

**REPORT**  
**OF THE EXTERNAL EXPERT COMMISSION**  
**ON THE RESULTS OF THE EVALUATION OF CONFORMITY TO THE**  
**STANDARDS OF INSTITUTIONAL ACCREDITATION OF LIMITED**  
**LIABILITY PARTNERSHIP ORKEN MEDICAL EDUCATION CENTER**

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

In accordance with ECAQA Order No. 56 dated September 15, 2019, an External Expert Commission (EEC) was formed to conduct an institutional accreditation on October 01-02, 2019 of with the following membership:



**External Expert Commission Chairman**  
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In the period from October 1, 2019 to October 2, 2019, an assessment of the conformity of the main activities of Orken Medical Education Center LLP (hereinafter - the "MEC") with the ECAQA Standards for Institutional Accreditation of Medical Organizations of Continuing Education (CPD) was made.

The EEC report contains an assessment of the activities of Orken Medical Education Center LLP for compliance with the ECAQA standards of institutional accreditation of medical institutions of additional education, EEC recommendations on further improvement of the activities of the organization of additional education.

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

**Introduction of medical education organization**

Orken Medical Educational Center LLP (hereinafter referred to as MEC) as an organization of supplementary education was registered in the Department of

Justice of the Medeu District of the Department of Justice of Almaty city on March 05, 2018.

MEC is a private educational medical center that provides off-site further education courses and retraining cycles for medical workers with secondary and higher medical education, in terms of improving practical skills in simulation technologies.

MEC provides training through seminars, master classes and continuing education courses for doctors in 13 specialties. Students' training in the "MEC" takes place with a complete and / or partial day release at the request of students and employers. The educational process is carried out according to the calendar and thematic plan throughout the calendar year in the form of lectures, seminars, consultations, workshops, trainings and master classes. Upon completion of training, a standard certificate of advanced training or a standard certificate of retraining is issued.

On the basis of the MEC there is Regional Simulation Center for 8 stations (hereinafter referred to as the RSC), which is equipped with modern teaching aids and technologies: robot simulators, high-tech computerized training mannequins, dummies, electronic phantoms and other training tools, allowing to simulate clinical situations and other aspects of the professional activities of medical workers.

Training planning is carried out in accordance with the needs of practical health care in the regions and healthcare organizations. Training is carried out for specialists with secondary and higher medical education in the form of simulation training.

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 Health of the Republic of Kazakhstan dated July 3, 2017 No. 450 "On approval of the Rules for the provision of emergency medical care in the Republic of Kazakhstan" and the change in the format of the qualification exam for assigning medical categories to medical workers, in connection with it the question about the opening of simulation centers for training using simulation technologies arose sharply

For the period of 2018-2019, 435 people (2018) were trained for a total of 24,658,500 tenge (2018) and 76 people (2019) for a total of 8,823,000 tenge (2019).

The number of students in 2019 has significantly decreased due to the fact that the MEC has not yet passed institutional accreditation, as required by the LSI of the Republic of Kazakhstan.

That is, "additional education of medical and pharmaceutical workers at the expense of budgetary funds is carried out in training organizations that have passed institutional accreditation in accreditation bodies included in the register of accreditation bodies" (Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018 No. 595 "Standard Rules for Activities of organizations of additional education for adults").

MEC carries out educational activities in accordance with established state requirements, regulatory and legal acts in the field of additional professional education, taking into account a flexible and mobile training system for specialists and a flexible pricing policy.

At MEC, the organization and conduct of advanced training and retraining courses for medical workers is determined by the fact that the results of the practical exercises form the content of working training programs using simulation technologies for doctors and nurses. The need of students for training programs using simulation technologies increased with the release on June 26, 2013 of the Order of the Ministry of Health of the Republic of Kazakhstan No. 365 "On the approval of standards for the organization of emergency medical care and medical assistance in the form of medical aviation in the Republic of Kazakhstan", where in paragraph 5, subparagraph 60: "Requirements for the level of professional education of ambulance specialists", compulsory training programs for ambulance specialists and medical aviation are indicated.

