

**REPORT  
OF THE EXTERNAL EVALUATION COMMISSION  
ON THE RESULTS OF COMPLIANCE ASSESSMENT  
OF THE ACCREDO-MED CENTRE FOR CONTINUING PROFESSIONAL  
DEVELOPMENT LIMITED LIABILITY PARTNERSHIP  
WITH THE STANDARDS FOR INSTITUTIONAL ACCREDITATION OF  
ORGANISATIONS FOR CONTINUING PROFESSIONAL DEVELOPMENT  
(CPD) FOR HEALTHCARE PROFESSIONALS  
(short version)**

**Dates of the site visit: November 21-22, 2019**

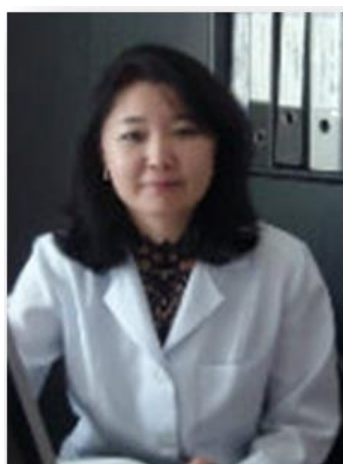
**1. Composition of the External Evaluation Commission**

In accordance with ECAQA Order No. 56 of September 15, 2019, the External Evaluation Commission (EEC) was formed to conduct institutional accreditation of the ACCREDO-MED Centre for Continuing Professional Development Limited Liability Partnership on **November 21-22, 2019** with the following composition:



**Chairman of the External Evaluation Commission**  
**GULMIRA ALPYSPAYEVNA IBRAYEVA**

Candidate of MedSc, Associate Professor, Director of the Institute of Continuing Education PROFESSIONAL, International trainer on HIV/AIDS, member of the working group of the Commission for the Verification of Measles and Rubella Elimination of the RK at the MOH of the RK, member of the working group of the Committee of Continuing Medical Education of Academic Methodological Association of the Republican Academic Methodological Council of the MOH of the RK on development of regulatory legal acts and legislative documents in continuing professional development  
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**ECAQA observer**

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In the period from November 21, 2019 to November 22, 2019, the conformity of the main activities of the ACCREDO-MED Centre for Continuing Professional Development Limited Liability Partnership (hereinafter referred to as the Centre) with the ECAQA Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals was evaluated.

The EEC Report contains the evaluation of the activities of the ACCREDO-MED Centre for Continuing Professional Development LLP for compliance with the ECAQA Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals, recommendations of the EEC for further improvement of the operation of the CPD organisation.

## **2. General Part of the Final Report of the EEC**

### **2.1 Introduction of the medical education organisation**

ACCREDO-MED Centre for Continuing Professional Development LLP (hereinafter referred to as the Centre) was established on April 04, 2018.

The Centre is a private educational medical centre that provides continuing education according to the roadmap throughout the calendar year in the form of continuing education courses, seminars, simulation trainings and master classes. The Centre's plans include off-job training for professionals with secondary and higher medical education in accordance with the needs of practical healthcare of healthcare organisations and at the request of trainees. Upon completion of training, a standard-issue certificate of professional development and certificates are issued.

Simulation technologies in practical health care began to be introduced with the advent of the Roadmap for the implementation of the Order of the Minister of Healthcare of the Republic of Kazakhstan dated July 3, 2017 No. 450 "On the approval of the Rules for the provision of emergency medical care in the Republic of Kazakhstan" and the amendment in the form of the qualification exam for assigning medical expert categories to medical workers.

In connection with the above, the issue on the opening of simulation centres for training using simulation technologies was thrown into sharp relief.

Since the establishment of the Centre, simulation training in emergency care for mid-level health workers and allied health professionals has found to be most in demand. For the period from 2018 to 2019, the Centre trained 113 persons, including 70 trainees with secondary medical education and 43 paramedics.

The Centre carries out educational activities in accordance with regulatory legal acts in continuing professional education in healthcare (Order of the Minister of Healthcare of the Republic of Kazakhstan dated April 14, 2017 No. 165 "On the approval of the Model Professional Development and Retraining Programmes for Medical and Pharmaceutical Personnel"). The programmes of the Centre are relevant and take into account the current state of development of the healthcare system and are supported by the laws of the Ministry of Education and Science and the Ministry of Healthcare of the Republic of Kazakhstan.

The Centre has implemented monitoring of the educational process, including questionnaires for trainees of BLS programmes. As a result of the feedback, the

professional level of medical instructors, the opportunity to develop practical skills on simulation equipment and training models were noted.

