

ANALYSIS of the survey of employees of educational organizations accredited by the Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care (ECAQA) for the period 2018-2022.

To provide feedback to representatives of accredited educational organizations (OE), the ECAQA Expert Board developed a questionnaire that includes 11 questions on the work of the external expert commission (EEC) and 9 questions on the content of accreditation standards applied in conducting a self-assessment of the educational organization or educational programme.

The questionnaire was updated annually and in accordance with the needs of ECAQA and the need to improve the external evaluation procedure within the framework of institutional and/or specialized accreditation, the questionnaire was amended. Thus, by the decision of the ECAQA Expert Board (minutes of meeting No.2 dated 18.06.2021), the questionnaire was supplemented with questions on the wording and content of the Accreditation Standards (9).

Objectives of the questionnaire:

1. identification of the strengths of the organization of external expert work within the framework of institutional accreditation, as well as the identification of areas for improvement in the external evaluation procedure.
2. identification of problems in the interpretation of institutional accreditation standards (taking into account the level of education) and conducting self-assessment according to accreditation standards.

Survey Methods:

Total questions in the questionnaire 20.

A month after the end of the EEC visit to the educational organization, ECAQA employees send questionnaires to receive feedback from administrative staff, teachers and students of the educational organization.

In the period from December 2018 to December 2022, an *external institutional expert evaluation* was carried out with the participation of international EECs in 52 organizations engaged in educational activities, including: 3 universities, 16 scientific centers (postgraduate and additional education), 7 higher medical colleges, 2 colleges, 18 organizations of additional and non-formal education, 6 educational clinical/simulation centers (Table 1).

Table 1. Number of accredited educational organizations, taking into account the level of education

Institutional accreditation	2018	2019	2020	2021	2022	Total
Universities (higher, postgraduate)	-	1	-	2	-	3
RI, SC (postgraduate and additional education)	1	7	1	3	4	16
HMC	-	1	1	4	1	7
Colleges	-	-	-	1	1	2
Organizations of additional and non-formal education	-	14	1	2	1	18

Educational and clinical/ Simulation centers	-	1	2	2	1	6
Total	1	24	5	14	8	52

Survey results:

Below are the generalized analytical results on the results of the survey of representatives of educational organizations.

Of the 52 educational organizations to which the questionnaire was sent in the period 2018-2022, answers were received from 750 people, including: top management – 15, administration - 120, teachers - 213, students - 382.

The following questionnaire questions were answered:

According to the *surveyed representatives of the administration (n=135, Fig.1)* they were promptly informed about the composition of the External Expert Commission. The OE administration received the composition of the external expert commission for familiarization and timely informing the accreditation center about the presence of a conflict of interest. The composition of the EEC was received by the administration no later than 3 weeks before the date of the visit to the educational organization.

Administrative respondents were fully satisfied (98%) with the selection of experts based on their professional competence and experience in accreditation (92%). In some cases (3%), the respondents were not familiar with some candidates (did not hear, did not meet earlier at international or republican events), but this was not a reason for rejecting the candidacy of an expert. Two questionnaires contained information that the experts were rejected because they had previously worked for an accredited educational organization or had general publications with OE management.

