

**REPORT
OF THE EXTERNAL EVALUATION COMMISSION
ON THE RESULTS OF COMPLIANCE ASSESSMENT
OF THE EDUCATION CENTRE SAPA-BILIM LLP
WITH THE STANDARDS FOR INSTITUTIONAL ACCREDITATION OF
ORGANISATIONS FOR CONTINUING PROFESSIONAL DEVELOPMENT
(CPD) FOR HEALTHCARE PROFESSIONALS**

Dates of the site visit: June 18-19, 2019

1. Composition of the External Evaluation Commission

In accordance with the ECAQA order No.26 dated March 6, 2019, the External Evaluation Commission (EEC) was formed to conduct institutional accreditation of the Education Centre Sapa-Bilim LLP (hereinafter referred to as the Centre) on June 18-19, 2019 with the following composition:



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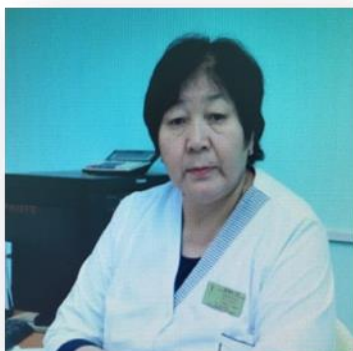
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The EEC report contains the evaluation of the Education Centre Sapa-Bilim LLP for compliance with the ECAQA Standards for Institutional Accreditation, and the EEC recommendations for further improvement of the activities of the organisation implementing continuing education programmes in healthcare.

2. General Part of the EEC Final Report

2.1 Introduction of the Education Centre Sapa-Bilim LLP

The Education Centre Sapa-Bilim LLP was registered with the Ministry of Justice on April 14, 2017 as an organisation of continuing education. The Centre's activities are aimed at training medical practitioners and paramedics in providing medical and emergency care in accordance with international standards using simulation technologies. The main activity of the Centre is to conduct professional development cycles for medical workers, which includes emergency training on the basis of the international standards, innovative technologies in healthcare, and the improvement of practical skills using simulation technologies.

Simulation technologies have been introduced in the republic since 2007 in accordance with the State Programme for the Reform and Development of Healthcare of the Republic of Kazakhstan for 2005-2010. Simulation centres have been created at medical colleges, training of students has begun, but with the introduction 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 approval of the Rules for the provision of emergency medical care in the Republic of Kazakhstan" and a change in the format of the qualification exam for assignment of a medical expert category, a large number of medical workers who were not trained using simulation technologies remained, and the question regarding opening of simulation centres arose.

Currently, the number of trained medical workers at the Centre with the use of simulation technology has grown by 30%. However, there was a demand from the population; therefore, in 2019, the Centre introduced the first aid programme for the population, which is relevant in foreign companies, as well as Kazakhstani ones, which operate according to international standards.

The organisation of the professional development courses for healthcare professionals at the Centre is determined by the fact that the results of the practical training form the content of the working curricula for the trainings on: "Training in practical skills algorithms using simulation technologies" for doctors and "Training in practical skills algorithms using simulation technologies" for nursing personnel. In addition, trainees' demand for the training programmes that are offered by the Centre has grown sufficiently following the issuance of the Order of the Ministry of Health of the Republic of Kazakhstan dated June 26, 2013 No. 365 "On the approval of standards for the organisation of emergency medical services and medical care in the form of air medical services in the Republic of Kazakhstan", where in paragraph 5, sub-s 60: "Requirements for the level of professional education of emergency medical services specialists", compulsory training programmes for specialists of emergency medical services and air medical services are indicated.

The Centre regularly monitors the educational process: questionnaires for trainees of BLS, ACLS, PALS, PHTLS programmes and other programmes that are related to the development of practical skills, an analysis of which showed the absolute need for this training with suggestions to expand the subject matter on relevant medical issues and increase the number of hours to perfect practical skills. The high professional level of physician-instructors and the unique opportunity to practice practical skills using simulation equipment and training models were noted.

The Centre has an exceptional personnel potential consisting of certified specialists (instructors have international certificates of trainers and repeatedly trained in Kazakhstan simulation centres with the participation of trainers from Spain, Russia, Israel), a funding base and competencies in accordance with international requirements, and are actively promoting the strategy of simulation training in the republic. It is also important to note that trainees and stakeholders in the country have a high demand for training in these programmes.