In its activities, The Centre takes into account public health problems, especially in relation to the level of competence of healthcare professionals, the degree of knowledge of clinical and communicative skills, medical ethics and deontology.

The Centre ensures a balance between general and specific types of activities, such as professional development using simulation tools and technologies, which allows considering the requirements for expected competencies regarding communication, clinical skills, theoretical knowledge, attitudes, training, decision-making ability in difficult and unpredictable situations (for instance, emergency medical care). All this takes into consideration the condition and problems of the population's health, the needs of the healthcare sector and other aspects of social responsibility to society.

The Centre's programmes of continuing education cycles are attractive for practical healthcare professionals as the programmes are focused on international standards and public satisfaction in providing quality medical care.

## **2.2 Information on previous accreditation**

To date, the ACCREDO-MED Centre for Continuing Professional Development LLP has not yet been institutionally accredited as an organisation of continuing education.

## **2.3 Analysis of the Self-Evaluation Report of the ACCREDO-MED Centre for Continuing Professional Development LLP for compliance with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals**

The Institutional Self-Assessment Report of the ACCREDO-MED Centre for Continuing Professional Development LLP is presented on 66 pages, including annexes according to relevant standards. At the same time, there are no copies of registration documents, copies of certificates and achievements of the Centre. The annexed tables are incomplete. The Report cannot be fully characterized as complete and nuanced, reflecting the actual operation of the Centre in accordance with the criteria of accreditation standards. The information is structured into sections, but there is no clear internal unity; quantitative indicators are insufficient; the text is narrative and does not include accompanying quantitative data. The photos illustrating the report are not titled, and the links to them are not indicated in the text. The covering letter that had been signed by Tanirbergen Zhanabayuly Sartayev, Director of the Centre, confirming the accuracy of the information and data in the report, is attached to the report.

The Report was compiled in accordance with the Guide for Self-Evaluation within the framework of institutional accreditation and the text is presented sequentially in accordance with the criteria of the 9 ECAQA Standards for Institutional Accreditation of Continuing Education Organisations. There is a list of members of the internal commission for self-evaluation, indicating the responsibility of each member of the internal commission, information about the representative of the Centre, the person who

is responsible for conducting the institutional self-evaluation is Ayzhan Askarovna Bektengaliyeva, founder of the Limited Liability Partnership.

The Centre's self-evaluation was carried out on the basis of the Director's order dated July 30, 2019 No. 07 "On the creation of a working group to prepare for institutional accreditation". In July 2019, an ECAQA accreditation expert Yermukhanova L.S., Candidate of MedSc, (under the Contract of a civil law character) conducted training in preparation for self-evaluation for the Centre's employees. In October 2019, an ECAQA accreditation expert, a member of the ECAQA's expert committee on CPD, Asenova L.Kh, Candidate of MedSc, Associate Professor, held on-site counselling on educational and methodological documentation and compliance with the legal acts in the framework of continuing education programmes for the Centre's employees.

During the self-evaluation period, the internal commission for self-evaluation on the criteria for institutional accreditation of the Centre did the following work: the necessary information was collected in accordance with the standards of institutional accreditation; analysis and correction of methodological and educational materials, preparation of financial statements, strategic planning and operational reporting documents, organisation and analysis of key activities of the Centre were conducted, the contents are reflected in the Self-Evaluation Report. The content of the Self-Evaluation Report is structured in accordance with the ECAQA Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals and includes a description of strengths and areas for improvement for each of the 9 standards.

The text of the Report needs to be adjusted stylistically and supplemented by quantitative indicators that reflect the actual practice of the Centre.

## **2.5 The level and quality of the self-evaluation of the activities of the ACCREDO-MED Centre for Continuing Professional Development LLP for compliance with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals**

The self-evaluation and description were carried out in accordance with the criteria of the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals and received answers to the questions formulated in the Self-evaluation Guidelines. The Eurasian Centre for Accreditation and Quality Assurance of Education and Healthcare provided the Centre with the necessary counselling on conducting self-evaluation and writing the Report, and trained employees (see paragraph 2.3).

According to all standards, the Centre lists the data that is available at the time of self-evaluation for compliance with the criteria of accreditation standards. The description of the Centre's activities is quite complete and up-to-date (on key areas of activity, strategic objectives, the number of trainees, information on the enrolment of trainees, the results of initial and summative assessment, monitoring based on feedback, financial information, international cooperation, etc.).