The educational process is monitored: a survey of students of BLS, ACLS and other programs related to the development of practical skills. The professional level of doctor-instructors, the ability to develop practical skills on simulation equipment and training models was noted.

MEC possesses qualified personnel potential consisting of certified specialists, trainers (instructors have international certificates), professional and teaching staff (hereinafter - teaching staff) with extensive experience in training practical healthcare specialists, which determines the demand for MEC in the market of educational and medical services. In the MEC teaching staff with an academic degree: Ph.D. - 15 people; doctor of medical sciences - 9 people, with an academic master's degree - 4 people, with the academic title of associate professor - 4 people; professors - 7 people.

MEC provides educational services at the clinical bases of Almaty and regions of the republic, and the emphasis is on on-site advanced training cycles, such as:

1. Modern methods of diagnosis and treatment of diseases of internal organs (54/108 hours - 1/2 week).
2. Extragenital pathology during pregnancy (54/108 hours - 1/2 week).
3. Clinical ECG (54/108 hours - 1/2 week).
4. Circulatory diseases (54/108 hours - 1/2 week).
5. Modern methods for the diagnosis and treatment of kidney disease (54/108 hours - 1/2 week).
6. Issues of rheumatology in the clinic of internal diseases (54/108 hours - 1/2 week).
7. ACS and PATE (54/108 hours - 1/2 week).
8. Topical issues of outpatient care (54/108 hours - 1/2 week).
9. Topical issues of therapy in general medical practice (54/108 hours - 1/2 week).
10. Outpatient pediatrics (108 hours - 2 weeks).
11. Actual problems of pediatrics (108 hours - 2 weeks).

12. Children's infectious diseases (54 hours - 1 week).
13. Physiology and pathology of the teenage period (54 hours - 1 week).
14. Topical issues of pediatrics in general medical practice (108 hours - 2 weeks)
15. Outpatient pediatrics (108 hours - 2 weeks).
16. Actual problems of pediatrics (108 hours - 2 weeks).
17. Children's infectious diseases (54 hours - 1 week).
18. Physiology and pathology of the teenage period (54 hours - 1 week).
19. Antenatal care (54 hours - 1 week).
20. AH in pregnant women (54 hours - 1 week).
21. Assessment of infectious and non-infectious conditions (54 hours - 1 week).
22. Prevention of preterm birth (54 hours - 1 week).
23. Management of Pregnancy, Rh-negative (54 hours - 1 week).
24. Effective perinatal care (108 hours - 2 weeks).
25. Caring for a newborn (54 hours - 1 week).
26. Audiometry in newborns (54 hours - 1 week).
27. Breastfeeding (54 hours - 1 week).
28. Antenatal care (54 hours - 1 week).
29. Outpatient IMCI (54 hours - 1 week).
30. IMCI in a hospital (54 hours - 1 week).
31. Management and observation of pregnant women at the PHC level (54 hours - 1 week).
32. Reproductive health and family planning at the PHC level (54 hours - 1 week).
33. Algorithms of survey and pre-conceptional preparation of women of childbearing age (54 hours - 1 week).

And also, in such areas as:

- 1) "Basic resuscitation" - Basic Life Support (BLS);
- 2) "Extended cardiopulmonary resuscitation" - Advanced Cardiac Life Support (ACLS);

Thus, the MEC ensures in its mission a balance between general and specific types of activities, such as advanced training and retraining using simulation tools and technologies, which allows considering the requirements for expected competencies regarding communication, clinical skills, theoretical knowledge, relationships, training decision-making abilities in difficult and unpredictable situations (for example, emergency medical care). All this makes it possible to take into account the state and health problems of the population, the needs of the healthcare sector and other aspects of social responsibility to society.