Every year, with the support of local executive bodies, the Centre fulfils a public contract within the framework of the local budget project:

The Centre provides educational services in the following areas:

- 1) Basic Life Support (BLS);
- 2) Advanced Cardiac Life Support (ACLS);
- 3) Paediatric Advanced Life Support (PALS);
- 4) Advanced Trauma Life Support (ATLS);
- 5) Safe Ambulance Driving Techniques Trainings (SADTT);
- 6) Master classes: “Critical conditions in obstetric practice”, “Obstetrical bleeding”, and “Relevant issues of prenatal ultrasound diagnostics”.

Thus, the Centre ensures a balance between general and specific types of activity in its mission, includes requirements regarding clinical skills, theoretical knowledge, relationships and communication skills related to the implementation of clinical work, teaching, research.

The main goal of the Centre’s educational programmes development plan is to improve the conditions for receiving comprehensive, high-quality continuing professional education in accordance with the mission, vision, and strategic directions. The programmes which are implemented by the Centre are relevant as they 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 of the Republic of Kazakhstan and the Ministry of Healthcare of the Republic of Kazakhstan in accordance with the “State Standards for Continuing Medical Education”, Model Programmes for Continuing Professional Development and Retraining of Medical and Pharmaceutical Personnel (Order of the Minister of Healthcare of the Republic of Kazakhstan dated April 4, 2017 No. 165 “*On approval of the Model Programmes for Professional Development and Retraining of Medical and Pharmaceutical Personnel*”), as well as with the programmes and the WHO. At the Centre, educational programmes of professional development cycles are attractive for healthcare professionals, as they are oriented to international standards and public satisfaction in quality medical care.

The Centre demonstrates its strategic vision looking for innovative ways of:

1. Training of students in relevant educational cycles in priority areas of practical healthcare and management in accordance with national and international educational standards.
2. Training of persons with medical education and persons with non-medical education in emergency care, taking into account the development of practical skills using manikins.
3. Cooperation with foreign colleagues, the development of advanced experience in world medicine, the use of advanced foreign educational technologies, the involvement of educators and experts with great professional experience and practice.
4. Study of modern approaches in medicine in countries with a high level of quality of medical services.
5. Creation of an advanced centre for emergency care training of organisations, enterprises and the public.
6. Development of distance learning technologies.
7. Opening of branches in the Southern region (Almaty, Shymkent).
8. Ensuring the growth of the Centre income for the first 3 years by 50%, in subsequent years by 30%.

Such a strategy helps build trust relationships with the community, enhances the Centre's reputation and develops business. The Centre builds a customer-oriented organisation. The main emphasis in the educational process is the development of practical skills, teamwork and the algorithmization of the actions in critical situations, which can be practiced many times on simulation equipment, and not on patients, i.e. without risk to the patient.

2.2 Information on previous accreditation

To date, the Education Centre Sapa-Bilim LLP has not yet been institutionally accredited.

2.3 Analysis of the Self-Evaluation Report of the Education Centre Sapa-Bilim LLP for compliance with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals

The Institutional Self-Evaluation Report of the Education Centre Sapa-Bilim LLP is presented on 93 pages, including applications, and is complete, structured, has internal logical content and unity. A cover letter, which was signed by the Director of the Centre A.M. Abdurakhmanova, is attached to the report, confirming the accuracy of the information and data in the report.

The report is compiled in accordance with the Institutional Accreditation Self-Assessment Guidelines and complies with the ECAQA Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals. There is a list of members of the internal commission for self-evaluation, indicating the responsibility of each member of the internal commission (7 people in total), information about the representative of the Centre who is responsible

for conducting the institutional self-evaluation (Raushan Mukhamedzhanovna Berkimbekova), manager of the Regional Development and Marketing Department, executive officer, as well as the Chairman of the internal commission for the preparation for institutional accreditation (Aliya Manarbekovna Abdurakhmanova).

The Centre's self-evaluation was carried out on the basis of the Order No. 2 of January 6, 2019, "On Institutional Accreditation". In January 2019, S.S. Sarsenbayeva, Director General of ECAQA, conducted training on preparation for self-evaluation for the Centre's employees.

