

**REPORT**  
**EXTERNAL EXPERT COMMISSION**  
**ON THE RESULTS OF THE ASSESSMENT**  
**Of Public association of Experts and consultants of the external comprehensive**  
**assessment in the field of health care**  
**FOR COMPLIANCE WITH THE STANDARDS OF INSTITUTIONAL**  
**ACCREDITATION OF ORGANISATIONS OF ADDITIONAL EDUCATION**  
**(CONTINUING PROFESSIONAL DEVELOPMENT)**

**External expert evaluation period: February 22-26, 2021**

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

In accordance with ECAQA Order No. 04 dated February 1, 2021, an External Expert Commission was formed to conduct the institutional accreditation of the Public Association of Experts and Consultants of the External Comprehensive Assessment in the Health care Sector in the period 22-26 February 2021, in the following composition:



**Chairperson of the External Expert Commission**

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### **Expert - representative of listeners**

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### **ECAQA Observer**

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The work of the EEC was carried out in accordance with the Regulations on the EEC (Order of the ECAQA Director General No. 4 dated February 13, 2017).

The EEC report contains an assessment of the Public Association of Experts and Consultants of the External Comprehensive Assessment in Health care for compliance with the Standards of Institutional Accreditation of Continuing Education Organisations (Continuing Professional Development) (hereinafter - the Accreditation Standards), recommendations of the EEC on further improving the activities of the Public Association of Experts and Consultants of the External Comprehensive Assessment in the Health care sector.

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

### **2.1 Representation of the Public Association of Experts and Consultants of the External Comprehensive Assessment in Health care**

The public association of experts and consultants of the external comprehensive assessment in the field of Health care (hereinafter referred to as the Association) carries out activities for assessing compliance with national standards for accreditation in the field of Health care, and also implements programmes of additional professional education for specialists with medical education on the issues of accreditation of Health care Organisations.

The association was created through a voluntary association of citizens, based on the proximity of their professional and social principles on the basis of "On Self-Regulation" in September 2018.

The Association is the only accrediting Organisation accredited by the Ministry of Health of the Republic of Kazakhstan (hereinafter – MoH of RK) for the right to carry out an external comprehensive assessment (hereinafter - ECA) of medical Organisations, post-accreditation monitoring, training and selection of experts for conducting an external comprehensive assessment of employees and training employees of medical Organisations (dated October 29, 2019). The association is also the developer of national standards and accreditation procedures.

In the Association conducts a training cycle (hereinafter referred to as TC) on the topic “Preparing experts for external comprehensive assessment and post-accreditation monitoring in the field of health care” (54 hours long), as well as webinars and other forms of online training available to a wide range of stakeholders.

The first students of the Association were enrolled in the cycles in 2019.

## **2.2 Information on previous accreditation**

To date, the accreditation of educational activities of the Association by organizations included in the register of recognized accreditation bodies of the Republic of Kazakhstan (hereinafter – the Republic of Kazakhstan) in the field of education has not been carried out.

The Association has certificates of accreditation by the International Society for Quality in Health Care (hereinafter - ISQua), including accreditation standards and a training programme for training experts of the Association (valid from October 2019 to August 2021).

The association is accredited by the Ministry of Health of the Republic of Kazakhstan for the right to carry out ECA of medical Organisations, post-accreditation monitoring, training and selection of experts for conducting an external comprehensive assessment of employees and training employees of medical Organisations (2019).

## **2.3 Analysis of the Association's self-assessment report for compliance with the Standards of Institutional Accreditation of Continuing Education Organisations (Continuing Professional Development)**

The Association's self-assessment report for compliance with the standards of institutional accreditation of continuing education Organisations (Continuing professional development) (hereinafter - the Self-assessment Report, Report) is presented on 98 pages, including the 78-page report itself, as well as 15 appendices, copies and electronic versions documents for the Organisation located by the links in

<https://drive.google.com/drive/folders/1rmnyCZsKnsSrQ0q8wW4srRZ3cDTymqpV?usp=sharing...>

The Association's Self-Assessment Report provides complete answers to all 9 accreditation standards, with the exception of a number of points that were noted in the EEC Expert Reviews, the Analysis of the Self-Assessment Report made in this Final Report.