The Report includes the strengths and weaknesses of each standard, as well as the general SWOT analysis. At the same time, copies of documents that could supplement the description of accreditation standards were not attached to the Report.

Thus, the Centre's Self-Evaluation Report contains general information on all activities in accordance with the ECAQA Standards for Institutional Accreditation.

### **3. EEC visit description**

The visit of the External Evaluation Commission to the ACCREDO-MED Centre for Continuing Professional Development LLP was organised in accordance with the visiting programme that had been agreed with the Chairman of the EEC G.A. Ibrayeva and approved by ECAQA Director General S.S. Sarsenbayeva.

The EEC obtained convincing data on the diversity of material and technical support and educational resources, which were located on the sites of the organisations of the Centre's partners. During the external visit, a visual inspection of the Centre's office took place (office, information boards, certificates of teaching staff and employees, office equipment, IT communications, document maintenance, training models) and reliable facts of the physical facilities were obtained, which at the same time were not so clearly and thoroughly presented in the Self-Evaluation Report.

The EEC concluded that, during the external visit, the Centre created comfortable conditions, organised a room for the EEC work, provided assistance for the experts during the visit to the Centre's clinical sites and unimpeded access to all necessary informational, educational, methodological, legal documents and simulation and physical facilities of partner organisations.

The external commission notes a high level of organisational culture, ethics and a good team environment, operational efficiency and good timing in providing the information that was requested by the EEC members, and quick response to questions from the experts.

The EEC recommendations on improvement of institutional activities on the basis of the results of the expert evaluation were presented at the final meeting of the 2nd work day with the leadership and employees on November 22, 2019.

### **4. EEC conclusions on external evaluation and site visit**

In the framework of the site visit and the Centre's external evaluation, the EEC members carefully studied and evaluated the main performance indicators for compliance with the ECAQA Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals.

The information that had been received by the external experts during the visit to the Centre, meeting with leadership, employees, educators, clinical staff, studying 26 documents, questioning trainees and educators, interviewing employers and educators was analyzed, compared with the data from the Self-Evaluation Report, which allowed to conclude that it was necessary to expand the information in the Report and include quantitative indicators in it.

Drawing from the Centre's Self-Evaluation Report for compliance with the Standards for Institutional Accreditation, the ECAQA experts requested 26 documents

to validate and verify the reporting data, including the mission review and approval protocol, strategic plan, report, several syllabuses, course schedule, trainee registration log (enrolment and expulsion), a register of certificates, contracts with trainees, contracts with educators, assessment means (tests, tasks, cases), questionnaires, etc. These documents made it possible to identify the conformity of the Centre's activities to most of the ECAQA basic standards for institutional accreditation of medical education organisations of CPD.

On the last day of the visit to the Centre, the EEC members conducted the assessment of the compliance of the organisation of continuing education with the Standards on the basis of the Quality Profile and the Criteria for External Evaluation of the Centre. The above document was individually completed by each member of the EEC. Out of 119 Standards, 98 Standards were fulfilled and 28 Standards were partially fulfilled. Non-compliance with basic accreditation standards was not established, at the same time a partial fulfilment of a large number of Basic Standards and Standards for Quality Development was determined, which indicated the need for active action to improve the educational activities of the Centre.

Thus, the external evaluation and the site visit of the EEC members allowed verifying and validating the Self-Evaluation Report data during the visit to the Centre in accordance with the ECAQA Regulation on the External Evaluation Commission, the ECAQA Guide for External Evaluation of the Medical Education Organisation.

## **5. Analysis of compliance of the ACCREDO-MED Centre for Continuing Professional Development LLP with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals and review of the strengths of each standard**

### **Standard 1: Mission and outcomes**

The materials that were presented adequately reflect the criteria of this standard. The Centre is an independent organisation of the CDP with defined mission, vision and strategic goal. Cooperation with medical education organisations is carried out in the framework of agreements on joint activities and memoranda, including equal rights and obligations of both parties.

The materials of the Report contain the description of the mission and vision development processes and the *organisation's* peculiarity. The Centre currently provides professional development for mid-level health professionals. In order to implement the Mission and Vision of the Centre, strategic development directions have been identified. At the same time, the mission does not clearly reflect the educational activities of the Centre. The information about the active involvement of stakeholders, including trainees, faculty and employers in the development of the mission, vision and strategy is not fully provided. The external experts did not find documentation process regarding stakeholder participation in the development and approval of the mission and learning outcomes.