Starting in January 2019, the Centre's internal self-evaluation commission on institutional accreditation criteria did the following work for the self-evaluation period: the necessary information was collected in accordance with the standards of institutional accreditation; a thorough analysis of methodological and educational materials, financial statements, planning and analysis documents for key areas of activity was carried out, 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 and includes a description of strengths, areas for improvement for each of the 9 standards.

The database, tabular material, supporting information, and applications are presented comprehensively, sequentially and there are links to them in the text of the Report.

The Self-Evaluation Report is written in a competent language, the wording for each standard is clear and understandable, and the tables contain links in the text and have end-to-end numbering.

3. EEC conclusions on external evaluation and site visit

The visit of the External Evaluation Commission to the Education Centre Sapa-Bilim LLP was organised in accordance with the visiting programme that had been agreed with the Chairman of the EEC Sh.Kh Ramazanova, Candidate of MedSc, Associate Professor, Head of the Department of Children's Diseases No. 3 of S.D. Asfendiyarov National Medical University.

During the site visit and the Centre's external evaluation, the EEC members carefully studied and evaluated the key 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, during meetings with the leadership, employees, educators, studying documentation, questioning of trainees and educators, and interviewing employers was analyzed, compared with the data of the Self-Evaluation Report, which made it possible to verify the reliability and validation of the information on institutional activities of the Centre.

Referring to the Centre's Self-Evaluation Report data on compliance with the Standards of Institutional Accreditation, the ECAQA experts requested 20 documents to validate and verify the reporting data, including the mission review and approval protocol, the strategic development plan, the report, several training complexes of

specialties and syllabuses, roadmap, trainee registration journal, certificate registration journal, regulations on the Academic Committee, minutes of the Supervisory Board, regulations on the Education Centre Sapa-Bilim, presentations, and contracts with trainees, trainees' individual plans, contracts with educators, assessment methods (tests, tasks, cases), questionnaires, etc. These documents revealed the compliance of the Education Centre Sapa-Bilim LLP with the ECAQA Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals.

On the last day of the visit, the members of the EEC conducted an assessment of compliance of the organisation seeking accreditation with the ECAQA Quality Profile and Criteria Evaluation for the Institutional Accreditation of Organisations for Continuing Professional Development (CPD) of Health Care Professionals. The above document was individually completed by each member of the EEC. All standards were met. No objections were raised by the members of the EEC.

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

4. Analysis of compliance of the Education Centre Sapa-Bilim LLP with the Standards for Institutional Accreditation of Organisations for Continuing Professional Development (CPD) for Healthcare Professionals on the basis of the results of the external evaluation of the Education Centre Sapa-Bilim LLP and review of the strengths of each standard

Standard 1: Mission and outcomes

The Education Centre Sapa-Bilim LLP has been operating since April 2017 and its activity is aimed at ensuring continuing professional development in the area of emergency medical care. The Education Centre Sapa-Bilim LLP has developed and implemented the mission, vision, corporate philosophy. The main activity of the Centre is to provide continuing education for persons with medical and non-medical education, training for paramedics and professionals in the area of emergency medical care, in matters of well-being and public health.

The Centre's strategic development plan is based on the mission and developed in accordance with the main programme and regulatory documents in the area of healthcare and education of the Republic of Kazakhstan. The external experts obtained convincing data on the existence of the mission, participation of the main stakeholders (leadership, employers, trainees, and educators) in its creation. At the same time, wider awareness of the mission of other stakeholders (domestic and international partners) is required. All educational activities of the Centre are aimed at achieving the learning outcomes by trainees and thereby asserting influence on improving the quality of training in the area of emergency medical care over the public and the population of the country.

Strengths:

1. The Centre's uniqueness in the area of simulation training of practical healthcare professionals and the public;
2. Implementation and transfer of international standards and advanced medical technologies for medical care;
3. Simulation equipment and training models;
4. High professional level of medical instructors;
5. Public contract under the local budget programme;
6. Interaction with the main freelance specialists of the Healthcare Department of the Republic of Kazakhstan and independent expertise in medicine.

Conclusion: The Standard meets the criteria for institutional accreditation; at the same time, **areas for improvement are identified:**

The EEC conclusions on the criteria: comply – 13, partially comply – 0, do not comply – 0.

Standard 1: accomplished

Recommendations: To inform trainees about the attractiveness of training programmes and the expected learning outcomes of training in continuing education programmes.