High-quality additional professional education is carried out in accordance with the mission, vision, strategic areas of activity of the MEC.

The programs implemented by the MEC are relevant, since they take into account the current state of development of the healthcare system and are supported by the LSI of the MES RK and the MH RK in accordance with the Standard Programs for Advanced Training and Retraining of Medical and

Pharmaceutical Personnel (Order of the Minister of Health of the Republic of Kazakhstan dated April 4, 2017 No. 165 “*On approval of the Standard Continuing Education and Retraining Programs for Medical and Pharmaceutical Personnel*”), as well as ANA programs.

In the MEC programs of continuing education courses are attractive for practical health care specialists, as they are focused on the international standards and public satisfaction in providing quality medical care.

### **3. EEC conclusions on external assessment and visit**

Within the visit and the Center’s external assessment, EEC members carefully studied and evaluated the main performance indicators for compliance with the ECAQA standards of institutional accreditation of medical institutions of continuing education (CPD).

The information received by external experts during a visit to the MEC was analyzed; during meetings with management, employees, teachers, studying documentation, questioning of students and teachers, interviewing employers, compared with the data of the self-assessment report, which made it possible to verify the reliability and validation of the information provided on institutional activities of the organization of additional education.

Based on the data of the MEC self-assessment report on compliance with the Institutional Accreditation Standards, ECAQA experts requested 18 documents to validate and verify the reporting data, including a protocol of mission review and approval, a strategic development plan, a report, several training complexes of specialties and syllabuses, thematic plan, student registration journal, certificate registration journal, regulation on the methodological commission, protocols, regulation on the MEC, agreements with the students, contracts with teachers, test tools (tests, tasks, situations), profiles and so on. These documents revealed that the activities of the Center comply with the ECAQA Standards of institutional accreditation of medical institutions of additional education.

On the last day of the visit to the Center, members of the EEC conducted an assessment of the compliance of the accredited organization of additional education with the Standards based on the “Quality Profile and External Assessment Criteria of the MEC. The above document was individually completed by each member of the EEC. No comments were made by members of the EEC.

Thus, the external assessment and the visit of the EEC members allowed verifying and validating of the self-assessment report data when visiting the MEC in full in accordance with the Regulation on the External Expert Commission, the Guidelines for the External Assessment of the Medical Organization of Education of the Eurasian Center for Accreditation and the Quality Assurance in Higher Education and Health Care.

### **4. Analysis of compliance with the institutional accreditation standards based on the results of an external evaluation of Orken Medical Education Center LLP and a review of each standard strong points.**

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

MEC has been operating from March 2018 to the present and directs its activities to ensure continuous professional development in the field of improving qualifications and retraining in 13 specialties. MEC has developed and implemented a mission, vision. The main activity of the center is to provide additional education for persons with medical and non-medical education, and to train specialists in the field of emergency medical care.

The MEC strategic development plan is developed in accordance with the main program and regulatory documents in the field of healthcare and education of the Republic of Kazakhstan and is based on the mission and vision. External experts obtained convincing data on the existence of the mission and participation of main stakeholders (management, employers, students, teachers) in its formation. At the same time, wider awareness of the mission of other stakeholders (domestic and international partners) is required. All educational activities of the Center are aimed at achieving the final learning outcomes by students and thereby exerting influence on improving the quality of training in the field of emergency medical care to the society and population of the country.

#### **Strong points:**

1. The provision of the educational process is regulated by LSI of MH RK.
2. The mission and vision, the main strategic directions for the development of MEC activities have been developed.
3. The regional simulation center for 8 stations.
4. Sustainable organizational, functional and staffing structure.
5. The contracts with 11 clinical bases, ensuring the integration of the educational, scientific and medical-diagnostic process.
6. Competence and academic degree holders rate of teaching staff.
7. The quality of programs based on multidisciplinary and competency-based approaches.