In the course of development of the Centre, it is planned to purchase heavy duty simulation equipment for endovideosurgical interventions, develop case studies for communication skills practicing, role-based participation and studies of various



problems that arise in the everyday life of every medical worker of any educational level.

To form commitments to improve the conditions for the implementation of an effective CPD, the Centre plans to train employees and educators by facilitating their participation in various seminars, courses, conferences, and also to create a programme of constant questioning of trainees, educators, and employees. It is planned to expand the list of memoranda of cooperation with the best medical centres and foreign clinics.

**Strengths:**

1. Stable cooperation with medical organisations regarding healthcare professionals training.
2. The need for the Centre's educational services and presence of sufficient clinical sites with highly specialized personnel, innovative infrastructure, and material and technical equipment, which meet all quality standards.

***The EEC conclusions on the criteria:*** comply – 11, partially comply – 2, do not comply – 0.

***Standard 1: fulfilled***

***Recommendations on improvement:***

- 1) To specify the mission statement taking into account the educational activities of the Centre;
- 2) To document the participation of stakeholders in the development and approval of the mission, the learning outcomes of training, training materials on continuing education.

**Standard 2: Educational programme**

Training of trainees is conducted in accordance with the Laws and Statutory Instruments on continuing education. All Working Curricula are developed on the basis of the Order of the Ministry of Healthcare of the Republic of Kazakhstan No. 165 of April 14, 2017 “On the Approval of the Programme for Professional Development and Retraining of Medical and Pharmaceutical Personnel” and approved by the Methodological Council. Training is built in the form of lectures, practicals and seminars, as well as the compulsory independent work of trainees. There is no own library. Access to international professional literature databases and library resources was not demonstrated to the experts.

At this stage of the Centre's operation, trainees are not provided with electronic educational resources (textbooks, monographs, protocols, e-learning programmes, etc.) corresponding to training programmes.

During the training, trainees are provided with access to the Internet for independent work and preparation of presentations, essays, independent study of literature, clinical protocols, as well as the opportunity to learn practical skills on simulation equipment, and access to the library under the agreement with the Aktobe Higher Medical College.

Training sessions on cycles of clinical and theoretical specialties are conducted using innovative technologies and interactive teaching methods (TBL, CBL, PBL),



which are conducted by educators from a medical higher education institution with relevant academic experience and active teaching skills.

During the training, the Centre creates a chat for trainees of a course for the rapid exchange of information, it is also possible to conduct video chats and transmit the results of independent work via e-mail.

The Centre concluded an agreement with a scientific and technical library containing a sufficient amount of modern professional literature. The Centre has internet-connected computers, which are available to trainees.

**Strengths:**

1. Implementation of programmes on the basis of the principles of quality and equality.
2. Relationship between training and medical care in practice.
3. The Centre guarantees high-quality teaching and learning methods, the ability to select training components in practice and theory.
4. Application of innovative learning methods.
5. Sufficient clinical sites with highly specialized personnel, innovative infrastructure and material and technical equipment that meet all quality standards.

***The EEC conclusions on the criteria:*** comply – 16, partially comply – 3, do not comply – 0.

***Standard 2: fulfilled***

***Recommendations on improvement:***

- 1) To provide trainees with access to international databases of professional literature and library resources with the introduction of a trainee record keeping system;
- 2) To provide trainees with electronic educational resources (textbooks, monographs, protocols, electronic training programmes, etc.) corresponding to the training programmes at the Centre.

**Standard 3: Assessment and documentation**

To monitor the educational achievements of trainees, initial, formative and summative assessment is provided on the professional development and retraining cycles. These are important elements of quality evaluation and examination of training programmes. Initial assessment is the conduct of initial testing to determine the basic level of trainees. Formative assessment is a systematic verification of trainees' academic performance, which is conducted by an educator in current training sessions. Summative assessment is the verification of the trainees' academic achievements, which is carried out upon completion of the training cycle in the specialty.

Trainees with medical education are given additional test questions from the website of the Centre for Independent Examination, thereby preparing for the tests in the main specialty and determining the level of knowledge and skills for obtaining a specialist certificate.

On the first day of training, an oral interview is held with a trainee to determine the level of preparation and collect proposals and requests before taking a professional

development course. After completion of training, testing of the final level of knowledge is carried out and only in case of good test results a certificate is issued for the completion of the continuing education cycle. At the same time, there are deficiencies in the execution of contracts with trainees, in the conduct of registration logs for trainee attendance, and in the maintenance of examination records. There is no document regulating the pricing policy of the educational services of the Centre.