The report is characterized by structuredness, taking into account the recommendations of the ECAQA Self-Assessment Guidelines, as well as by the internal consistency of information provided by the accredited Association.

An accompanying document is attached to the Self-Assessment Report.- a letter signed by the Chairperson of the Association B. Kaupbaeva dated December 25, 2020 No. 790, confirming the accuracy of the information and data contained in the report.

The Self-Assessment Report contains a list of 4 members of the internal self-assessment commission, indicating the responsibilities of each employee, information about the representative of the Organisation responsible for the institutional self-assessment - head of the working group - Asel Bolatovna Kurmanova, Director of the Department for Administrative Work and Capacity Building for Health Professionals.

Institutional self-assessment was carried out on the basis of the order of the Chairperson of the Association B. Kaupbaeva dated October 15, 2020 No. 61/1 p / s (k) "On the creation of a working group for self-assessment."

The working group for the preparation of the Self-Assessment Report has done some work: the key directions of institutional activities in the field of additional education, tasks for the implementation of the educational programme (54 hours), data are reasoned, examples of the implementation of educational programmes, events, methodological support of educational programmes, confirming compliance with the requirements of accreditation standards.

The description of the key areas of the Association's activities is quite complete and updated in terms of the number of students, teachers, administration, information on admission, training results,

results of knowledge and skills assessment, material and technical base, contractual obligations with partners, financial information, plans for development and improvement, etc.

Collected the necessary information in accordance with the ECAQA accreditation standards; analysis, updating and addition of methodological and educational materials was carried out, their content is reflected in the Self-Assessment Report. The content of the Self-Assessment Report is structured in accordance with the ECAQA Accreditation Standards and includes a description of strengths, areas for improvement for each of the 9 standards. The database, applications on 20 pages, as well as in the web resource <https://drive.google.com>, are presented in sufficient volume, consistently and there are links to them in the text of the Self-Assessment Report.

## **2.4 General assessment of the Association for compliance with the Standards of institutional accreditation of continuing education Organisations (Continuing professional development)**

Based on the analysis of the Self-Assessment Report by external experts, it was determined that its content was structured in accordance with the ECAQA accreditation standards and the recommendations of the Self-Assessment Guidelines.

The self-assessment report is written in a competent language, concisely, the wording for each standard is clear and understandable, the tables contain links in the text and are consecutively numbered. The consistency and logic in the description of the standards is observed, the wording for each standard is clear and understandable, the tables contain links in the text and / or on the web resource <https://drive.google.com>, and are numbered continuously. There are links to regulatory legal acts (hereinafter - NLA), rules, regulations, educational documents, website pages <https://acqh.kz...>

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

**Conclusion:** The description of Standard 1 in the Self-Assessment Report meets the criteria for institutional accreditation, but at the same time identifies areas for improvement:

1. An association Processes for engaging with stakeholders in the mission and outcomes of the programme should be improved. (1.4.2)
2. In the Self-Assessment Report, reflect in more detail the compliance with the standard (1.1.4)
3. In the Self-Assessment Report, disclose how the mission and goals encourage students to improve their professional practices and promote the principle of continuity in student learning. (1.1.5.)

### **Standard 2: EDUCATIONAL PROGRAMMES**

**Conclusion:** Description of Standard 2 meets the criteria for institutional accreditation, but at the same time areas for improvement are defined

