc.) (2.1.5)
2. Provide advanced training courses for curators and clinical mentors (5.2.2, 5.2.4)
3. Introduce an employee responsible for teaching activities into the existing quality management system. (8.4.2, 8.4.3)

7. Recommendation to the ECA Accreditation Council

The members of the EEC came to a unanimous opinion to recommend to the Accreditation Council to accredit the educational programme 7R01115 "Radiation oncology" of JSC "Kazakh Research Institute of Oncology and Radiology", corresponding to the Standards for accreditation of educational programmes of the residency of medical educational organizations for the period of 5 years

Chairperson of the EEC

KABYLDINA NAILYA AMIRBEKOVNA

Foreign Expert

URMANBETOV KUBATBEK SAMYYBEKOVICH

Academic Expert

SHAKIROVA AIDA FAZYLOVNA

Academic Expert

URAZAEV OLZHAS NURLANOVICH

Expert Employer

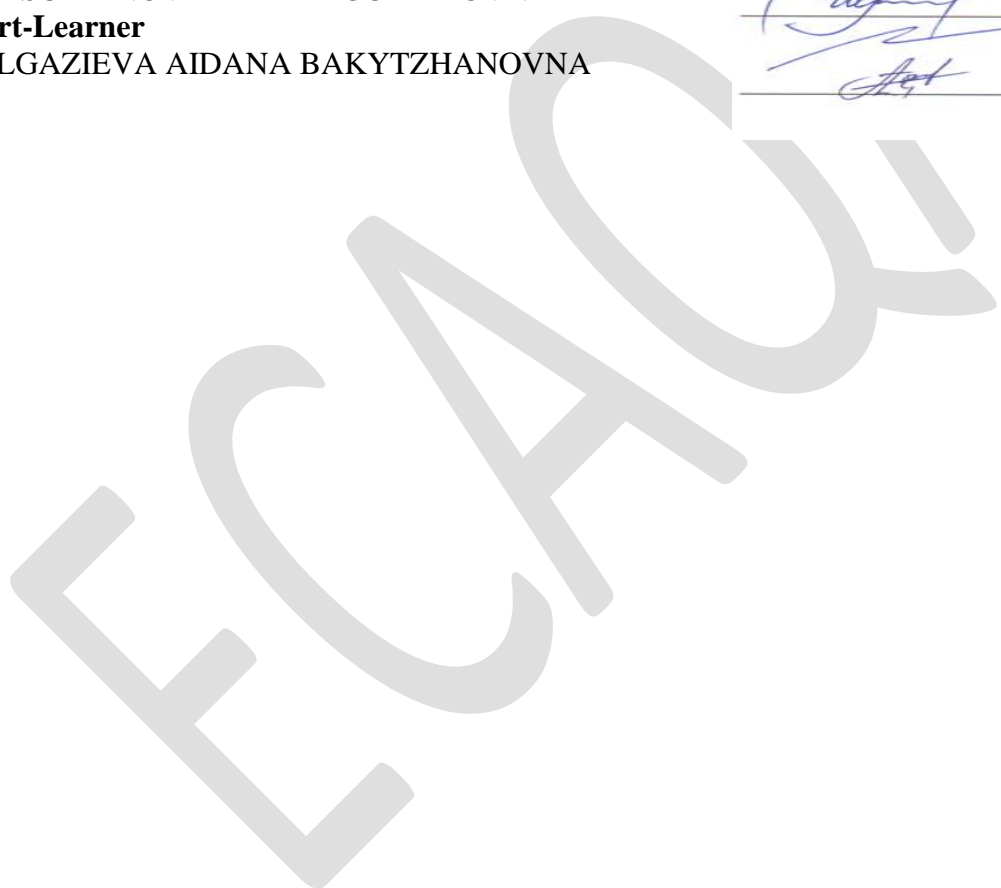
SHAMSUTDINOVA ALFIYA GUMAROVNA

Expert-Learner

ABYLGAZIEVA AIDANA BAKY TZHANOVNA



Handwritten signatures of the EEC members on horizontal lines.



Quality profile and criteria for external evaluation of the educational programme (summary)

Standard	Evaluation criteria	Number of standards	Rating			
			Basic standards/ Standards Improvements	Fully compliant	Partially compliant	Not compliant
1.	MISSION AND END OUTCOMES	17	10/7	10/7		
2.	EDUCATIONAL PROGRAMS	30	22/8	21/8	1/0	
3.	ASSESSMENT OF STUDENTS	11	7/4	7/4		
4.	STUDENTS	30	18/12	18/12		
5.	ACADEMIC STAFF / FACULTY	7	5/2	4/1	1/1	
6.	EDUCATIONAL RESOURCES	21	10/11	10/11		
7.	PROGRAM EVALUATION	15	10/5	10/5		
8.	GOVERNANCE AND ADMINISTRATION	15	8/7	8/5	0/2	
9.	CONTINUOUS RENEWAL	1	1/0	1/0		
	Total:	147	91/56	89/53	2/3	
				147		

List of documents reviewed by EEC members as part of the external evaluation of the residency training programme

No	. Names of documents	Number
1.	Articles of Association	1
2.	Organizational structure of the Center	1
3.	Regulations on the Academic Council	1
4.	Regulations on the Department of Science and Education	1
5.	Minutes of approval of the main methodological materials on STP	6
6.	Protocol that indicates the approval of the mission and educational programmes	1
7.	Regulations on conducting advanced training, seminars and training modules in additional education	1
8.	Approval of the educational programme	3
9.	Approval of missions of educational activity of JSC KAZRIOR	3 (in Kazakh, Russian, English)
10.	Memoranda with foreign organizations	5
11.	Portfolio of residents	4
12.	Scientific work of residents	1 folder
13.	Documents of teaching staff (portfolio)	14
14.	control and measurement tools-tests, situational tasks, exam tickets, syllabuses	3 folders
15.	CMI reviews	10
16.	Reviews of EP	9
17.	Catalog of elective subjects	for 2 specialties
18.	SOP FSA, Credit transfer, current control, intermediate and final certification	4
19.	Questionnaires and survey results of employers and students on the modification of educational programmes and satisfaction with the educational process process	2 folders
20.	Code of Honor of teaching staff	1
21.	Code of honor of students	1