Following training, an educator notes information on the number of lectures, practical exercises, seminars and puts “passed” mark in the attendance registration log after testing or interviewing a trainee. Upon completion of training in continuing education programmes (professional development and retraining cycles), trainees are issued the certificate of completion and the standard-issue certificate of the Ministry of Healthcare of the Republic of Kazakhstan.

**Strengths:**

1. The competence and experience of educators of the Centre in assessing trainees;
2. Maintenance of educational and methodological documentation in accordance with the requirements of the regulatory legal acts.

*The EEC conclusions on the criteria* comply – 4, partially comply – 3, do not comply – 0.

***Standard 3: fulfilled***

***Recommendations on improvement:***

- 1) To improve and systematize trainee assessment methods and methods for monitoring learning outcomes by developing a rating scale for trainees, approving and using it in the educational process, documenting trainee assessment methods;
- 2) To introduce distance learning into CPD programmes.

**Standard 4: The Healthcare Professionals**

The ACCREDO-MED Centre for Continuing Professional Development LLP ensures the provision of continuing education to specialists with medical and non-medical education in professional development courses and encourages trainees to participate in programmes and activities of the CPD. During the interviews, the experts were able to establish that the trainees of the Centre were motivated and realized that their knowledge was effectively used in practice, respectively, affected the quality of medical care, increasing the image of medical workers. The Centre is developing continuing education programmes that meet the requirements for the training of health professionals. However, there is no training using distance learning technologies.

The ACCREDO-MED Centre for Continuing Professional Development LLP annually sends a course schedule to regional and city healthcare departments, medical organisations, and private centres. Newsletters are monthly submitted and posted on the website. Trainees can consult with the ACCREDO-MED Centre for Continuing Professional Development LLP on the phone.

The ACCREDO-MED Centre for Continuing Professional Development LLP strives to ensure that continuing education programmes are based on educational

strategies, taking into account the individual level of competence of trainees (basic testing) and work experience in professional activities.

At the same time, over 1.5 years of the Centre's work, a small number of trainees have been trained, mainly with secondary medical education and non-medical workers. At the same time, there have been no applications from trainees with a higher medical education. The system of attracting, motivating to learn, and enrolling trainees at all levels of education, including the use of the resources of a website that does not contain enough information for potential trainees, has not been fully developed.

The implementation of educational programmes of continuing education is provided by each trainee's free access to information resources and library funds, the availability of teaching aids and syllabuses in all specialties.

**Strengths:**

1. Transparency of the trainee enrolment process and equal access to continuing education.
2. Possibility of individual training.
3. Comprehensive support for trainees until the certificate issuance.

***The EEC conclusions on the criteria:*** comply – 17, partially comply – 2, do not comply – 0

***Standard 4: fulfilled***

***Recommendations on improvement:***

- 1) To improve the system of attraction, motivation for training and enrolment of trainees of all educational levels, including the use of the resources of the Centre's website.

**Standard 5: CPD Provision**

The ACCREDO-MED Centre for Continuing Professional Development LLP was established in accordance with the Charter as an organisation providing professional development for healthcare professionals with medical and non-medical education in continuing professional development programmes. The system of assessing trainees and recognizing CPD programmes as a precondition for increasing the level of competence of trainees, which is the fundamental principle of the organisation seeking accreditation, justified the initiation of institutional accreditation of the ACCREDO-MED Centre for Continuing Professional Development LLP.

The EEC received evidence that the Centre is an official legal organisation which is also engaged in the implementation of CPD programmes in healthcare on the basis of the LLP registration certificate dated April 04, 2018.

It was established that continuing education programmes complied with the established requirements of the Republic of Kazakhstan (Law on Education of the Republic of Kazakhstan, Laws and Statutory Instruments and Orders on CPD, etc.) to the quality of medical education. At the same time, educators, despite their high professionalism, need professional development in innovative methods and technologies of training and teaching. The Educational and Methodological Council of the Centre is responsible for the quality of education and conducts its analysis. However, the provision on the educational process and the rules of the work schedule need to be

improved, since they do not contain a sufficient amount of the required information. The personnel policy, including the compliance with qualification requirements for educators, has not been worked out.

**Strengths:**

1. Creation of conditions for professional growth of educators, trainers and employees, including the possibility of training at leading international clinics.

*The EEC conclusions on the criteria:* comply – 9, partially comply – 3, do not comply – 0

**Standard 5: fulfilled**

**Recommendations on improvement:**

- 1) To introduce amendments to the Regulation on the educational process and the Labour order;
- 2) To improve the personnel policy with the involvement of competent professional educators from medical HEIs and medical organisations.

