

**REPORT  
OF THE EXTERNAL EXPERT COMMISSION  
ON THE RESULTS OF THE EVALUATION OF CONFORMITY TO THE  
STANDARDS OF INSTITUTIONAL ACCREDITATION OF ADDITIONAL  
EDUCATION ORGANIZATIONS (CONTINUING PROFESSIONAL DEVELOPMENT)  
THE RUSSIAN-KAZAKH MEDICAL INSTITUTE LLP**

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

In accordance with ECAQA Order No. 46 dated July 10, 2019, an External Expert Commission (EEC) was formed to conduct an institutional accreditation on July 30-31, 2019 of the Russian-Kazakh Medical University, additional education organization (continuing professional development) with the following membership:



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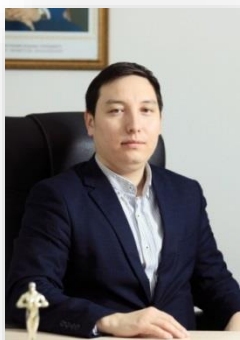
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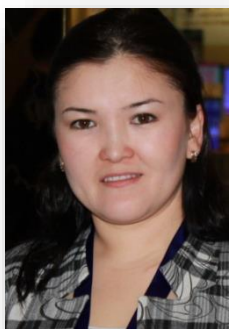
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The EEC report contains an assessment of the Russian-Kazakh Medical Institute LLP for compliance with the Accreditation Standards, recommendations of the EEC for further improvement of the organization's activities, which implements additional education programs in the field of healthcare.

The visit of the external expert commission to RKMI LLP was organized in accordance with the program approved on July 16, 2019 by ECAQA Director General Sarsenbayeva S.S. and agreed with the chairman of the EEC Balmukhanova A.V. and the director of RKMI LLP Dzhaynakbaev N.T.

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

**Introduction of the Russian-Kazakh Medical Institute LLP**

Kazakhstan Medical Institute JSC was established on July 8, 1992, in 2009 it was re-registered as Russian-Kazakh Medical Institute LLP (hereinafter referred to as the Institute), state registration certificate No. 9310-1910-LLP (IU) dated June 19, 2009. The Institute has its own organizational structure, including: director, vice-rector, chief accountant, economist, specialist in the HR department, cashier, scientific consultant, chief specialist, specialist, in total 9 administrative units.

The Institute, together with the NEO KazRosmeduniversitet (agreement on joint activities (April 2015 – 31.12.2017 and 03.01. 2018- 31.12. 2021), since 2017 has been implementing educational programs of additional education in accordance with the SEP approved by the order of the MH RK dd April 14, 2017 No. 165.

Training is conducted in 36 specialties.

For 2017-2018 RKMI under the contract with KazRosmeduniversitet trained 1675 specialists who successfully work in the practical healthcare of the Republic of Kazakhstan.

To implement the process approach, the Institute developed the Regulation on the Institute, the educational-methodical council, job descriptions, and the regulation of standard procedures for managing the institute's processes. The management of the institute is implemented through a collegial body: the Educational and Methodological Board (EMB).

The future of the institute is forecasted through the Strategic Development Plan of the Russian-Kazakh Medical Institute LLP for 2017-2020, which defines the Mission and Vision of the institute.

The infrastructure of the Institute corresponds to the specifics of activities, the implementation of educational programs of additional medical education, based on 13 clinical bases.

In order to form the clinical competencies of healthcare professionals, in 2015 and 2018, agreements on joint training of healthcare professionals with the NEO KazRosmeduniversitet to provide the material and technical base were signed. This provides access to resources such as: (1) Training and Clinical Center, which includes 11 specialized classrooms with a total area of

190 m<sup>2</sup>, with equipment worth about 5 million tenge; (2) Test center for 70 seats, 2 computer science cabinets for 36 seats; (3) The library.

The lecture halls of the institute are equipped with multimedia technical teaching aids. In order to create favorable conditions for students, the institute has a gym, a sports hall, a medical room.

The Institute is constantly improving its activities in the following areas: methodological, educational, scientific-innovative and clinical.