1. In the working curriculum, include a list of knowledge and skills that students will receive.
2. Include obligations to comply with ethical aspects in the implementation of educational programmes to students (2.1.5).
3. With distance learning - to finalize the practical part of the programme.
4. Broader interaction with stakeholders in the design and implementation of the curriculum.
5. To activate and motivate the publication activity of teachers based on the results of practical experience.
6. the Report does not disclose:
  - how the mechanisms for monitoring the SIW and mechanisms for adequately assessing its results have been developed (2.1.3)
  - how the content of programmes based on the principles of scientific methodology, evidence-based medicine and clinical experience is determined (2.2.1);
  - how the Association organizes and facilitates the access of students to updated data and evidence, research results and practical experience (2.2.2);

how the Association adapts training programmes so that they contribute to the elimination of gaps in knowledge and skills of students (mechanisms and processes for assessing students are described) (2.4.1)

how are measures taken to eliminate the identified gaps in the knowledge and skills of students (2.4.2).

how the implementation of programmes is included in the budget of the Organisation, is it taken into account when allocating resources, determining working conditions and planning time by the trainee (2.4.3).

### **Standard 3: ASSESSMENT AND DOCUMENTATION**

**Conclusion:** The description of standard 3 meets the criteria for institutional accreditation, but at the same time areas for improvement are defined:

1. Implementation of the Anti-Plagiarism Policy.
2. Develop and approve the forms of teaching materials of disciplines for the educational programme.

3. Form an electronic database of test questions.

4. Introduction of electronic documentation of the assessment of the student's educational achievements; with the aim of improving the system of documenting actual training and increasing transparency.

5. Additionally, it should be noted that in the Report on this standard, the Association identified as an area for improvement - "Refinement of the method of self-assessment of students. Improving feedback from trainees to improve the programme"

6. The Report does not disclose how the issuance of certificates of completion of training is monitored and documented, whether the system is transparent (3.2.1)

### **Standard 4: THE HEALTH CARE PROFESSIONALS**

**Conclusion:** The description of standard 4 meets the criteria for institutional accreditation, but at the same time areas for improvement are defined:

The Report does not cover the following issues:

1. how the Association provides students with the opportunity to discuss their training needs with leaders and organizers of educational programmes (4.3.1)

2. methodological and methodological support of distance education is not described. (4.2.4);

3. how to ensure a safe environment for trainees when implementing CPD programmes (4.4.1).

### **Standard 5: CPD PROVISION**

**Conclusion:** The description of standard 5 meets the criteria for institutional accreditation, but at the same time areas for improvement are defined:

1. Specify the mechanisms for resolving conflicts of interest in CPD, as defined (5.2.2.).

2. In more detail, disclose in the Report the confirmation of the definition and establishment of internal requirements regarding the content, teaching and assessment methods for the effective implementation of CPD programmes (5.2.3).

3. Disclose how HEIs are involved in improving the quality of CPD programmes (5.3.1.).

4. The association should develop approaches to incentivize HEIs so that they, through the programme of basic medical education, stimulate and motivate students to participate in the programmes. Conduct career guidance work in medical universities and colleges (5.3.2)

5. The association should be more active in conducting research in the field of accreditation with the participation of students / experts (5.3.4).

### **Standard 6: EDUCATIONAL RESOURCES**

**Conclusion:** The description of standard 6 meets the criteria for institutional accreditation, but at the same time areas for improvement are defined:

1. Formation of the library fund of the educational Organisation (possibly through the use of electronic library systems (6.1.1.).

2. To actively conduct their own research, as well as participate in research projects within the framework of the CPD. (6.6.2)

### **Standard 7: EVALUATION OF CPD ACTIVITIES**

**Conclusion: The description of standard 7 meets the criteria for institutional accreditation, but at the same time areas for improvement are defined:**

1. Improve assessment procedures and documentation in training programmes, Assessment Policy (7.1.1)

2. Expand the circle of stakeholders involved in monitoring and evaluating programme implementation. It is necessary to provide constructive feedback from all participants in CPD programmes, including from medical Organisations and health authorities, during which information is systematically requested, analyzed and appropriate corrective measures are taken in the educational process. (7.3.1).

### **Standard 8: ORGANISATION**

#### **Conclusion:**

The description of standard 8 meets the criteria for institutional accreditation, but at the same time areas for improvement are defined:

1. In order to ensure the proper management of programmes, including the content, assessment, documentation, Organisation of programmes, - start procedures to bring programmes and internal regulations in accordance with the updated NLA (8.4.1.)