Standard 2: Educational programme

The Centre implements continuing education programmes. The programmes are mainly based on the requests and needs of medical organisations, as well as trainees-specialists with medical and non-medical education. The Centre assists in the selection of themes for improving education and the growth of qualifications and uses various active techniques and methods in training. To strengthen partnerships, the Centre carries out international cooperation with Israeli simulation centres.

The organisation seeking accreditation uses various methods in training (active, interactive, presentation, discussion of clinical situations, analysis of real medical cases, etc.). All continuing education programmes are backed up by appropriate teaching materials. At the same time, there is no unification of teaching and reporting documentation at the Centre. The Centre is mainly guided by the instructive letter 9, which does not reflect modern requirements for maintaining educational documentation. An electronic document management, which could systematize and optimize the processes of planning, registration, recording, accounting and reporting, is not implemented. In the Working Curricula, it is not quite clearly stated how the knowledge and skills, which are acquired by trainees in the process of training, are assessed.

Strengths:

1. Relevant educational programmes with consideration of the needs for training of practical healthcare professionals using simulation technologies and algorithmization of actions.
2. WHO training programmes (IMCI).
3. Audio-video recording and analysis (debriefing) of all scenarios of simulation training.

4. Educational programmes have been developed in accordance with 2015 Guidelines, Prehospital Trauma Life Support (PHTLS) - Israeli colleagues from CARMEL.

5. The use of standard simulation modules.

6. The development of Working Curricula is based on the active orders of the Ministry of Healthcare of the Republic of Kazakhstan.

7. The development of Working Curricula is carried out by the teaching staff with extensive experience in clinical activities in continuing professional education.

Conclusion: The Standard meets the criteria for institutional accreditation; at the same time, **areas for improvement are identified:**

The EEC conclusions on the criteria: comply – 18, partially comply – 1, do not comply – 0.

Standard 2: accomplished.

Recommendations: To make better use of the website to inform potential trainees about courses/cycles of continuing education.

Standard 3: Assessment and documentation

In the process of the site visit, the experts obtained evidence of the use of innovative teaching methods, training and assessment of performance. During training at the Centre, it is possible to understand and trace the logic of the trainees' presentation of the material, the ability to use knowledge to explain various processes, evidence of the point of view, to confute the wrong opinion, etc.; various other methods of assessing competencies are actively used: initial assessment of knowledge, summative assessment in the form of testing, demonstration of practical skills at the simulation centre and on training models. Case studies, cases, and compilation of plan of action for a given emergency medical situation are widely practiced.

The forms of training are traditional and are presented by lectures with illustrated presentations; before the start of the lesson, an introductory survey of trainees is carried out to determine the level of training; practical exercises are provided to develop first aid skills. The lectures, which were attended by members of the EEC, were in the form of training information and demonstration of practical skills, practicing them on training models, the trainees were active participants. The assessment methods are based primarily on the recommendations of Working Curricula; at the same time, the experts were not shown approaches to assessing trainees in short-term cycles of continuing education. In general, no convincing data were obtained on how the quality of each continuing education programme is assessed, regardless of its duration.

Strengths:

1. Correspondence of educational programmes to Model programmes for professional development and retraining of medical and pharmaceutical personnel.

Conclusion: The Standard meets the criteria for institutional accreditation; at the same time, **areas for improvement are identified:**

The EEC conclusions on the criteria: comply – 6, partially comply – 1, do not comply – 0.

Standard 3: accomplished

Recommendations:

1) To involve higher education institutions and employers in the CPD educational process.

Standard 4: The Healthcare Professionals

The Centre ensures the provision of qualified training for professionals with medical and non-medical education in professional development and retraining cycles and encourages trainees to participate in CPD programmes and activities. Trainees of the organisation seeking accreditation are motivated and aware that their self-education and self-development is a precondition for the provision of quality services and the provision of emergency medical care to the country's population. The Centre develops continuing education programmes that meet the training requirements of healthcare professionals and are based on expert judgment. The Centre strives to ensure that continuing education programmes are based on educational strategies, taking into account the individual level of competence of trainees and work experience in the profession. During the educational process, trainees are provided with rooms which are equipped with audio-video equipment, computers, laptops, a flipchart, blackboards, a set of training models, simulation equipment and supplies that are necessary for developing the manual skills of trainees, equipped clinical sites, medical rooms. Time is built in for independent work of trainees; access to electronic library and information databases is provided. Consultations, clinical discussions of complex cases, and practical exercises are held on the basis of the Centre and clinical sites with the possibility of developing practical skills.