The main applied research area of the Institute is the development of innovations for implementation in practical health care, including the development of mobile medicine for the rural population. So, an initiative research project was carried out on the topic: "Improving the provision of medical care to rural residents at the PHC level using mobile complexes". As a part of this research project, the Institute since 2011 together with the Asar-Bereke Public Fund and the Fund of the First President of the Republic of Kazakhstan, specialized diagnostic medical care is being provided to the population of remote regions of the Republic of Kazakhstan using innovative mobile medical complexes.

In 2013-2014, the ISTC international project was successfully implemented: "Training of the rules of biosafety and biosecurity of specialists of mobile medical complexes working in the territories of natural foci of especially dangerous and quarantine infections. Technology area: biosecurity and biosafety. Development category: Applied research. Co-executor: Aykimbaev M. Kazakh scientific Center for Quarantine and Zoonotic Infections, Almaty, Partners: European Commission / Directorate - General Development and Cooperation - Europe Aid (DEVCO), Belgium.

MMC (mobile medical complexes), proposed by the institute together with KazRosmeduniversitet, are equipped with basic diagnostic equipment and staffed by doctors (general practitioner, surgeon, obstetrician-gynecologist, ophthalmologist, otorhinolaryngologist, dentist) to provide qualified medical care to people in remote areas. MMC specialists also include instrumental diagnostics specialists (doctors of radiation and clinical laboratory diagnostics) and nurses.

Based on the results of the project, from 2013-2014, 142 MMC specialists of various specialties from 14 regions of Kazakhstan were trained of new scientific knowledge on biosecurity and biosafety against quarantine infections. In addition, feedback was received on the knowledge gained by specialists when leaving for 14 PHC organizations. Education of new scientific knowledge of doctors of various specialties produced a multiplicative effect and dissemination of new scientific knowledge about especially dangerous infections was carried out. The work program was tested and approved as a standard for training MMC specialists when working in natural foci of especially dangerous infections.

For achievements in the field of development of mobile medical complexes, the director of RKMI LLP, Dzhaynakbaev N.T. on July 1, 2015 was awarded the quality certificate of the Swiss Institute for Quality Standard "International Quality Certificate" (SIQS).

RKMI LLP concluded agreements, memorandums with higher educational institutions of Germany, Russia, the Republic of Belarus, Kyrgyzstan and Uzbekistan.

### **3. Analysis of the self-assessment report of the Russian-Kazakh Medical Institute LLP**

The report on institutional self-assessment of RKMI LLP for compliance with the standards of institutional accreditation of continuing education organizations (continuous professional development) is presented on 84 pages, excluding appendices, characterized by the completeness of answers to standards, structuredness with the regard to the recommendations of the ECAQA Self-Assessment Manual, as well as internal unity of information provided by the accredited organization. The report is accompanied by a cover letter signed by Director Dzhaynakbaev N.T., confirming the accuracy of the information and data contained in the report.

The report contains a list of members of the internal commission for self-assessment, indicating the responsibility of each member of the internal commission (17 people in total),

information about the representative of the organization responsible for conducting the institutional self-assessment - Sibgatulina E.M., vice-rector of RKMI LLP. The chairman of the working group on preparation for institutional accreditation is also Dzhaynakbaev M.N., vice-rector for strategic development of the NEO KazRosmeduniversitet.

Institutional self-assessment of RKMI LLP was carried out on the basis of order No. 02 dd 04.04.2019. "On the creation of a working group to prepare for institutional accreditation of the Russian-Kazakh Medical Institute LLP".

A certain work was done by the working group on the preparation of the self-assessment report: the key areas of activity and tasks for the implementation of continuing education programs were analyzed, the necessary information was collected in accordance with the standards of institutional accreditation; a thorough analysis, updating and addition of methodological and educational materials was carried out, their contents are reflected in the report. The content of the Self-Assessment Report is structured in accordance with the ECAQA Institutional Accreditation Standards and includes a description of strong points and areas for improvement for each of the 9 standards.

The database, applications on 42 pages are presented in full, sequentially and there are links to them in the text of the report. The report is written skillfully, the wording for each standard is clear and understandable, and the tables contain links in the text and have continuous numbering.