**Conclusion:** the standard meets the criteria of institutional accreditation, but at the same time, **areas for improvement** are identified.

**EEC conclusions on the criteria:** fulfilled - 12, partially fulfilled - 1, not fulfilled - 0

**Standard 1:** accomplished

**Recommendations:** To include in the mission and strategic plan requirements for the general and specific competencies of students using them in long-term professional activities.

### **Standard 2: Educational programs**

The MEC implements additional education programs. The programs are mainly based on applications, requests and needs of medical organizations, as well as students - specialists with medical and non-medical education. MEC assists in choosing and selection of topics for improving education in the components of choice and skill development and uses various active techniques and methods in training.



The accredited organization uses various training methods (active, interactive, presentation, analysis of clinical situations, analysis of real medical cases, etc.). All continuing education programs are supported by appropriate teaching materials. In the center, mainly in the process of documentation development, they are guided by a letter of direction 9. Electronic document management, which could systematize and optimize the processes of planning, registration, recording (fixing), accounting and reporting, has not been introduced. The existing practice of conducting integrated lectures and practical exercises (using active teaching methods) and how they affect the achievement of final learning outcomes and the development of professional competencies among students of CPD is not fully demonstrated; and also what MEC is doing to use international partnerships to strengthen CPD programs.

**Strong points:**

1. The use of active teaching methods in practical and clinical lectures.
2. The constant access (social networks) in advising each other on professional, educational, clinical issues.
3. Orientation to the needs and demands of the health care system.
4. Individual and independent development of students.
5. Clear system of planning, providing and monitoring of the educational process, taking into account all major disciplines.

**Conclusion:** the standard meets the criteria of institutional accreditation, but at the same time, **areas for improvement** are identified.

**EEC conclusions on the criteria:** fulfilled - 17, partially fulfilled - 2, not fulfilled - 0

**Standard 2:** accomplished

**Recommendations:**

- 1) To conclude a memorandum of cooperation with international organizations of education and professional associations on mutual recognition through the appropriate principles of teaching practice.
- 2) To improve educational programs with the introduction of scientific methods in the educational process.

**Standard 3: Assessment and documentation**

During the external visit, experts obtained evidence of the use of innovative methods of teaching, training and assessment of achievements. So, on the lectures at the MEC you can follow the logic of the presentation of the training material by the students, their ability to use knowledge to explain various processes, to proof their point of view, to refute the wrong opinion, etc., various other methods for assessing competencies are actively used: control of the initial level of knowledge in the form of basic control, final control in the form of final testing, demonstration of practical skills in a simulation center for 8 stations on dummies. The case studies, cases, the compilation of an algorithm of action for a given emergency medical situation are widely applied. The forms of lectures are traditional, in the form of a demonstration of practical skills, before the start of the lesson, basic testing of students is carried out to determine the level of training. The classes,

which were attended by members of the EEC, were in the form of training information and demonstration of practical skills, practicing them on dummies, students were active participants. Evaluation methods are based primarily on the recommendations of the Standard Programs. In general, convincing data were obtained on how the quality of each continuing education program is evaluated, regardless of its duration.

**Strong points:**

1. The Policy for assessing knowledge and skills in the CPD programs.
2. Transparency of the educational process.
3. The positive reviews, letters of appreciation, comments.
4. A system for monitoring and documenting training on CPD programs.
5. The personal portfolio of the listener and faculty.
6. Application of feedback on the conformity and quality of CPD programs.

**Conclusion:** the standard meets the criteria of institutional accreditation, but at the same time, **areas for improvement** are identified.

**EEC conclusions on the criteria:** fulfilled - 7, partially fulfilled - 0, not fulfilled - 0

**Standard 3:** accomplished

**Recommendations:** no

**Standard 4: Healthcare professionals**

MEC ensures the provision of qualified additional professional training for specialists with medical and non-medical education in continuing education and retraining courses and encourages students to participate in CPD programs and activities. Students of the MOC, the accredited organization, are motivated and aware that their self-education and self-development is a prerequisite for the provision of quality services to provide medical care to the country's population. MEC develops continuing education programs that meet the requirements for the training of health professionals and are based on expert assessments. However, there is no training using distance educational technologies.