**Standard 6: Educational resources**

During the implementation of the two-day programme of the visit to the Centre, the external experts examined the room fund, the sites of clinical training for trainees (Aktobe Medical Centre, Regional Children's Clinical Hospital, Clinical Diagnostic Centre, DARU Rehabilitation Clinic), which were used in accordance with cooperation agreements, with a large room fund (more than 500 sq.m.). The premises provide a safe environment for employees and trainees. The Centre rents space for organisational and administrative work; own premises are not present.

The Centre uses the simulation equipment of Aktobe Higher Medical College to implement such training programmes as basic cardiopulmonary resuscitation (BLS course), Pediatric Advanced Life Support (PALS), Prehospital Trauma Life Support (PHTLS), Advanced Cardiovascular Life Support (ACLS), organisation of the work of the admissions office on the basis of sorting according to the triage system.

There is access to 5 computers at the Centre's office, as well as to modern and high-quality electronic and information resources to support educational programmes of continuing education, access to bibliographic databases, access to e-books and reference materials, and access to electronic journals for independent training of trainees and the teaching staff of the Centre who is involved in the educational process. The Centre uses a multidisciplinary approach to learning.

The Centre conducts informational activities on social networks (Facebook, Instagram), which was found by the external experts onsite. However, the Centre's website does not contain enough information on training programmes.

The Centre plans to cooperate with two foreign partners from the Russian Federation on training experts in accreditation of healthcare organisations.

**Strengths:**

1. The availability of resources for the provision of educational programmes.
2. Collaboration with stakeholders and organisations.
3. Mutually beneficial cooperation and exchange of experience with foreign centres.

***The EEC conclusions on the criteria:*** comply – 21, partially comply – 3, do not comply – 0

***Standard 6: fulfilled***

***Recommendations on improvement:***

- 1) To attract foreign specialists to train educators and trainees;
- 2) To expand and improve physical facilities;
- 3) To improve the website, update web pages, the list of cycles, information for trainees (requirements for trainees, requirements for admission: application, personal documents).
- 4) To increase trainee enrolment;
- 5) To cooperate with other regions of the Republic of Kazakhstan and republican educational institutions;
- 6) To provide internship and development of trainers at international centres.

### **Standard 7: Evaluation of CPD Activities**

Evaluation of educational programmes is implemented through examination of programmes at the stage of development, discussion, approval and monitoring of implementation. Evaluation of the quality of educational programmes and discussion of the required changes are carried out at the level of educators, trainers; reports are heard at meetings of the Methodological Council. In accordance with the monitoring of the development of educational programmes, educators and trainers introduce amendments to the content of the programme, teaching methods and knowledge assessment methods. Practical healthcare professionals are represented by directors of medical organisations and their deputies to evaluate programmes.

Monitoring and analysis of data on the evaluation of programmes is carried out by the Methodological Council on the basis of a work plan that has been approved by the Director of the Centre and includes activities such as approval of working curricula, analysis of questionnaires for trainees, amendments and additions to working curricula, approval of tests, analysis of the quality of the educational process and etc., which contributes to professional development, the most objective evaluation of the level of qualifications and improvement of the quality of medical care to the population. At the same time, there is no approved regulation for evaluation of the quality of educational programmes, and the role of the main stakeholders in this process is not defined.

Every year before the start of the educational process, educational programmes on BLS, ACLS, PALS, PHTLS are approved by the Centre's Methodological Council. A prerequisite is to update the curriculum every 5 years, taking into account the new algorithms of the American Association of Cardiology.

In order to evaluate the effectiveness of educational programmes, monitoring of the opinions of trainees (questionnaires) upon completion of training has been introduced. The opinion of trainees is considered as an evaluation of experts who are able to objectively evaluate the educational programme according to the proposed criteria (indicators). Based on the results of the questionnaire, appropriate measures and recommendations are developed, which is aimed at improving educational programmes and organising the educational process. At the same time, there is no clear data on

communicating the results of the questionnaires to the stakeholders, or publishing the results of the questionnaires. Only blank questionnaires are applied. Feedback from employers is not fully developed.

**Strengths:**

1. Participation of stakeholders in the evaluation and monitoring of educational programmes.
2. Positive feedback from trainees following the results of training.