#### **4. Analysis of compliance with the institutional accreditation standards based on the results of an external evaluation of the Russian-Kazakh Medical Institute LLP and a review of each standard strong points.**

##### **Standard 1: MISSION AND OUTCOMES**

The experts were convinced that the mission, strategic goal and vision of the Russian-Kazakh Medical Institute LLP are focused on training health care professionals who are in demand and competitive in the labor market, with joint responsibility of the state and the university with private property, protecting the health of the country's population .

The involvement of the faculty and students in the process of developing, discussing and accepting the mission (EMB protocol No. 1 dd 10.01.2017), the vision of the university and subsequent activities to achieve it is established. When interviewing students and teachers, it was found that the majority are informed about the content of the mission and where it is located, but mainly administrative workers are included in the development of the organization's development strategy. When talking with representatives of practical health care, the process of involvement in the development and formulation of the mission is not fully reflected. The content of the mission of the institute changes dynamically over time as necessary.

To distribute the mission, strategic goal and vision, the institute developed a set of measures for its promotion, bringing it to the teaching staff, students, the public, health organizations, applicants and other stakeholders.

The outcomes are defined in all programs and voiced in practical classes. During the interview with the students, the experts received evidence that the students are informed about the training outcomes, and the teachers provide them with electronic syllabuses.

##### **Strong points:**

1. The mission of the RKMI was developed; the management and employees participated in its formulation, the mission is systematically brought to the attention of the main participants of the educational process (employees, teachers, students);

2. There is feedback with stakeholders - a survey of representatives of practical health care, students with the aim of further improving working training programs, programs of continuing education and retraining courses.

***EEC conclusions on the criteria:*** fulfilled - 13, partially fulfilled - 0, not fulfilled - 0  
***Standard 1: accomplished***

***Recommendations for improvement identified during the external visit:***

1. To involve representatives of practical healthcare in the mission statement and ensure the mission accessibility to a wide range of stakeholders by posting it on the institute's website and on social media pages.

**Standard 2: EDUCATIONAL PROGRAMS**

RKMI conducts various advanced training and retraining programs in 31 areas for doctors and nurses. The experts studied the educational and methodological documentation and came to the conclusion that the educational programs are designed in accordance with the standard advanced training and retraining programs for medical and pharmaceutical personnel, approved by order of the Minister of Health of the Republic of Kazakhstan dated April 14, 2017 No. 165., are consistent with the mission of the Institute and the relevant applications, inquiries and recommendations of employers. The structure of educational programs meets the needs of the region and the Republic.

When interviewing students, it was determined that they are being consulted on training planning and the selection of topics for inclusion in the work program as part of the optional component. Thus, the content of educational programs is formed in accordance with the requests of students on the basis of the formation of their personal competencies and needs, depending on their professional activities within the available opportunities, due to optional disciplines. Within the priority programs of the MH RK, elective disciplines are discussed and approved at EMD meetings by specialties, this is enshrined in the EMB minutes.

For the effective implementation of training programs, RKMI concluded agreements with 13 clinic bases, the external expert commission visited 6 of which and made sure that the practical part of the educational programs is carried out at the proper level. Including 5 unique MMC, where students can practice practical skills in general medical practice, nephrology, emergency care, surgical interventions, functional and X-ray diagnostics. Experts examined 3 MMC.

RKMI teachers use a variety of teaching methods, focusing on active methods and practice in hospitals.

Upon admission and registration of the student, his wishes and the application of the employer sending the student to study are taken into account. Thus, continuous improvement of educational programs is carried out on the basis of applications from medical organizations and a plan for the independent development of health professionals.

**Strong points:**

1. Educational programs (EP) are developed in accordance with regulatory requirements and the needs of practical healthcare;
2. A competency-based approach uses in the preparation of students;
3. The use of modern teaching methods and technologies;
4. EP provides for training in a multi-disciplinary clinical base, by various categories of patients, the level of medical care (primary medical care, specialized medical care, highly specialized medical care), hospitals and outpatient clinics;
5. EP provides opportunities for a variety of training areas (individual educational trajectories);
6. Autonomy in the development of continuing education programs;
7. EP is coordinated with representatives of professional associations, practical healthcare, and is reviewed by specialists of the corresponding profile.