MEC strives for continuing education programs to be based on educational strategies, taking into account the individual level of competence of students (basic testing) and work experience in professional activities.

In the educational process, students are provided with training rooms, auditoriums equipped with audio-video equipment, computers, laptops, a flipchart, writing boards, a set of dummies, simulation equipment and supplies necessary for practicing the manual skills of students, equipped clinical facilities, medical rooms. Time for independent work of students is allocated, access to electronic library and information databases is provided. Consultations, clinical analyze of complex cases, and practical exercises are held on the basis of the MEC and clinical bases with the possibility of developing practical skills.

**Strong points:**

1. Advice to students on an ongoing basis.
2. Responsibility of teaching staff and students for teaching and learning on the CPD programs.

3. Regulated individual training (independent work of the student).
4. Improving the knowledge and skills of students and their active implementation in their professional activities.
5. Correspondence of programs and activities of the CPD to social obligations.
6. Flexible pricing for listeners based on their needs.
7. Safety of participants in the educational process.
8. The existing system for recognizing and stimulating of teaching staff.

**EEC conclusions on the criteria:** fulfilled - 16, partially fulfilled - 3, not fulfilled - 0

**Standard 4:** accomplished

**Recommendations:**

- 1) To introduce distance learning technologies into the educational process.
- 2) To discuss training needs with representatives of professional associations: regional, national, international.
- 3) To improve the involvement of students in the discussion of results, taking into account the model of educational programs and its evaluation.

#### **Standard 5: Provision of postgraduate and supplementary education (continuous professional development)**

MEC was created in accordance with the Charter as an organization providing advanced training to health care professionals with medical and non-medical education in the choice of continuing professional development programs. The system of students evaluating and recognizing CPD programs as a necessary condition for increasing the level of competence of students, which is the fundamental principles of the accredited organization, justified the passage of institutional accreditation of the MEC.

The EEC received evidence that the center is an official legal organization; including those involved in the implementation of CPD programs in healthcare based on the LLP registration certificate dated 05.03.2018.

It has been established that continuing education programs comply with the established requirements of the Republic of Kazakhstan (Law on Education of the Republic of Kazakhstan, LSI and orders on CPD, etc.) to the quality of medical education. At the same time, teachers, despite their high professionalism, need advanced training in innovative methods and technologies of training and teaching.

**Strong points:**

1. Continuous monitoring of the quality of the CPD programs
2. Recruitment of teaching staff in accordance with the Personnel Policy.
3. Involvement of teaching staff of universities in CPD programs training.

**Conclusion:** the standard meets the criteria of institutional accreditation, but at the same time, **areas for improvement** are identified.

**EEC conclusions on the criteria:** fulfilled - 9, partially fulfilled - 3, not fulfilled - 0

**Standard 5:** accomplished

**Recommendations for improvement:**

- 1) To make changes to the organizational structure in accordance with the LSI RK (relinquish a department).
- 2) To improve the examination of training with the involvement of academic faculty of universities.
- 3) To inform students of medical universities in obtaining knowledge in the CPD.
- 4) To participate and conduct scientific research in the CPD.

### **Standard 6: Educational resources**

During the implementation of the MEC Visit Program, external experts obtained evidence of the availability of a sufficient number of training areas, classrooms, contracts with clinical bases (11). For the implementation of continuing education programs, the appropriate clinical base is determined. The premises provide a safe environment for employees and students.

For independent training of students and the teaching staff of the MEC involved in the educational process, there is access to modern and high-quality information resources to support educational programs of further professional education, access to bibliographic databases, access to electronic books and reference materials, access to electronic journals. Teaching staff systematically for the educational process are engaged in the search for the necessary information on the Internet, use various sources. MEC has a large volume of e-books, manuals and emergency care manuals.