2. It is advisable to expand the list of implemented programmes in the field of public health and health care Organisation.

3. Formalize the processes of studying and evaluating academic leadership - in terms of the activities of heads of educational programmes regarding the achievement of the mission and goals, the final learning outcomes (8.2.2)

### **Standard 9: CONTINUOUS RENEWAL**

**Conclusion:** The description of standard 9 meets the criteria for institutional accreditation, but at the same time areas for improvement are defined:

1. It is advisable to expand the list of implemented programmes in the field of public health and health care Organisation.

2. The Report does not disclose how the Association plans and allocates resources for continuous improvement of the implemented programme (9.3).

The description of the key activities of the Association is quite complete and updated in terms of the number of students, teachers, administration, information on the results of training, the results of assessing knowledge and skills, material and technical base, contractual obligations with partners, plans for development and improvement, etc.

The 9 Accreditation Standards Conclusion includes a description of strengths and areas for improvement.

Thus, the Association's Self-Assessment Report contains objective, detailed, structured information on all types of activities in accordance with the accreditation standards of the Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care.

### **3. Description of the stages of External Expert Evaluation**

The external expert work on the institutional assessment of the Association was organized in accordance with the Guidelines for the external assessment of educational Organisations and educational programmes of ECAQA (approved by the order of the Director General of the "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care" No. 5 dated February 17, 2017) and according to the programme approved on February 15, 2021 by the Director General of ECAQA Sarsenbayeva S.S., agreed by the Chairperson of the Association, Kaupbayeva B.T. 02/15/2021

Period of external expert evaluation: 22-26.02.21. Dates of visit to the Organisation: 25-26.02.2021

To obtain objective information on the expert assessment of the Association, the EEC members used the following methods: interviews with management and administrative staff, interviews with listeners, observation, study of the web resource <https://drive.google.com>, the website <https://acqh.kz>, interviewing the staff of the Association, teachers, questioning teachers and students, reviewing resources in the context of the implementation of accreditation standards, studying the educational and methodological documents of the Association. Participation of a foreign expert, Dr. med. Ryzhkin S.A. (Russian Federation) was provided on a zoom platform (videos archived with the accreditation body).

The staff of the Association ensured the presence of the persons indicated in the visit programme and in the lists of interview sites.

The sequence of the visit within 2 days is detailed in the Programme and Schedule of the ECAQA External Expert Commission on the Institutional Accreditation of the Association (hereinafter referred to as the Visit Programme), which is located in the documentation of the accreditation center and in the attachment to this Final Report. To obtain evidence of compliance with the accreditation standards and verification of the data of the self-assessment report, external experts requested an additional 11 documents, according to the recommendations of the Self-assessment Guidelines. The experts found that the Association largely complies with the requirements of legal regulations when implementing educational programmes (only a short-term cycle of 54 hours is implemented, which is 100% composed of MPE), and the management systematically monitors this process during internal audits (periodic reporting, etc.).

### **3.1 Questionnaire.**

An online survey was conducted by the ECAQA observer during the period 22-24.02.2021.

The survey of the listeners of the Association included 21 questions.

Listeners have work experience of up to 5 years - 42%; 5-10 years - 24% and over 10 years - 33%.

**Based on the results of a survey of listeners** can be done

Based on the results of the survey, students can conclude that they are highly satisfied with the content of the program and the organization of training. So,