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

***Standard 2: accomplished***

***Recommendations for improvement identified during the external visit:***

1. When implementing educational programs in the areas of training, to balance clearly the theoretical and practical components of training, in accordance with the requirements of Order No. 165 of the Ministry of Education and Science of the Republic of Kazakhstan.

2. To update educational and methodological complexes timely with additions and changes (form 2 of work programs, book support card, control and measuring tools).

3. When developing or revising educational programs, to use modern reliable results of their own and borrowed scientific research and data from practical experience in various fields of medicine, to involve health care professionals in this process.

### **Standard 3: ASSESMENT OF COMPETENCES AND CPD DOCUMENTATION**

In the process of studying the documentation, experts obtained evidence that the evaluation criteria are described in the EMC for each specialty.

Moreover, assessment methods are proposed for use depending on what competencies are formed / developed and the training outcomes in a particular discipline (therapeutic or surgical profile, health organization). The choice of the assessment method is based on acceptability and effectiveness in relation to the established outcomes of training, is carried out by the teacher and is reflected in the EMC. At the same time, assessment methods go through the mandatory examination procedure at EMB.

The quality assurance system for the design and implementation of educational programs functions as a continuous cycle of internal quality assessment and examination of CPD programs. Elements of the system are:

- an internal examination of the quality of CPD educational programs, carried out using special algorithms, including technical and substantive examination, "feedback" mechanisms of students, employers and teachers;
- monitoring and auditing of CPD educational programs in the process of their implementation;
- external expertise from the professional community and employers, by reviewing of programs
- students' questionnaire (feedback during the learning process and upon its completion).

The leading role in managing and ensuring the quality of education belongs to the administration of the institute. The direct providers of these educational processes are the highly professional teaching staff of the institute.

#### **Strong points:**

1. Formation and assessment of all key competencies of the trainee;
2. The variety of methods for assessing knowledge and skills;
3. Developed and implemented standardized forms for the development of teaching materials, which reflect the goals, objectives, training outcomes, teaching methods, assessment methods, current bibliography, date of consideration and approval;
4. Monitoring of students' progress through feedback.

***EEC conclusions on the criteria:*** fulfilled - 6, partially fulfilled - 1, not fulfilled - 0

#### ***Recommendations for improvement identified during the external visit:***

1. When evaluating students, it is necessary to use a unified 100-point system for assessing students' final learning outcomes.

2. To develop a database of test items for basic / acceptance control of the level of competence of the listener, to update the database of test items for all types of control, in accordance with modern requirements for the development of tests for level SE (mainly III level of MSQ complexity).

3. To introduce an anti-plagiarism system and personal portfolio of students into the program for assessing students, and to develop assessment methods and forms.

### **Standard 4: HEALTHCARE PROFESSIONALS (PERSONAL PROFESSIONAL DEVELOPMENT)**

The procedure for advanced training and retraining of personnel is regulated in the Academic Policy of the accredited organization and the Regulation on the RKMI. Retraining is

carried out in the specialties within the Nomenclature of medical and pharmaceutical specialties. Within the continuing education and retraining programs, scientific and informational exchange events, seminars, trainings (master classes), self-education, and practical training (internships at the workplace) are held.

When planning training, each healthcare professional personally bears the primary responsibility for his participation in the training. According to the results of a survey of students, experts were able to obtain evidence of a high level of satisfaction with studying at RKMI for the majority of respondents regarding modularity and flexibility of programs, professionalism of teachers, a large share of practical training (in clinical disciplines), an individual approach to program planning, a convenient training schedule and a desire to recommend this organization to their colleagues.

Health care professionals can be trained at the RKMI both at their own choice (individual responsibility for participating in the educational program) or according the direction of the employer; at his own expense as an individual, under a service contract - paid by the employer, specialists of state medical organizations have the right to undergo training for free on a budget basis. Practical healthcare specialists are involved in the planning and implementation of CPD activities, questioning of students according to the results of training (allows making adjustments to the programs or developing popular and recommended CPD programs). Employees and teachers of Institute are participants of various working groups of the MH RK in the development of issues in their specialty.

