

# REPORT OF THE EXTERNAL EXPERT COMMITTEE ON RESULTS OF ASSESSMENT OF COMPLIANCE WITH THE STANDARDS FOR INSTITUTIONAL ACCREDITATION OF ORGANISATIONS FOR CONTINUING PROFESSIONAL DEVELOPMENT (CPD) FOR HEALTHCARE PROFESSIONALS

## "INSTITUTE OF CONTINUING EDUCATION PROFESSIONAL" LLP

### 1. Composition of External Expert Committee

In accordance with the order of the ECAQA No.34 dated 13.05.2019 formed External Expert Commission (EEC) for the 20-21.05.2019, the institutional accreditation of "Institute of Continuing Education PROFESSIONAL" LLP for compliance with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for healthcare professionals as follows:



#### **Chairman of the External Expert Commission**

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In the period from 20.05.2019 till 21.05 2019 assessed the compliance with the main activities of "Institute of Continuing Education PROFESSIONAL" LLP

(hereinafter – ICEP) institutional accreditation standards of additional education organizations (CPD) ECAQA.

The report contains an assessment of the EEC ICEP for compliance with institutional accreditation standards ECAQA EEC recommendations to further improve the activity of an educational program.

## **2. General part of the final report of the EEC**

### **2.1 Presentation of "Institute of Continuing Education PROFESSIONAL" LLP**

"Institute of Continuing Education PROFESSIONAL" (hereinafter - ICEP) - private educational centers that provide professional training and retraining of specialists with higher and secondary medical and pharmaceutical education, social workers, psychologists and non-medical education, paramedics, etc. In accordance with the Charter of the "ICEP" LLP, approved by the decision of the Sole member dated July 22, 2017 No.01, one of the main activities is education.

ICEP carries out educational activities in accordance with the state requirements, normative and legal acts in the sphere of additional vocational training based on a flexible and mobile professionals training system.

Organizational, functional and staffing structure of the organization are tailored to the mission, goals, objectives and policies for ensuring the quality of continuing professional education and to ensure efficient management of the educational process and rapid response to the needs of listeners. ICEP organizational structure is based on the strategic directions of development of the Institute.

The purpose of the ICEP is training and retraining of specialists in the Kazakh and Russian languages for 44 specialties and 67 programs of training and retraining of specialists with secondary and higher medical and pharmaceutical education and presented a wide range of activities, both on the basis of medical organizations, as well as on-site in others (of retraining and advanced training cycles, workshops, seminars, training in the workplace, training). The procedure for planning and implementation of educational programs of additional education are regulated by the Rules of training and retraining of medical and pharmaceutical staff (order of the Acting Minister of Health of the Republic of Kazakhstan dated 11.11.2009 No.691).

The main priority of the Institute of Advanced Studies is the provision of quality education and the trust of the listeners. For each specialist, the staff of the Institute of Pedagogical Education find a personal approach and lead it throughout the entire educational process.

The ICEP working professional, highly qualified teaching staff: doctors and candidates of medical and pharmaceutical sciences, professors, associate professors, assistants, clinicians, with a lot of experience, having invaluable experience in training, which determines the demand for ICEP in the education market. Number of teachers involved in the teaching process of additional education of 32 people, they have MD-8, including professors - 8, Ph.D. - 18 at positions associated professor - 11, an Associate Professor - 1, Ph.D. PhD-2 thus academic degree holders rate is 70.0%. Among the faculty members, trained physicians with the highest category - 20 people.

ICEP works closely with practical public health, with 10 medical organizations, is a clinical database of the Institute signed a cooperation agreement. Training sessions are held at leading clinical sites: multidisciplinary hospitals, a number of dispensaries, maternity homes years. Almaty, Karaganda, Kostanay and regions of the republic.

To improve the quality and profiling of continuing professional education for the period 2017-2019 years created 25 departments, which trained more than 220 students at 48 cycles refresher training of the regions of the republic on 23 specialties.

To control the quality of teaching and methodical activity ICEP implemented internal controls by the Training Council.