- 97% will recommend studying in this educational Organisation to their acquaintances, friends, relatives
- 91% believe that programme managers and educators are aware of student learning concerns
- 88% are satisfied with the conditions and equipment of classrooms, auditoriums of this educational Organisation
- 91% This educational Organisation has created conditions for rest and meals for students (rest rooms, benches / gazebos on the territory, a canteen) in between classes
- 97% Office equipment (computers, laptops, printers) are available to students in classrooms and practice bases;
- 97% say that teaching staff provide students with methodological and didactic materials, additional literature to prepare for classes
- 94% satisfies the library fund / resources
- 96% are satisfied with access to electronic educational resources
- 94% satisfied with the Organisation of clinical training for trainees
- 91% are satisfied with the training schedule
- 94% are satisfied with the methods of assessing my knowledge and skills
- 91% say that teaching staff in the classroom use active and interactive teaching methods
- 94% say that the teaching staff gives feedback after the end of classes
- 94% are satisfied that they studied at this educational institution
- 94% say that training allows you to improve or acquire the necessary knowledge and skills in your chosen direction
- 94% are satisfied with the Organisation of teaching

- 97% reflected a positive opinion on the work of the External Expert Commission on Accreditation of the Association
- 94% say that it is necessary to carry out accreditation of educational Organisations and educational programmes

**Teacher survey.** The association included 18 questionnaire questions.

Teachers have up to 5 years of teaching experience - 17%; 5-10 years - 33% and over 10 years - 50%.

**Conclusions based on the results of the questioning of teachers**

100% satisfied with the Organisation of the educational process in the Association

100% believe that ethics and subordination are respected in the Organisation in relations between colleagues, teachers, management

100% satisfied with the Organisation of work and workplace in the Organisation

92% believe that the Organisation has an opportunity for career growth and the development of teacher competence

92% are satisfied with the salary

83% are satisfied with the work of the HR service

66% attended professional development courses (programmes)

83% gave a positive characteristic of the microclimate in the team

100% believe that they have the opportunity to realize themselves as a professional in their specialty

92% believe that the students of this educational Organisation have a high level of knowledge and practical skills after completing the training programme

100% positively assess the timeliness of the execution of applications for the acquisition of methodological and didactic materials, office equipment, stationery to ensure the educational process in the Organisation

92% believe that the Organisation supports their participation in conferences (international, republican)

100% believe that the questionnaire is useful for developing recommendations for improving the key areas of your Organisation

Thus, the ECAQA External Expert commission notes that the Association uses a wide range of teaching methods; teacher support programmes; at the same time, it is necessary to pay attention to the Organisation of professional development in teaching skills.

**4. Conclusions of the EEC on external expert evaluation.**

As part of the external expert assessment of the Association for compliance with the ECAQA Institutional Accreditation Standards, the EEC members carefully studied and assessed the main indicators of the Organisation's activities.

The information received by external experts during the study of the self-assessment report, preparation of written reviews with recommendations for improvement, interviews with management, employees of departments, study of documentation, during interviews with 7 administrative workers, interviews with 7 students, 9 teachers, 1 employer, and questioning 33 listeners, 11 teachers.

All the information received was compared with the data of the self-assessment report, which made it possible to make sure that the information provided by the Association and supporting documents for compliance with the above-mentioned ECAQA Accreditation Standards was valid.

Despite the fact that in the report on the institutional self-assessment the Association described its best practice on adherence to the standards of institutional accreditation, during the external expert evaluation by the EEC members, in addition to the 23 documents previously reviewed, 11 additional documents and materials on resources for training were requested, compliance of the educational Organisation with accreditation standards.

Thus, 34 documents and 2 presentations were studied by the external expert committee.



Recommendations for improving the activities of the Association for compliance with the Accreditation Standards, developed by the EEC based on the results of the expert evaluation, were presented at a meeting with the management of the Association on February 26, 2021.

On the last day of the visit, the EEC members carried out an assessment of the Association's compliance according to the "Institutional Quality Profile and External Evaluation Criteria for Compliance with the Standards of Institutional Accreditation" developed by ECAQA. The above document was individually completed by each member of the EEC. No comments were made by the EEC members.

The programme and schedule of the external expert evaluation of the EEC has been fully implemented. On the part of the team of the Association, the participation of most of the persons indicated in the programme is ensured.

Thus, the external assessment and the visit of the EEC members made it possible to verify and validate the data of the institutional self-assessment report. Associations in full in accordance with the Regulation on the External Expert Commission, Guidelines for external evaluation of a medical Organisation formation of ECAQA (order of the Director General No. 5 dated February 17, 2017).