At the end of the training process, an assessment of the practical knowledge is made by the teacher and there is the possibility of carrying out (testing, honing) independent manipulations during training (including in the TCC). The experts were convinced that leading health care professionals were contracted to the teaching activities of the RKMI.

**Strong points:**

1. High qualification of teachers involved in the implementation of the CPD;
2. Participation of students in all medical, scientific events of clinical bases;
3. Modular, flexible training system;
4. Admission of students to work with patients in clinical programs of CPD;
5. The increase in the contingent of students from year to year.

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

*Standard 4: accomplished*

***Recommendations for improvement identified during the external visit:***

1. To introduce elements of distance technologies, including telemedicine, into the educational process.
2. To plan and implement activities (participation in methodological councils, in advisory bodies, in the development of educational programs), actively involve health professionals.

**Standard 5: PROVISION OF SUPPLEMENTARY EDUCATION (CONTINUOUS PROFESSIONAL DEVELOPMENT)**

The activities of the RKMI are carried out in accordance with the Charter of the organization, where the educational direction is leading one. The initiation of institutional accreditation of the RKMI is a fact of recognition by this institution of the need to improve its activities and ensure the quality of continuous professional development. RKMI in educational activities is guided by the main regulatory acts in the field of research and development in healthcare, observing the qualification requirements for additional education organizations in terms of structure, personnel, WC, material and technical base, and a processor for monitoring the quality of education.

Additional education for healthcare professionals is held in 31 specialties. The lack of full-time teaching staff is compensated by the RKMI policy regarding human resources through the active involvement of health care professionals and teachers of medical universities and research



institutes. This takes into account the qualifications, professionalism and academic experience of the teacher. Currently, the RKMI has formed an electronic database of teachers and students.

**Strong points:**

1. Compliance with the requirements of the LSI on additional education;
2. The desire to improve the quality of continuing education;
3. Professional staff of the RKMI;
4. Systematic monitoring of the educational process by management and teachers.

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

*Standard 5: accomplished*

**Recommendations for improvement identified during the external visit:**

1. To ensure the improvement of pedagogical and professional qualifications of teaching staff on a regular basis, including training on the development of CIS.
2. To include in the personnel policy of the institute the requirements for the qualification of teaching staff.

**Standard 6: EDUCATIONAL RESOURCES**

RKMI has a stable material and technical base, including administrative and training facilities under an agreement with KazRossmeduniversitet and a practice base in accordance with agreements with 13 medical organizations in Almaty and the Almaty oblast.

The provision of supplementary education programs with resources (material, information technology, educational and clinical center, test center, MMC, library, methodological support, human resources, etc.) is stipulated by contractual and legal relations with the partner organization – NEO KazRossmeduniversitet, starting in 2012 .

The RKMI quality assurance policy, the organizational structure of management (director, vice-rector, management), thoughtful management, and planned financing allow RKMI to implement AT and PR in 31 directions with an annual increase in the number of students.

In accordance with the signed agreement on joint activities with the NEO KazRossmeduniversitet, students have the opportunity to actively use the library, including an electronic room with 100 seats, where students can be informed about the existing library fund using the library program “All my books”.

When interviewing students, the experts were aware that in the library’s electronic resources room there was access to the Science Direct, Scopus, Web of science databases, as well as test access to the Wiley evidence-based medicine database.

Practical training is conducted at the Institute’s clinical bases with training on real medical equipment. Students are provided with a sufficient number of seats in classrooms; lecture halls are equipped with multimedia equipment and comply with sanitary standards.

**Strong points:**

1. Sufficient material, technical and clinical base for the implementation of additional education;
2. Effective contractual obligations with a partner NEO KazRossmeduniversitet to provide the RKMI with the necessary resources for further education;
3. The access of students to the clinical resources of medical organizations and the unique equipment of MMC;
4. Active joint work of students with clinical base employees in all areas of their activity, at all stages of the provision of qualified medical and specialized care.

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

*Standard 6: accomplished*

**Recommendations for improvement identified during the external visit:**

1. When training, to apply updated data from clinical protocols approved by the MH RK;
2. To update the electronic database of educational and methodical literature for students.