In order to implement joint educational and research projects ICEP concluded agreements on cooperation with 10 medical organizations of Kazakhstan and 6 institutions of the Republic and the countries of near and far abroad, including: the Institute of International Education "AC", Prague, Czech Republic; Kyrgyz State Medical Institute of Retraining and advanced training named after S.B. Daniyarova; NC "Karaganda Medical" Intercollege"; JSC " A.N. Syzganov National Scientific Center of Surgery"; "Institute of Surgery, Almaty; Black Sea State Technical University (Karadeniz Teknik Universites, KTU, Trabzon), Faculty of Medicine; City Clinical Hospital No.7; "Author's medicine" LLP; «MedicalPremium»; «StarMedAlmaty»; Keruen-Medicus; "Allergomed"; "Dostarmed"; Clinic "MedicalPark", Antalya, accredited and subordinated to the Ministry of Health of the Turkish Republic; Clinic "MedicalPark", Ankara, and is accredited and subordinated to the Ministry of Healthcare of the Republic of Turkey; Pharmaceutical Corporation "Kelowna-Kazfarm" Ltd.

ICEP own base from April 2019 is the Diagnostic Center "PROFESSIONAL".

Since 2017 <http://inop.kz/> created a website that provides information on the activities of the institute, retraining and advanced training cycles.

Since 2017 established distance learning portal [m.inop.kz](http://m.inop.kz), which provides access to educational materials for students refresher courses and retraining.

## **2.2 Information about previous accreditation**

Until today, it was not carried out.

## **2.3 Analysis of the self-assessment report "Institute for Continuing Education PROFESSIONAL" LLP to the Standards of Institutional Accreditation of Additional education institutions (Continuous Professional Development)**

Institutional self INOP carried out based on the order No.2 dated "14" February 2019 "On creation of commissions and working groups for self-assessment ICEP and educational programs" to meet the standards of institutional accreditation of additional education institutions (continuous professional development).

Report on the institutional self-assessment ICEP for compliance with standards of institutional accreditation of additional education institutions (continuous professional development) presented at 134 pages, including Annexes, is characterized by completeness, structuring and internal unity of the information provided by the accredited educational organizations on their activities, the presence of references to



tabular material, stylistically literate. A cover letter signed by the Director Ibraeva G.A., Candidate of Medical Sciences, Associate Professor is attached to the report.

The report was prepared in accordance with the Guidelines for self-evaluation in the framework of institutional accreditation and is in compliance with the institutional accreditation of additional education institutions (continuous professional development). There is a list of members of the internal committee self-assessment indicating the responsibility of each member of the internal commission (5 people), information about the representatives of the institutions responsible for the conduct of institutional self-analysis Ibraeva G.A. Chairman of the working group on preparations for the institutional accreditation is also Ibayeva G.A., as the director of the accredited organization.

Working group on preparation of the report and the collective institutions during the period of self-evaluation has been done some work: to gather the necessary information in accordance with the standards of institutional accreditation; a thorough analysis of the materials, their content is reflected in the report. The content of the self-assessment report is structured in accordance with institutional Accreditation Standards includes a description of the ECA and strengths, areas for improvement in each of the 9 standard.

Database applications are complete, consistent, and there are references to them in the text of the report. To the report the information on the legal status (Charter (excerpts) "Institute of Continuing Education PROFESSIONAL" LLP dated July 22, 2017; Certificate of state registration of the legal entity (BIN 170 740 024 114), registered with the Department of Justice of Auezov district of Almaty Department of Justice dated July 22, 2017; Certificate of state re-registration of the legal entity (BIN 170 740 024 114), registered in the Department of Justice of Auezov district of Almaty Department of Justice on July 22, 2017).

The report written by competent language, the language of each standard are clear and understandable, tables contain references in the text and are numbered consecutively.

### **3. Analysis on the Standards of institutional accreditation of additional education institutions (continuous professional development) of the external evaluation of the Institute of Continuing Education PROFESSIONAL and a review strengths of each standard**

#### **Standard 1: Mission and Outcomes**

It provides evidence of the presence of members of the EEC *mission and vision* ICEP, which are available for review by all stakeholders (employees, students, patients) as the organization's website (<http://inop.kz/>), as well as information stands, promotional items. During the preliminary discussion and development of the mission was attended by members, faculty and students of ICEP, and stakeholders (employers, partners). For the employees of the organization's mission brought to the general meetings. The mission of the organization is displayed at the stand, in the classroom, web-site, in the syllabus, leaflets, brochures, social networks (facebook, instagramm,

telegrams).

Learning outcomes of students are reflected in the Working educational program on a specialty. This fact was established in the study questioning the results of students to complete the training program.