The center conducts active information work in social networks. MEC uses multidisciplinary approaches to training.

Strong points:

1. Sufficiently developed MTB.
2. Safe learning environment.
3. Joint activities of teaching staff and exchange of experience.

**EEC conclusions on the criteria:** fulfilled - 22, partially fulfilled - 2, not fulfilled - 0

**Standard 6:** accomplished

#### **Recommendations:**

- 1) To create a section of the electronic library on the site with links.
- 2) To extend the provision of web resources and other electronic learning tools.

### **Standard 7: Evaluation of supplementary education programs and continuing professional development**

MEC assesses the quality of ongoing programs of further education, based on the results of feedback from students, teachers and employers. EEC studied questionnaires and analytical reports. For example, conducting a situational analysis of the external factors of the MEC activity, systematic questioning of students and employees of the organization, constant monitoring of changes in the legislative and regulatory database, etc. Monitoring and analysis of data on the evaluation of CPD programs is carried out by the MEC Methodological

Commission. The work programs are drawn up in accordance with the Standard Programs for advanced training and retraining of medical and pharmaceutical personnel, approved by the order of the Minister of Health of the Republic of Kazakhstan No. 165 dd April 14, 2017. MEC on an ongoing basis interacts with educational and practical healthcare organizations, state bodies of management and control, which ensures the relevance of educational programs that meet current trends in healthcare development.

**Strong points:**

1. Examination of programs and monitoring of their implementation.
2. The quality of programs based on stakeholders' feedback.
3. Focus on knowledge and skills of leading experts of the Republic of Kazakhstan and neighboring countries.
4. Participation in the implementation of CPD programs of all stakeholders.

**EEC conclusions on the criteria:** fulfilled - 11, partially fulfilled - 0, not fulfilled - 0

**Standard 7:** accomplished

**Recommendations:** no.

**Standard 8: Organization**

MEC began organizing further professional education recently, in March 2018. In this regard, the center initiated institutional accreditation as an organization of further education. The organizational structure of the Center is determined in accordance with the mission, goals and objectives.

The educational process is implemented through training in on-site courses, including in the regions and regional centers of Almaty, Turkestan regions and other regions of the Republic of Kazakhstan, to meet the needs of professionals, students and employers, through the implementation of additional education programs in accordance with the needs of healthcare.

The MEC activity is carried out on the basis of a strategic plan for the development of the CPD organization. The activities provided for in the strategic development plan are aimed at improving educational activities in the field of CPD and increasing the economic efficiency of the center. MEC revenues are generated from the revenues from paid educational services for the training of practical healthcare specialists.

The expenditure side of the MEC budget is formed from salary payments, calculations with the budget for mandatory types of payments (pension, social tax, CSHI), expenses for the maintenance of the center, rent, acquisition of scientific and methodological literature, household and other expenses.

From the analysis of financial indicators, it follows that the amount of financial resources allocated for the implementation of the CPD programs is not sufficient to provide the appropriate material and technical equipment, the development of information networks.

**Strong points:**

1. The regulated procedure for planning CPD programs.
2. A dynamic organizational structure.

3. A clear system of financing and budgeting.
4. The unification of internal documents.
5. Effective interaction of all participants in the educational process.

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

**Standard 8:** accomplished

**Recommendations:** no.

### **Standard 9: Continuous renewal**

MEC carries out constant monitoring of changes in healthcare in the field of assistance and medical education, regulatory documents and transformations in society, and taking into account these updates, the Center develops its activities. Continuous improvement of the process of additional education is carried out in accordance with the requirements of the health care system, the requirements and expectations of direct consumers, stakeholders; study, analysis and implementation of advanced, including foreign experience in improving the professional skills of specialists. Evaluation of the effectiveness of the results of the center's activities is based on the satisfaction of students.