3. For the effective functioning of the TCC, to develop internal documentation for further education.

4. To introduce in the CPD programs the training of students to work with international databases of medical literature and actively apply them in organizing independent work, including providing regular access to the Cochrane Library and other evidence-based medicine databases.

### **Standard 7: EVALUATION OF SUPPLEMENTARY EDUCATION PROGRAMS (CONTINUING PROFESSIONAL DEVELOPMENT)**

RKMI carries out a systematic assessment of the educational process with a focus on monitoring the availability of resources (clinical bases, educational literature, classroom facilities, equipment, teaching staff: teachers, clinical tutors), analysis of the conformity of WC with the requirements of standard curricula, professional standards and Sectoral Qualification Framework.

The system of monitoring and evaluation of the educational program is carried out at all levels, using the multi-level approach of D. Kirkpatrick, at the same time, not all the teachers who were present at the interview are not fully informed about the content of this methodology.

During the external visit, the experts were able to make sure that an important mechanism for evaluating AT and PR is questioning students about the quality of the content of the programs and verbal feedback from employers that allow RKMI to make certain additions and changes to the subject and component of choice, to introduce new teaching methods, change the location of the training. Survey questions were discussed and approved at a meeting of the EMB, protocol No. 1 dated 09.01.2018. To form a list of disciplines of the optional component, the opinion of employers is taken into account by including a representative in the EMB, where these issues are discussed and round tables and regional conferences are held. The RKMI is trying to include education issues in the resolution of such events. The Institute's management determines training needs based on reports and recommendations of the MH RK. The whole process is carried out by methodologists, and the vice-rector of the institute regulates and controls the process.

The assessment of the effectiveness and efficiency of the educational process should also include monitoring of student progress, which are assessed according to a 100-point system in PR, AT and in the form of "passed" for short-term measures to improve the knowledge and skills of students. Thus, RKMI has its own unique methodology for assessing the quality of the educational process, the results of which allow making improvements to educational programs, proposing new topics or attracting qualified teachers.

#### **Strong points:**

1. The process of planning, developing and monitoring the implementation of continuing education programs has been introduced;

2. A collegial body - EMB, providing methodological and analytical support for the educational process.

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

*Standard 7: accomplished*

#### **Recommendations for improvement identified during the external visit:**

- To conduct a systematic and detailed analysis of feedback from students and other stakeholders and to use the results of the analysis to improve educational programs and the learning process.

### **Standard 8. ORGANIZATION**

RKMI has an organizational structure that meets the requirements for the organization of further education. The general management is carried out by the director, and the planning and control of all aspects of the educational process is the responsibility of the vice-rector. The staff

of the institute has specialists who are responsible for the implementation and effectiveness of educational programs in 31 areas. There is only 9 administration staff. The advisory body, providing methodological support to further education, is the Educational and Methodical Board (EMB), which includes teachers, administration, and a representative of employers. EMB meets regularly, has its own plan and reporting.

A feature of managing the activities of RKMI is the contractual legal relationship with a partner NEO KazRossmeduniversitet (agreement on joint activities, April 2015 – 31.12.2017 and 03.01.2018 – 31.12.2021).

Management of CPD programs is transparent. RKMI developed and demonstrated to the experts the "Rules for Advanced Training and Retraining of Medical and Pharmaceutical Personnel", which includes the "Procedure for Enrolling, Registering and Training RKMI Students". The choice of training areas (CPD programs), in turn, corresponds to the mission of the RKMI, and the documentation is developed in accordance with the regulations of additional education (order No. 691 of the Ministry of Education and Science of the Republic of Kazakhstan).

RKMI demonstrated to the experts its academic leadership in relation to further education in the region, which is confirmed by the increase in the number of students and the attractiveness of programs among the heads of medical organizations in Almaty. So, for the period of 2017-2018 of independent activity of RKMI, 1675 specialists were trained. This fact was also reflected in the results of a survey of listeners during an external visit of the experts.

The academic freedom of students of the Institute is expressed in the right to choose the level, type, terms, methods of their education, in the opportunity to participate in the formation of the content of their education and to obtain knowledge according to their inclinations and needs, and is reflected in the Academic policy of the Institute, which is discussed and approved at the Educational Methodological Board (Minutes No. 1 dated 10.01.2017).