Cycles of training and retraining can realize the competence approach in teaching by creating the necessary conditions for this, aimed at the formation, development and professional formation of the person on the basis of national and universal values, the achievements of science and practice.

Experts have seen that ICEP existing CPD market of educational services for more than 2 years, is one of the prestigious and sought additional education organizations for different categories of students.

**Strengths:**

- 1) The level of competitiveness and a positive image of the Institute of Continuing Education at the market of Kazakhstan, caused by a highly qualified teaching staff, the experience of the organization and implementation of additional professional training of administrative staff.
- 2) Dynamically developing a stable financial position.
- 3) Creating the conditions for the professional growth of teachers and staff, the passage of human resources training at the leading scientific centers and universities.
- 4) The integration of scientific, medical diagnostic and educational process.
- 5) Stable relations with international partners, regional authorities and health organizations for training and retraining.

**EEC conclusions on the criteria:** *comply – 13, partially comply – 0, do not comply - 0*

**Standard 1: Completed**

**Recommendations for improvement:**

- increase the involvement of health professionals to discuss issues related to the mission, learning outcomes, model educational programs, assessment methods, assessment and management programs.

**Standard 2: Educational programmes**

Experts determined that additional education software implementation in accordance with regulations of additional education. Working curricula are developed on the basis of the Order of the Ministry of Healthcare of the Republic of Kazakhstan dated April 14, 2017 No. 165 "On approval of model programs of training and retraining of medical and pharmaceutical personnel.

Educational Services ICEP a large range of activities, both on 16 clinical sites (local and foreign) and with the departure of other entities (Almaty, Kostanay, Karaganda, Pavlodar, Ust-Kamenogorsk, Aktobe, Almaty oblast (Zharkent, Taldykorgan), Bishkek (Kyrgyzstan), NKO, Petropavlovsk, Zhambyl region (Korday): retraining and advanced training cycles, workshops, seminars, workplace internships, trainings.

During the visit, the experts found that sessions can be conducted in person (as a group or individually), part-remotely, as well as remotely, using information and computer technologies. In the development of educational programs take into account the requirements of professional associations, practical health applications for the quality of the additional training of health professionals. Experts sure that INOP educational programs contain elements of professional training, and are aimed at the formation and development of scientific concepts and methods of evidence-based medicine, knowledge and skills in the field of clinical sciences; development of clinical thinking, skills of effective interaction and leadership development.

During the visit, the experts provided evidence of effective implementation of educational programs and methodical support of the educational process, the availability of internal documents regulating the organization of educational process. ICEP has the necessary logistical support for various forms of learning. In the departments of all disciplines developed educational-methodical complexes of disciplines (EMCD) on paper and electronic media. The ICEP apply different active teaching methods: multi-disciplinary approach, a "round table" discussions, debates, the decision of situational problems, work in pairs, presentations, business games, work in small groups, "brainstorming", problem-based learning. The experts visited several workshops, including training cycle "General practice", PC cycles "Neurosonography", "Innovative Technologies in Anesthesiology and Intensive Care" and "Endovideosurgical interventions in abdominal surgery ", as well as EMCDs were studied, which made it possible to validate this standard.

Re-training cycles (RT) and advanced training (AT) in the ICEP conducted in 44 specialties. During the period from August 2017 by April 2019 all trained 220 participants from regions of the republic in 2017 - 18 training cycles conducted in ICEP using distance learning technologies (hereinafter - DLT), which trained 23 people. Remote Portal contained in the Moodle platform.

Teachers of ICEP involved in the implementation of scientific research and implement the results in educational programs and teaching methods. In a survey of students found that they were satisfied with the training in the ICEP. ICEP supports educational communication through social networks (Facebook, Instagram, Watsup, Skype, Telegram), thereby stimulating colleagues to the transfer of new knowledge to each other and getting feedback, summarizing in writing of the accounting information.

Students are introduced to the levels of evidence in medicine, what is better to use databases, information search skills.

**Strengths:**

- 1) Ongoing educational programs designed in accordance with the current normative legal acts in additional education.
- 2) Development of WCP is carried out by faculty members, who have extensive experience in teaching and clinical activity in additional professional training.
- 3) The use of distance learning.

**EEC conclusions on the criteria:** *comply – 19, partially comply – 0, do not comply - 0.*

**Standard 2: Completed**

**Recommendations for improvement:** no

**Standard 3: Assessment and documentation of CPD**

Assessment of educational achievements of students is carried out using the criteria, regulations and procedures developed in accordance with the goals and objectives ICEP in accordance with government policy and internal regulations.