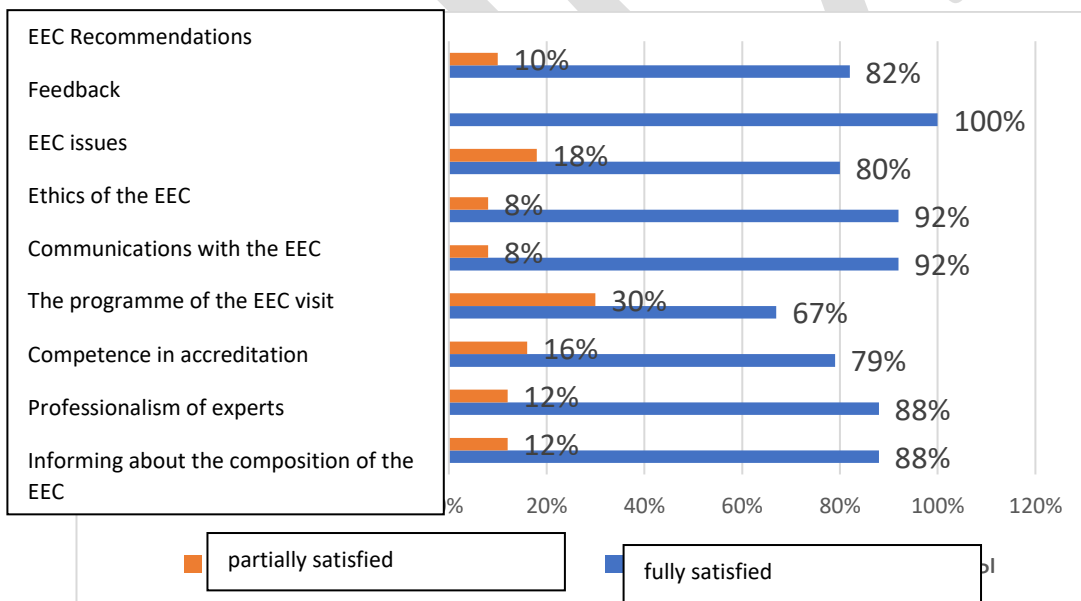


Figure 1. Administration survey results (n=135)

All interviewed administrative employees were fully satisfied with the OE Visit Programme by an external expert commission (structure, content, sequence of events, timing), as they were directly involved in the approval of the Programme.

According to 100% of the surveyed administrators, EEC members had the appropriate communication skills and ethics when conducting an external OE assessment.

During the implementation of the activities of the visit programme, the EEC members clearly and reasonably outlined their questions and conducted interviews, interviews and other meetings with representatives of the accredited OE – with this fully according to 98% of respondents.

Respondents believe that the content of the questionnaire fully corresponds to their idea of feedback and will help to develop recommendations for improvement.

Interviewed representatives of the OE administration highly appreciate the work of the EEC and are satisfied with the recommendations of the EEC members (100%).

According to the *surveyed teachers (n=213, Fig. 2)* they received information on the composition of the EEC from the OE administration approximately 14-10 days before the date of the commission's visit. None of the professors interviewed had a conflict of interest with EEC members.

Respondents from among teachers were fully satisfied (88%) with the selection of experts based on their professional competence and experience in accreditation (79%), but 12% and 16%, respectively, were partially satisfied. This was due to the fact that in a number of cases the respondents had seen EEC members for the first time and had no professional information about them. However, during the visit to the OE, they highly appreciated the competencies of the EEC members, including professionalism (in the specialty of the programme) and expertise skills.

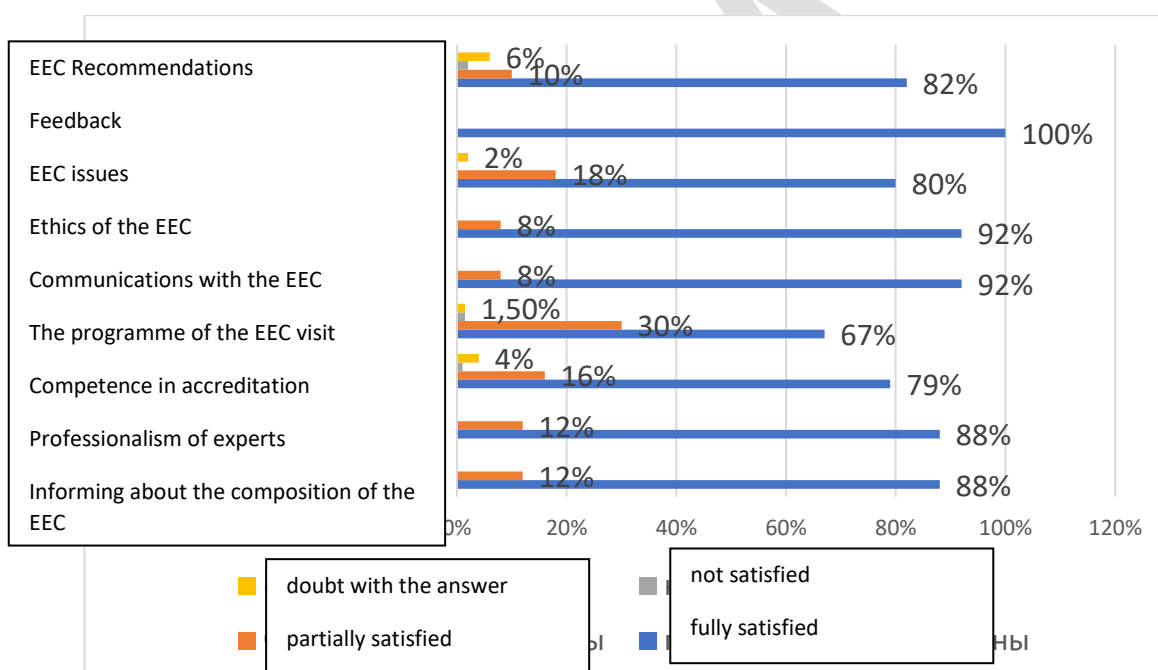


Figure 2. Teacher survey results (n=213)