Certificates issued by the Institute are taken into account by the National Center for Independent Examination when students pass qualification exams for a specialist certificate.

RKMI cooperates with 4 international organizations (Russia, USA).

The distribution of the budget is carried out in accordance with the strategic plan of the RKMI for 2017-2020. Financial matters are the responsibility of the chief accountant. The budget of the institute is formed from two sources: advanced training and retraining of medical and pharmaceutical workers, as well as other income.

**Strong points:**

1. Management and administration is aimed at achieving the mission and strategic goals of RKMI;
2. Transparency of the management system and decisions;
3. The responsibility of the academic leadership with respect to the development and management of continuing education programs has been identified;
4. The stable financial condition of the Institute;
5. Broad collaboration with partners in the health sector;
6. The effectiveness of the management of the educational process is characterized by an increase in the contingent of students in dynamics over the years.

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

***Standard 8: accomplished***

***Recommendations for improvement identified during the external visit:***

1. To strengthen the management system by further introducing the principles of corporate governance, information and communication technologies, including electronic document management.
2. To provide, when planning the budget, the academic mobility of the teaching staff, the participation of students in international events.

## **Standard 9: CONTINUOUS RENEWAL**

RKMI Strategic Development Plan for 2017-2020 provides for tasks and activities for the continuous improvement of all areas of activity, the implementation of which is analyzed and monitored by management. Thus, the institute pursues a policy of improving its activities with a focus on education and resources. Evidence of this process is the expansion of the management staff and the range of programs, an increase in the teacher base, and an increase in the number of students over the past 2 years. The experts established the commitment of the academic leadership and teachers to ensure the quality of education, which was confirmed by the questionnaire. More than 80% of the teachers surveyed are completely satisfied with the organization of work and the workplace, and more than 90% speak of a good micro-climate in the team, 93% of the teachers are confident that they are able to fulfill themselves as professionals in their specialty within the walls of the RKMI, i.e. the Institute fully supports the desire of teachers to develop. At the same time, not everyone is satisfied with the level of wages, which is the subject of analysis and the search for solutions to RKMI.

A similar picture of the desire of RKMI employees for continuous improvement was found during a survey of students, the overwhelming majority (92%) noted that teachers and program managers are aware of students' problems related to training, which indicates the presence of developed social capital - the level of trust and interaction in Institute. It also testifies to the professional skill of teachers who keep up with the times and possess relevant information and knowledge in the field of medicine.

Experts have received compelling evidence of compliance with this standard.

### **Strong points:**

1. Development and implementation of the Strategic Plan for the Development of RKMI until 2020, which includes the development of MTB, continuing education of teaching staff in pedagogical competencies, management processes and updating educational programs, expanding the scope of programs and other measures for continuous improvement;
2. An analytical review of their own experience in introducing modern teaching technologies into continuing education programs and the search for new improved teaching practices, including foreign ones;
3. National and international cooperation with medical organizations of education and science in order to exchange experience in managing programs and introducing innovative teaching methods.

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

*Standard 9: accomplished*

### **Recommendations for improvement identified during the external visit:**

1. To improve pedagogical skills through participation in the programs of academic mobility of teachers in universities of Kazakhstan, near and far abroad, the search and development of joint programs of bilateral academic mobility between partner universities.

## **6. Recommendations for improving the Russian-Kazakh Medical University LLP activities for confirming to institutional accreditation standards for organization of supplementary education (continuing professional development):**

1. To involve representatives of practical healthcare in the mission statement and ensure the mission is accessible to a wide range of stakeholders by posting it on the institute's website, social media pages.
2. When implementing educational programs in the areas of training, to balance clearly the theoretical and practical component of training, in accordance with the requirements of order No. 165 of the Ministry of Education and Science of the Republic of Kazakhstan.

3. To update the teaching and methodological complexes with additions and changes (form 2 of work programs, book support card, instrumentation) timely and to develop internal documentation on additional education for the effective functioning of the TCC.

4. When developing or revising educational programs, to use modern reliable results of their own and borrowed scientific research and data from practical experience, including updated data from clinical protocols approved by the MH RK, actively involving health professionals in this process.