The EEC convinced that ICEP ensure transparency in all of the educational process and knowledge control system and provides students with a wide range of educational services, applying learning modern educational technology and providing continuous training of quality control.

Monitoring transparency of learning outcomes assessment mechanism is reflected in the "Regulations on the educational process" and conducted by survey participants. To determine the level of knowledge and skills of students on RT and AT cycles, as well as to control the assimilation of educational material to conduct current and final control of knowledge using modern methods of measurement. Form of control is determined by the teachers themselves.

External experts were convinced that ICEP listeners` knowledge assessed through the use of different types of tests. This type of assessment is used as in the current control performance, and in the final.

Additional methods of assessment is the observation of the teacher, taking into account the communicative and clinical skills of the listener. Especially clearly this process is observed in the cycles of therapy, paediatrics, general practice, anaesthesiology and intensive care, where the program included testing of simulation technologies.

Self-assessment of students since 2019 introduced a procedure for portfolio acquisition. Students are actively involved in the evaluation of the quality of implementation of workers educational programs through questionnaires and the formation of feedback on the quality of educational services received.

**Strengths:**

- 1) Competency assessment methods used comply CPD in the area of additional vocational training.
- 2) PUSAGE principles and valuation methods that promote integrated learning and involvement in the practical clinical work, provide multidisciplinary training.

**EEC conclusions on criteria** *comply - 5, partially comply – 2, do not comply- 0*

**Standard 3: completed**

**Recommendations for improvement:**

*- Ensure that the examination of control and measuring devices stakeholders (external reviewers from universities, representatives of practical health care).*

**Standard 4: The Health care professionals (individual professional development)**

The EEC experts have received evidence that ICEP carries out educational activities in accordance with the state requirements, normative and legal acts in the sphere of additional vocational training based on a flexible and mobile system of



training health professionals.

In the accredited organization listeners have the opportunity to receive training, in-person and remotely, helped by the presence of remote educational portal. Experts provided evidence of the presence of the planned schedule, which is sent to the regional and city health departments, healthcare organizations, private medical centers. Plan and cost of training posted on the website. In some cases, the ICEP offers building of individual program-job training at the workplace.

There are admission policies, recruitment and motivation to attract listeners and there are effective. During the years 2017-2019, ICEP teachers trained more than 220 students on cycles of re-training and advanced training from the regions of the country. Information on the admission of additional education students from the beginning of the implementation of educational programs for the period from 2017 to April 2019.

### **Strengths**

1) Flexibility of educational programs and the implementation of individual students learning trajectories.

2) Close connection with practical public health system and the motivation of students learning in ICEP.

3) Positive feedback from the audience as an indicator of the quality of educational services ICEP.

**EEC conclusions on the criteria:** *comply – 17, partially comply -1, do not comply - 0*

**Standard 4:** *completed*

**Recommendations for improvement:** no

### **Standard 5: CPD PROVISION (Continuous Professional Development)**

ICEP demonstrated a commitment to meet all regulations (orders, regulations, rules, eligibility requirements, methodological support) requirements in the field of supplementary education, including the passage of the relevant institute procedures for recognition as an organization of additional education. To be objective and collective decision-making CPD programs, ICEP operates methodical committee.

Experts have seen that ICEP carries out regular evaluation and revision of programs involving students, staff and other interested parties on the basis of systematic collection, analysis and information management, which resulted in the program to adapt to ensure their relevance. The monitoring results available to all interested parties. ICEP promotes the involvement of the medical faculties of education in further education, so concluded 16 agreements with leading medical institutions of the republic of education, and abroad, which have been studied by experts.

The size and composition of higher-education teaching personnel is planned based on the needs of the educational process, the volume of hours and contingent listeners. Qualification and basic education of higher-education teaching personnel of ICEP is complies to the relevant special retraining and professional development programs. The total number of invited lecturers, 98 people, while there was a high scientific academic degree holders rate of teaching staff (77.1%) and the prevalence among teachers with the highest category of doctors (77.1%).

**Strengths:**

- 1) Highly qualified teaching staff.
- 2) Possibility of the involvement of specialists due to offer favorable conditions.