When asked about satisfaction with the content of the OE Visiting Programme, respondents-teachers answered as follows: fully satisfied – 67%, partially satisfied - 30%, dissatisfied – 1.5%, doubted with the answer – 1.5%. The main complaints of the respondents were to the time frame and difficulties with the organization of visits to clinical bases. Respondents believe that more time should be devoted to attending practical classes (12% of respondents advised), more time should be devoted to talking with students (7%), and studying documentation (3%). However, in general, according to the interviewed teachers, the programme of the visit is well drawn up and takes into account all the nuances of institutional expertise. It was emphasized that the EEC does not just visit the OE units and does not conduct a “simple visual review”, but explores the applicability of all OE resources to ensure the quality of educational programmes.

According to 92% of the teachers surveyed, EEC members had appropriate communication skills and ethics when conducting an external OE assessment. At the same time, 8% of respondents are partially satisfied with this, as they noted that some experts were categorical in their conclusions, did not always clearly ask questions, deviated from the goals of external evaluation, comparing the activities of the accredited OE with their educational organization.

More than 80% of teachers surveyed believe that EEC members have clearly and reasonably stated their questions and conducted interviews, interviews and other meetings with representatives of the accredited OE, and 18% partially agree with this. According to respondents, questions should be formulated concisely and specifically, adhering to accreditation standards. Respondents noted not high activity of experts-students and experts-representatives of employers. They were less likely to ask questions.

Respondents-teachers also believe that the content of the questionnaire fully corresponds to their idea of feedback and will help develop recommendations for improvement.

Interviewed teachers rate the work of the EEC as excellent (77%), good (20%), satisfactory (3%).

According to the *surveyed students (students, interns, residents, magistrates, students) (n=382)*, they received information about the composition of the EEC from teachers 3-4 days before the date of the commission's visit, since they were involved in organizing the EEC meeting. According to the respondents, they did not have much interest in the composition of the EEC, since they believed that the administration and teachers themselves determined that the members of the EEC meet all the necessary qualities and expectations. Therefore, they could not assess the selection of experts. In general, having seen the commission, students were convinced that it is represented by reputable professionals in the relevant fields of health care. This was also understood by the students during interviews with them and during meetings with the EEC.

Students and interns did not know the details of the programme of the visit (81%), but undergraduates and residents (96%) were familiar with the programme of the visit and saw it from teachers. In some organizations (KRMU, SMU, KMU, KazNMU), the EEC visit programme was broadcast on monitors in the halls of the university. Students of the refresher programmes (100%) learned about the EEC visit only after they were invited for interviews with commission members.

Respondents-learners answered that in general they understood why the EEC Visit Programme included interviews, interviews, meetings and attendance at practical classes. At the same time, students believe that more time should be devoted to attending practical classes (77%) and studying the resources of clinical bases (19%).

According to 100% of the students surveyed, EEC members had appropriate communication skills and ethics when conducting an external OE assessment. All respondents believe that EEC members, including student representatives, asked questions clearly and comprehensively.

Respondents-learners believe that the content of the questionnaire is clear to them.

Interviewed students rate the work of the EEC as excellent (92%), good (8%).

The second part of the questionnaire, which asked questions about the clarity of the wording and content of accreditation standards, was answered by administrative staff and teachers.

The greatest difficulty in understanding and, consequently, description, was caused by standards 6 (Educational resources. Section "Expertise in education"), 7 (Evaluation of the educational programme), 9 (Continuous renewal).

Standards 2 (Educational Programme) and 6 are the most extensive.

But in general, the wording of the standards is clear and reflects the main and additional directions of the institutional activities of the organization of education.

The analysis of the results of the survey of representatives and students of accredited educational organizations made it possible to draw a number of conclusions:

1. The work of the EEC was highly appreciated by 100% of the administrators surveyed, 97% of the teachers and 100% of the students surveyed.

2. The majority of administrators, teachers and students surveyed are satisfied with the content of the EEC Visit Programme, communication skills and ethics of EEC members.

Areas for improving the organization of EEC work are identified:

1. Timely informing students about the composition of the EEC and the programme of the EEC visit.
2. In the EEC Programme, more time is devoted to attending practical classes and studying educational resources.
3. Formulation and raising of questions by EEC members in order to establish compliance with accreditation standards.

Director General



Sarsenbayeva S.S.

Heard at the meeting of the Expert Board
Minutes of the meeting of the Expert Board No.3 dated 09.11.2022