Strengths:

1. Highly qualified teaching staff in the area of emergency medical care.
2. Commitment of the Centre's CPD educational programmes to the needs of trainees.
3. The increase in the number of teaching staff due to working conditions that are offered by the Centre's leadership.

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

Standard 4: accomplished

Recommendations:

1) To introduce and implement programmes in the area of distance learning.

Standard 5: CPD Provision

The Centre was established as an organisation providing professional development for healthcare professionals with medical and non-medical education in the area of emergency care and in the selection of continuing professional development programmes. The system for 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 Centre.

The EEC obtained evidence that the Centre is an official legal organisation implementing CPD programmes in healthcare on the basis of the LLP registration certificate dated April 14, 2017. It has been established that professional development programmes comply with the established requirements of the republic (Law on the Education of the Republic of Kazakhstan, legal acts and orders according to 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.

Strengths:

- 1 Quality of the educational professional programmes.
- 2 Commitment of educational programmes to the learning outcomes.
- 3 High-quality training of practical healthcare professionals to provide medical care to the population.

Conclusion: The Standard meets the criteria for institutional accreditation; at the same time, **areas for improvement are identified:**

The EEC conclusions on the criteria: comply – 11, partially comply – 1, do not comply – 0.

Standard 5: accomplished

Recommendations on improvement:

- 1) To expand international cooperation with foreign organisations of continuing education.

Standard 6: Educational resources

During the implementation of the Centre visiting programme, the external experts obtained evidence of the availability of a sufficient number of training areas, rooms, contracts with clinical sites (2). The appropriate clinical site is determined for the implementation of continuing education programmes. The premises provide a safe environment for employees and trainees.

In order to provide independent training of trainees and educators of the Centre who are involved in the educational process, there is access to modern and high-quality information resources to support educational programmes of continuing education, access to MEDLINE bibliographic databases, access to e-books and reference materials, access to electronic journals. The teaching staff systematically looks for the necessary information on the Internet and uses various sources for the educational process. The Centre has a large volume of e-books, manuals and emergency care guides.

The Centre conducts active informational activities in the social networks: Facebook, Telegram, Instagram. The Centre applies multidisciplinary training approaches.

At the same time, the scientific activity of the organisation seeking accreditation has not been fully detected.

Strengths:

1. The availability of physical facilities, clinical sites which are sufficient to provide quality continuing education.
2. The presence of contracts with clinical sites.

3. The access to information electronic library resources.

The EEC conclusions on the criteria: comply – 24, partially comply – 0, do not comply – 0.

Standard 6: accomplished

Recommendations:

- 1) To continue the participation of educators in research projects.
- 2) To strengthen the reflection of information on all processes of the Centre in the report documents.

Standard 7: Evaluation CPD Activities

The Centre evaluates the quality of ongoing continuing education programmes on the basis of feedback from trainees, educators, and employer comments. The EEC studied questionnaires and reports. For example, a SWOT analysis of the external factors of the Centre's activity, a systematic questionnaire of trainees and employees of the organisation, constant monitoring of changes in the legislative and regulatory database, etc. Monitoring and analysis of data on the evaluation of CPD is carried out by the Centre's Supervisory Board. The working programmes are drawn up in accordance with the Model Programmes for Professional Development and Retraining of Medical and Pharmaceutical Personnel that was approved by the Order of the Minister of Healthcare of the Republic of Kazakhstan No. 165 dated April 14, 2017. The Centre constantly interacts with educational and healthcare organisations, state governing bodies and regulatory authorities, international organisations, and professional associations, which ensures the relevance of educational programmes in compliance with current trends in healthcare development.

Strengths:

1. The system for evaluation and monitoring of continuing education has been introduced.

The EEC conclusions on the criteria: comply – 10, partially comply – 1, do not comply – 0.

Standard 7: accomplished

Recommendations:

1) To actively involve employers in the process of monitoring of the quality of training in the area of emergency care.

Standard 8. Organisation

The Centre has recently begun organising continuing professional education. In this regard, the Centre initiated institutional accreditation as an organisation of continuing education. The organisational structure of the Centre is determined in accordance with the mission, goals and objectives, and the process map.