**EEC conclusions on the criteria:** *comply – 12, partially comply, - 0 do not comply - 0*

**Standard 5:** *completed*

**Recommendations for improvement:**

- *Hereinafter follows to interact with the medical schools (HEI) implementing basic medical education program to motivate graduates to a continuous professional development.*

**Standard 6: Educational Resources**

ICEP has developed material and technical base for the training of students, which qualified, the observance of which is controlled by the director. Clinical training of students is carried out on 16 bases, including foreign ones, are equipped with modern educational and medical-diagnostic equipment. ICEP own base from April 2019 is a PROFESSIONAL Diagnostic Center.

The ICEP has available the Internet; internal library stock; distance learning department. Specialists of practical public health is the possibility of access to information resources ICEP - Pages on the Internet Instagram – professional\_institute; Facebook – Professional\_institute; ICEP website: <http://inop.kz/>; e-mail: [inop.kz@mail.ru/](mailto:inop.kz@mail.ru/), WhatsApp,, the conversation on the network to obtain timely information on training in different specialties. There is access to a research library located in the JSC "A.N. Syzganov National Scientific Center of Surgery". Therefore, the results of the survey of students showed that 98% are satisfied with the material and technical base hospitals (audience chairs beam diagnostics, oncology, gynecology and obstetrics, clinical laboratory diagnostics, vascular surgeon), 2% of students considered the need to provide more modern equipment (conditions in clinics - students GPs, dentistry).

**Strengths:**

1. Availability of necessary resources to implement the sought after competitive educational programs of additional education.
2. Cooperation with stakeholders and civil society organizations to ensure the organization and implementation of additional professional education.
3. The use of innovative technologies in educational process.
4. Examination of additional professional education programs.
5. Joint cooperation with foreign partners.

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

**Standard 6:** *Completed*

**Recommendations for improvement:**

- "ICEP" LLP in order to increase access of students to the appropriate professional literature is recommended that an additional agreement with the medical research

organizations and / or institutions of higher education on the use of the library collections and access to electronic databases.

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

Development and evaluation of educational programs shall be based on the requirements of the MES regulations, the Ministry of Healthcare of RoK. ICEP defined structure and algorithm retraining mechanism for monitoring and training programs. After each cycle, conducted feedback from students and their recommendations are the basis for program improvement. educational program evaluation system is represented by the internal (survey, feedback, discussion at the meeting of the MC) and external evaluation (rezenzii, review). Expertise, monitoring and improving the curriculum provides methodical commission, sotoyaschaya of teachers and administrative staff.

#### **Strengths:**

- 1) Efficient management structure educational process and evaluation of educational programs.
- 2) Dynamic system of assessment of knowledge and skills of participants, aimed at improving the educational programs.
- 3) Introduction of competency approach to the RT and AT experts.
- 4) Positive feedback from healthcare organizations about the high level of quality.
- 5) Higher-education teaching personnel broad participation in the formulation and monitoring of educational programs.

**EEC conclusions on the criteria:** *comply – 11, partially comply – 0, do not comply - 0*

**Standard 7:** *Completed*

**Recommendations for improvement:** no

### **Standard 8. Organization**

External experts to examine the organizational structure and in the course of interviews with leaders and senior officials of the evidence obtained by the presence of efficient and effective management of key areas of work and the organization of educational process. The activities of management regarding the execution of the mission and the tasks assigned to the ICEP is examined and evaluated on the basis of the analysis and reporting and planning, analysis of performance goals and objectives of the strategic plan, annual plan reports. Effective deliberative body control and decision-making is a methodical commission.

Goals, objectives, functions and structure of the divisions of the Institute is reflected in the Regulations on subdivisions, the requirements for qualification, functional duties, rights and responsibilities of the Institute - in job descriptions. The key documents are Regulations of "ICEP" LLP, Job descriptions for leadership, faculty and staff; ICEP Strategic Development Plan for 2021; "The organization of educational process"; "Rules of labor (internal) regulations", "Regulations on the organization's activities Institute for the implementation of paid educational services. 100% staffing provided in ICEP educational-methodical documentation.

Paid services are based on the approved price list. Payment of wages of employees is made according to the staff list approved by the founder.

**Strengths:**

1. Dynamic Institute management structure.
2. Implementation of adequate accounting policies.
3. Compliance with accounting, financial reporting and accounting policies with the requirements of International Financial Reporting Standards.
4. The current system of motivation and stimulation of the higher-education teaching personnel.
5. Efficient interaction with the health sector.