#### **Strong points:**

1. The educational process is aimed at developing students' professional responsibility, clinical skills, knowledge and skills, the desire for continuous self-improvement, continuous professional development and lifelong learning.

**EEC conclusions on the criteria:** fulfilled - 5, partially fulfilled - 0, not fulfilled - 0

**Standard 9:** accomplished

**Recommendations:** no.

## **5. Recommendations for improving activity of Orken Medical Education Center LLP**

- 1) To include in the mission and strategic plan requirements for the general and specific competencies of students with their use in long-term professional activities.
- 2) To conclude memorandum on cooperation with international organizations, education and professional associations on mutual recognition through the appropriate principles of teaching practice.
- 3) To improve educational programs with the introduction of scientific methods in the educational process.
- 4) To introduce distance learning technologies into the educational process.
- 5) To discuss training needs with representatives of professional associations: regional, national, international.
- 6) To improve the involvement of students in the discussion of results, taking into account the model of educational programs and its evaluation.
- 7) To change the organizational structure in accordance with the LSI RK (relinquish a department).
- 8) To improve the examination of training with the involvement of academic faculty of universities.
- 9) To create a section of the electronic library on the site with links.
- 10) To extend the provision of web resources and other electronic learning tools.

## **Recommendation to the Accreditation Council of ECAQA**

Members of EEC reached common ground to recommend to the Accreditation Council to educational organization Orken Medical Education Center LLP as the organization of additional education in health care for a period of 5 years.

EEC Chairman	Khadzhieva Ayman Berikkalievna	_____
Foreign expert	Khasanov Adkham Ibragimovich	_____
National academic expert	Asanova Lyazzat Khasenovna	_____
Expert – representative of practical healthcare	Abdrasulov Rashid Bolatovich	_____
Expert – trainee	Zhunusova Aynur Zhanalievna	_____
ECAQA observer	Umarova Makpal Aldibekovna	_____

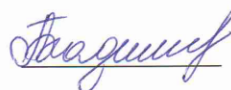


## 7. Рекомендация Аккредитационному совету ЕЦА

По итогам экспертной оценки соответствия всех направлений деятельности ТОО Медицинский образовательный центр «ӨРКЕН» Стандартам институциональной аккредитации организаций дополнительного образования (непрерывное профессиональное развитие), разработанными ЕЦА, члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету ЕЦА аккредитовать ТОО Медицинский образовательный центр «ӨРКЕН» на период \_\_\_\_\_ 5 лет \_\_\_\_\_.

**Председатель Внешней  
экспертной комиссии**

Хаджиева Айман  
Бериккалиевна



**Зарубежный эксперт**

Хасанов Адхам  
Ибрагимович



**Национальный  
академический эксперт**

Асенова Ляззат  
Хасеновна



**Эксперт – представитель  
работодателей**

Абдрасулов Рашид  
Болатович



**Эксперт – представитель  
специалистов  
здравоохранения  
(слушателей)**

Жунусова Айнур  
Жаналиевна



**Наблюдатель от ЕЦА**

Умарова Макпал  
Альдибековна



**Quality profile and criteria for external evaluation of the organization of additional education (Orken Medical Education Center LLP)**

Standard	Assessment criteria	Evaluation		
		Fulfilled	Partially fulfilled	Not fulfilled
1.	Mission and outcomes	12	1	0
2.	Educational program	17	2	0
3.	Assessment of competencies and CPD documentation	7	0	0
4.	Healthcare professionals (personal professional development)	16	3	0
5.	Provision of supplementary education (continuous professional development)	9	3	0
6.	Educational resources	22	2	0
7.	Evaluation of supplementary education programs (continuous professional development)	11	0	0
8.	Organization	9	0	0
9.	Continuous renewal	5	0	0
<b>Total:</b>		<b>108</b>	<b>11</b>	<b>0</b>