**The EEC conclusions on the criteria:** comply – 7, partially comply – 4, do not comply – 0

**Standard 7: fulfilled**

**Recommendations on improvement:**

- 1) To increase feedback from trainees and employers, including feedback through the introduction of electronic questionnaires with subsequent analysis of the results and the implementation of improvements on the basis of the feedback;
- 2) To ensure transparency of feedback results from trainees by providing the results to stakeholders (trainees, educators, employers).

**Standard 8. Organisation**

The Centre has an organisational structure, which corresponds to the mission, goals and objectives, administrative staff (8 people) and 34 educators under a civil law contract. The organisation has developed and approved documents that define the range of duties and powers in relation to educational programmes of trainings and seminars, including obligations to comprehensively ensure the educational process with all necessary information sources: textbooks, learning guides, textbooks of methods and developments in educational disciplines, handouts for independent work, electronic textbooks, and the access to online educational resources. At the same time, the records management needs to be improved, since a number of provisions, job descriptions, and regulations are missing.

The main goal of the financial and economic service is to achieve the Centre's sustainable success on the basis of a systematic approach to assessing and improving the effectiveness of the internal control system, a process approach to quality management and continuous improvement in accordance with the requirements of national standards and international standards. The financial service exercises control over compliance with the requirements of legislative and other regulatory acts at the Centre that govern its activities; providing management with objective and timely information about the Centre's activities, as well as monitoring and control to eliminate violations identified during the implementation of functions. At this stage of the Centre's work, the principles of financial planning and reporting are not fully formed. It is necessary to develop a document regulating the pricing policy of the educational services of the Centre.

**Strengths:**

1. Continuous organisational, coordination and administrative work that is aimed at achieving the mission and strategic goal;

2. Responsibilities and obligations regarding the management of the educational programme are defined.

**The EEC conclusions on the criteria:** comply – 8, partially comply – 1, do not comply – 0

**Standard 8: fulfilled**

**Recommendations on improvement:**

- 1) To expand national and international cooperation to improve educational programmes with the invitation of foreign and national educators and document this process by concluding memoranda and agreements;
- 2) To improve the records management and workflow of the Centre in relation to planning, reporting and monitoring;
- 3) To improve the system of financing and distribution of the budget for training by developing plans, performance indicators, assessments.

**Standard 9. Continuous renewal**

The organisational structure of the Centre, content, learning outcomes/competencies, assessment methods and the educational environment of CPD programmes will be updated periodically taking into account changes in the needs of practical healthcare and pharmacy, new regulatory documents, and transformations in society. For these purposes, the development of appropriate regulations and approaches to the evaluation and updating is necessary.

These processes are regulated by the leadership; the results will be recorded in the minutes of the Methodological Council and endorsed by the leadership.

The strategic plan of the Centre includes updating and development of the organisational structure, content, learning outcomes (competencies), assessment methods and the educational environment of CPD programmes, taking into account changes in the needs of practical health care, new regulatory documents. If deficiencies are identified by structural units, a corrective action plan is developed, and, if necessary, preventive actions are introduced. The leadership of the Centre allocates all the necessary resources for the continuous renewal of CPD programmes, which includes human resources (a sufficient number of employees), logistics, and the decent pay for employees and educators.

When updating educational programmes of continuing education, educators and employees of the organisation analyze and study literature, normative documents, and clinical protocols. A mandatory requirement of the organisation for educators is the constant study of materials on the WHO website. Discussion of additions and amendments to educational programmes on the basis of the analysis of recommendations and proposals for final examinations, requests from healthcare organisations, and educators' proposals, taking into account current trends in medicine and science, ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of outdated ones.

The Centre plans to conclude agreements on cooperation with foreign centres and apply their best practices in training.

**Strengths:**



1. The leadership promptly resolves organisational, material and technical issues, which are related to ensuring the quality of the implementation of educational programmes.
2. The 5-year strategic development plan contains promising directions that are consistent with the country's policy in the area of continuing education for health professionals and the educational needs of doctors and mid-level health professionals.

***The EEC conclusions on the criteria:*** comply – 5, partially comply – 0, do not comply – 0

***Standard 9: fulfilled***

***Recommendations on improvement:***

- 1) To introduce amendments to the Strategic Plan;
- 2) To prepare and improve a number of educational, methodological and organisational documents, including a price list of services, several job descriptions, safety regulations, etc.;
- 3) To make changes to the academic and methodological complex, attendance record;
- 4) To develop improvement mechanisms for auditing and monitoring of the quality of the activities of the Centre;
- 5) To involve trainees in the deliberative bodies of the Centre, in the working group on the phrasing the mission and the learning outcomes of training.
- 6) To attract international specialists to train trainers and trainees;
- 7) To record and analyze the results of the questionnaires, feedback from trainees, educators, employers;
- 8) To expand access to international databases, library funds;
- 9) To find the opportunity of acquisition of own premises and expanding material and technical equipment;
- 10) To introduce distance learning technologies into educational programmes;
- 11) To strengthen international cooperation in the context of continuing education programmes.