**EEC conclusions on the criteria:** *comply- 9, partially comply - 0, do not comply- 0*

**Standard 8:** *Completed*

**Recommendations for improvement:** *no*

**Standard 9. Continuous Renewal**

The EEC in the process of observation and interviews with staff, students, teachers, representatives of practical health care, making sure that the ICEP periodically review the organizational structure, strategic plan, program content, learning outcomes, assessment methods and resources. Be sure to take into account the practical needs of health care, the opinion of representatives of professional associations, the emergence of new legal documentation in health care and in education. SWOT-analysis of internal and external environment, the priority directions of the strategic development of ICEP, productive activities of the Institute, customer satisfaction, quality of system performance analysis "ICEP" LLP for the years 2017-2019, allowed to update and adapt the mission of the Institute.

Leadership of the ICEP allocated all the resources necessary for the continuous improvement of additional education programs, including human resources (sufficient number of employees), logistics, decent wages and training staff. Discussion of changes and amendments to the educational programs based on the analysis of the recommendations and suggestions of final examinations, inquiries of health care organizations, PPP proposals taking into account current trends in medicine and science

**Strengths:**

- 1) Efficient interaction with the health sector, practical public health physicians involved in teaching students.
- 2) Integration of educational programs of disciplines, multidisciplinary approach.
- 3) Efficient management structure educational process and evaluation of educational programs.
- 4) Broad participation of stakeholders in the formulation and monitoring of educational programs.
- 5) Cooperation with medical institutions and Kazakhstan and abroad organizations.

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

**Standard 9:** *Completed*

**Recommendations for improvement:** *no*

#### **4. Recommendations to improve the activities of the Institute of Continuing Education PROFESSIONAL:**

1) To ensure the involvement of a wider range of stakeholders (students, teachers, employers) in the development of the mission, the strategic development plan of the organization and to discuss issues of improving education;

2) To implement the activities of the organization of research work aimed at improving the further education programs with the active participation of teachers and the involvement of the audience;

3) To improve mechanisms for assessing the knowledge, skills and professional competencies of students through the use of modern forms and methods of assessment;

4) To improve and automate the process of feedback from students and employers;

5) To expand international ties with the active involvement of the educational process of foreign experts and the implementation of joint educational programs;

6) To expand access to international databases and library fund of professional literature.

#### **7. Recommendations for Accreditation council of the ECA**

The EEC members came to unanimous opinion to recommend to the Accreditation Council to assign a status of institutional accreditation organization, carrying out additional education "**Institute of Continuing Education PROFESSIONAL**" LLP for 5 years.

Chairman of the EEC

Slavko Elena Alekseevna

EEC members:

Foreign expert

Saatova Guli Mirahmatovna

National academic expert

Kosherbekov Erbol Turarovich

Expert- employer

Kilybayev Talgat Berikkazievich

Expert – representative  
of the Healthcare Professionals

Zimbayeva Nargiz Maratovna

ECAQA observer

Umarova Makpal Aldibekovna



## 7. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету присвоить статус институционально аккредитованной организации, осуществляющей дополнительное образование **ТОО «Институт непрерывного образования "PROFESSIONAL" на период 5 лет .**

Председатель ВЭК: Славко Елена Алексеевна



Члены ВЭК:

Зарубежный эксперт Саатова Гули  
Мирахматовна



Национальный  
академический  
эксперт

Кошербеков Ербол  
Турарович



Эксперт -  
работодатель

Килыбаев Талгат  
Берикказиевич



Эксперт – слушатель Зимбаева Наргиз  
Маратовна



Наблюдатель ЕЦА Умарова Макпал  
Альдибековна



**Quality profile and criteria for the external evaluation of the Institute of Continuing Education PROFESSIONAL for compliance with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for healthcare professionals**

Standard	Criteria for assessment	Assessment		
		Comply	Partially comply	Do not comply
1.	Mission and Outcomes	13	0	0
2.	Educational programme	19	0	0
3.	Assessment and Documentation	5	2	0
4.	The Healthcare Professionals (Individual professional development)	17	one	0
5.	CPD Provision (Continuous Professional Development)	12	0	0
6.	Educational resources	21	3	0
7.	Evaluation of CPD Activities	11	0	0
8.	Organization	9	0	0
9.	Continuous Renewal	5	0	0
	<b>Total:</b>	<b>113</b>	<b>6</b>	<b>0</b>