The educational process is implemented through training at on-site and off-site courses, including courses in oblast centres of the Zhambyl oblast and other regions of the Republic of Kazakhstan, to meet the requirements of specialists, trainees and employers by implementing continuing education programmes, as well as individual

programmes of continuous personal growth of a trainee or health professionals, in accordance with their needs and requirements.

The Centre's activities are conducted on the basis of the organisation's strategic development plan. An important component of the plan is the provision of necessary financial and material resources. The measures that are provided for in the strategic development plan are aimed at improving the economic efficiency of the Centre. The Centre's revenues are generated from the income from paid services of educational activities relative to the training of specialists.

The Centre's budget expenditures are formed from salary payments, budget settlements on mandatory types of payments (pension, social tax, Compulsory Social Health Insurance), Centre maintenance costs, rent, acquisition of scientific and methodological literature, household and other expenses.

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

Strengths:

1. Organisation of CPD has its own structure consisting of governing bodies and management.
2. Effective interaction with the practical health sector.
3. The Centre provides academic leadership in the CPD.

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

Standard 8: accomplished.

Recommendations: none.

Standard 9. Continuous renewal

The Centre constantly monitors changes in healthcare in the area of emergency care and medical education, regulatory documents and transformations in society, and the Centre develops its activities taking into account these renewals and reforms. Continuous renewal of the continuing education is carried out in accordance with the requirements of the healthcare system, the requirements and expectations of direct customers, stakeholders; study, analysis and implementation of best practices, including foreign experience in improving the professional skills of specialists, are conducted. The evaluation of the effectiveness of the Centre's performance is based on the satisfaction of trainees.

Strengths:

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

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

Standard 9: accomplished



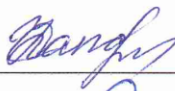


Recommendations: none.

6. Recommendations on improvement of the operation of The Education Centre Sapa-Bilim LLP:

- 1) To increase the awareness of trainees about the advantages of the training programmes and about the expected learning outcomes of training in continuing education programmes;
- 2) To use the website resources to the full to inform potential trainees about continuing education programmes;
- 3) To involve higher education institutions and employers in the educational process more widely;
- 4) To introduce and implement distance learning programmes;
- 5) To expand international cooperation with foreign organisations of continuing education;
- 6) To promote the participation of faculty in research projects;
- 7) To improve the content of report documents on all processes of the Centre;
- 8) To unify the design of the Centre's learning and teaching documentation.

7. Рекомендация Аккредитационному совету ЕЦА

Члены ВЭК пришли к единогласному мнению рекомендовать Аккредитационному совету присвоить статус институциональной аккредитованной организации, осуществляющей дополнительное образование **Товарищество с ограниченной ответственностью Учебный центр «Сапа Білім»** на период 5 лет.

Председатель ВЭК	Рамазанова Хамзаевна	Шолпан	
Академический эксперт	Хаджиева Бериккалиевна	Айман	
Эксперт-представитель практического здравоохранения	Кызгараева Сапаркуловна	Кулзахира	
Эксперт-слушатель	Алкеева Оралбаевна	Раушан	
Наблюдатель от ЕЦА	Умарова Альдибековна	Макпал	

[Translation from Russian of the image above]

Recommendations for the ECAQA Accreditation Council

The EEC members unanimously agreed to recommend to the Accreditation Council to accredit **The Education Centre Sapa-Bilim Limited Liability Partnership** as an organisation implementing continuing education for a period of 5 years.

The EEC Chairman	Sholpan Khamzayevna Ramazanova	<i>/signature/</i>
National academic expert	Ayman Berikkaliyevna Khadzhiyeva	<i>/signature/</i>
Expert-representative of practical health care	Kulzakhira Saparkulovna Kyzgarayeva	<i>/signature/</i>
Expert-trainee	Raushan Oralbayevna Alkeyeva	<i>/signature/</i>
ECAQA observer	Makpal Aldibekovna Umarova	<i>/signature/</i>

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

Standard	Evaluation criteria	Evaluation		
		Comply	Partially comply	Do not comply
1.	Mission and outcomes	13	0	0
2.	Educational programme	18	1	0
3.	Assessment and documentation	6	1	0
4.	The Healthcare Professionals	19	0	0
5.	CPD Provision	11	1	0
6.	Educational resources	24	0	0
7.	Evaluation CPD Activities	10	1	0
8.	Organisation	9	0	0
9.	Continuous renewal	5	0	0
Total:		115	4	0