**6. Recommendations on improvement of the operation of the ACCREDO-MED Centre for Continuing Professional Development LLP for compliance with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals:**

1. To review and approve the mission statement, taking into account the educational activities of the Centre and to actively engage stakeholders (educators, trainees) in this process;
2. To document the participation of stakeholders in the development and approval of the mission, the learning outcomes of training, training materials on continuing education;
3. To improve the system of attracting, motivating to study and enrolling trainees at all levels of education, including the use of the resources of the Centre's website;

4. To provide trainees with access to international databases of professional literature and library resources with the introduction of a trainee record keeping system;
5. To provide students with electronic educational resources (textbooks, monographs, protocols, electronic training programmes, etc.) corresponding to the training programmes implemented in the “Centre”;
6. To prepare and improve a number of educational, methodological and organisational documents, including a price list of services, several job descriptions, safety regulations, etc., as well as to bring the academic and methodological complex and attendance record into compliance with the requirements of the laws and regulations on continuing education;
7. To improve and systematize trainee assessment methods and methods for monitoring learning outcomes by developing a rating scale for trainees, approving and using it in the educational process, documenting trainee assessment methods;
8. To introduce distance learning into CPD programmes;
9. To introduce amendments to the Regulation on the educational process and the Labour order;
10. To improve the personnel policy with the involvement of competent professional educators from medical HEIs and medical organisations;
11. To improve the website, update web pages, the list of cycles, information for trainees (requirements for trainees, requirements for admission: application, personal documents);
12. To improve the process of monitoring and evaluating educational programmes by developing an appropriate document (order, rule, regulation) and to involve trainees, employers and other stakeholders in the evaluation of educational programmes more actively;
13. To increase feedback from trainees and employers, including feedback through the introduction of electronic questionnaires with subsequent analysis of the results and the implementation of improvements on the basis of the feedback;
14. To ensure transparency of feedback results from trainees by providing the results to stakeholders (trainees, educators, employers);
15. To expand national and international cooperation to improve educational programmes with the invitation of foreign and national educators and document this process by concluding memoranda and agreements;
16. To improve the records management and workflow of the Centre in relation to planning, reporting and monitoring;
17. To improve the system of financing and distribution of the budget for training by developing plans, performance indicators, assessments.

**Председатель Внешней  
экспертной комиссии**

Ибраева Гульмира  
Алпыспаевна



**Национальный  
академический эксперт**

Жумалина Акмарал  
Канашевна



**Национальный  
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Хаджиева  
Айман Бериккалиевна



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Көпесова Нургул  
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Акбалиева Айгуль  
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**Наблюдатель от ЕЦА**

Умарова Макпал  
Альдибековна



**Quality profile and evaluation criteria of the ACCREDO-MED Centre for Continuing Professional Development LLP for compliance with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals**

<b>Standard</b>	<b>Evaluation criteria</b>	<b>Evaluation</b>		
		<b>comply</b>	<b>partially comply</b>	<b>do not comply</b>
<b>1.</b>	<b>Mission and outcomes</b>	<b>11</b>	<b>2</b>	<b>0</b>
<b>2.</b>	<b>Educational programme</b>	<b>16</b>	<b>3</b>	<b>0</b>
<b>3.</b>	<b>Assessment and documentation</b>	<b>4</b>	<b>3</b>	<b>0</b>
<b>4.</b>	<b>The Healthcare Professionals</b>	<b>17</b>	<b>2</b>	<b>0</b>
<b>5.</b>	<b>CPD Provision</b>	<b>9</b>	<b>3</b>	<b>0</b>
<b>6.</b>	<b>Educational resources</b>	<b>21</b>	<b>3</b>	<b>0</b>
<b>7.</b>	<b>Evaluation of CPD Activities</b>	<b>7</b>	<b>4</b>	<b>0</b>
<b>8.</b>	<b>Organisation</b>	<b>8</b>	<b>1</b>	<b>0</b>
<b>9.</b>	<b>Continuous renewal</b>	<b>5</b>	<b>0</b>	<b>0</b>
	<b>Total:</b>	<b>98</b>	<b>21</b>	<b>0</b>