5. When evaluating students, it is necessary to use a unified 100-point system for assessing the achievement of final learning outcomes of students.

6. To develop a database of test items for basic / acceptance control of the level of competence of the student, to update the database of test items for all types of control, in accordance with modern requirements for the development of tests for the level of additional education (mainly the III level of MSQ complexity).

7. To introduce an anti-plagiarism system and personal portfolio of students into the student assessment program, and to develop assessment methods and forms.

8. To introduce elements of distance technologies, including telemedicine, into the educational process.

9. To include the requirements for the qualification of teaching staff in the personnel policy of the institute.

10. To ensure the improvement of pedagogical and professional qualifications of teaching staff on a regular basis, including training on the development of CIS.

11. To introduce in the CPD programs the training of students to work with international databases of medical literature and actively use them in organizing independent work, including providing regular access to the Cochrane Library and other evidence-based medicine databases.

12. To conduct a systematic and detailed analysis of feedback results from students and other stakeholders and to use the results of the analysis to improve educational programs and the learning process

13. To strengthen the management system by further introducing the principles of corporate governance, information and communication technologies, including electronic document management.

14. When planning the budget, to include the costs of academic mobility of teachers in order to improve pedagogical skills, to develop joint programs of bilateral academic mobility between partner universities.

## 7. Recommendation to the Accreditation Council of ECAQA

Members of EEC reached common ground to recommend to the Accreditation Council to accredit **Russian-Kazakh Medical University LLP** as the organization implementing additional education for a period of 5 years.

### External Expert

|   |                                 |       |
|---|---------------------------------|-------|
| <b>Commission Chairman</b>                              | Balmukhanova AYGUL Vladimirovna | _____ |
| <b>National academic expert</b>                         | Kaliova Sholpan Sabataevna      | _____ |
| <b>National academic expert</b>                         | Kilybaev Talgat Berikkazievich  | _____ |
| <b>Expert – representative of practical health care</b> | Brimzhanova Marzhan Dikhanovna  | _____ |
| <b>Expert – trainee</b>                                 | Tertyubaeva Zhazira Orumbekovna | _____ |
| <b>ECAQA observer</b>                                   | Umarova Makpal Aldibekova       | _____ |



**Quality profile and criteria for external evaluation of the Russian-Kazakh Medical University LLP for conformity to the standards of institutional accreditation of the organization of additional education (continuous professional development)**

| <b>Standard</b> | <b>Assessment criteria</b>  | <b>Evaluation</b> |                            |                      |
|-----------------|---|-------------------|----------------------------|----------------------|
|                 |   | <b>Fulfilled</b>  | <b>Partially fulfilled</b> | <b>Not fulfilled</b> |
| <b>1.</b>       | <b>Mission and outcomes</b>   | <b>13</b>         | <b>0</b>                   | <b>0</b>             |
| <b>2.</b>       | <b>Educational program</b>  | <b>17</b>         | <b>2</b>                   | <b>0</b>             |
| <b>3.</b>       | <b>Assessment of competencies and CPD documentation</b>                                     | <b>6</b>          | <b>1</b>                   | <b>0</b>             |
| <b>4.</b>       | <b>Healthcare professionals (personal professional development)</b>                         | <b>19</b>         | <b>0</b>                   | <b>0</b>             |
| <b>5.</b>       | <b>Provision of supplementary education (continuous professional development)</b>           | <b>12</b>         | <b>0</b>                   | <b>0</b>             |
| <b>6.</b>       | <b>Educational resources</b>  | <b>22</b>         | <b>2</b>                   | <b>0</b>             |
| <b>7.</b>       | <b>Evaluation of supplementary education programs (continuous professional development)</b> | <b>11</b>         | <b>0</b>                   | <b>0</b>             |
| <b>8.</b>       | <b>Organization</b>   | <b>9</b>          | <b>0</b>                   | <b>0</b>             |
| <b>9.</b>       | <b>Continuous renewal</b>   | <b>5</b>          | <b>0</b>                   | <b>0</b>             |
|                 | <b>Total:</b>   | <b>114</b>        | <b>5</b>                   | <b>0</b>             |