For the work of the EEC, comfortable conditions were created, access to the necessary information and material resources was organized.

## **5. Analysis of compliance with accreditation Standards based on the results of an external assessment of the Association and an overview of the strengths for each standard.**

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

The experts made sure that the mission of the Organisation is defined and reflected in the Strategic Development Plan of the Association for 2019-2023. The development of the mission was carried out in accordance with the NLA, priorities in health care of the Republic of Kazakhstan and was aimed at training experts in the field of aerospace defense.

It was established that the Mission is based on an assessment of the needs of practical health care and society, State programmes for health development, international accreditation practices in health care and contributes to the improvement of the accreditation system in health care through the implementation of international safety and quality standards.

An association in its activities, it provides a balance between general and specific types of activities, such as the Organisation and conduct of ECA medical Organisations of the Republic of Kazakhstan and the training of ECAQA experts. The final version was approved by the Chairperson of the Association as an official document (order No. 6 dated October 4, 2019).

At the same time, experts noted that The Mission and Strategic Objectives do not provide for the provisions on the educational activities of the Association (the activities for the implementation of the educational programme are reflected through the achievement of the Programme Implementation Indicators).

During the survey of students and teachers, it was found out that they are informed about the mission and strategic goals of the Association and that the students of the Association are constantly supported for the entire period of training, as well as their monitoring and after they have completed their training in terms of professional growth.

When talking with representatives of practical Health care, it was found that educational programmes are aimed at improving theoretical knowledge, practical skills, in accordance with national and international requirements for the accreditation of Health care Organisations.

At the same time, the Expert Commission noted the advisability of expanding the list of implemented programmes to provide more choice for students.

Also, the Expert Commission revealed that the working curriculum does not provide / determine the final learning outcomes (the final learning outcomes are included in the Guide for students).

Students discuss the acquired knowledge and skills with colleagues through professional social networks. Trainees demonstrate learning outcomes and workplace competencies in Health care practice, as reflected in interview feedback from employers.

It was revealed that the leadership, students, staff, teaching staff took part in the development of the mission and expected learning outcomes for CPD programmes.

**Strengths (Standard 1):**

1. The Association operates in a self-regulatory environment and has defined its mission, vision, taking into account the status of an independent accrediting body for medical Organisations.
2. The Association carries out training of experts who will further participate in the external complex assessment procedures.
3. Availability of international accreditation ISQua.

**Conclusions of the EEC on the criteria.** Out of 12 standards conform: completely - 4, significantly - 4, partially - 4, do not correspond - 0.

**Standard 1: completed**

**Standard 2: EDUCATIONAL PROGRAMMES**

During the visit, it was revealed that the Association adapts training to the needs of specialists from medical Organisations and individual students, while taking into account the needs of the Health care system.

The Association conducts an integrated form of education based on the joint study of the theoretical and practical part of the programme, as well as the introduction of full-time and distance learning.

Working Curriculum are discussed and approved at a meeting of the Association's Expert Board, and syllabuses are being developed.

The policy of the Association provides for mutual respect for human dignity, which is reflected in the Regulations on Corporate Culture and the Code of Ethics. Questions and appeals of the students of the program on ethical standards are considered by the Ethics Committee of the Association.

The experts made sure that the interaction of students and teaching staff is carried out in the conference rooms of the administrative building, [clinical bases](#), leading medical Organisations of the city, which have a high level of implementation of national and international accreditation standards.

All the necessary information and literature for experts is posted on the official website of the Association.

During the visit of the EEC and the passage of institutional accreditation, it was announced that it was necessary to train the staff of the Association on the issues of teaching methodology. In this regard, an agreement was concluded with the branch of JSC Kazakh Medical University of Continuing Education in Nur-Sultan on training five employees of the Association on the topic "Effective teaching: active teaching methods".

When developing educational programmes, the opinions and wishes of all interested parties are taken into account: students, employers and educational Organisations. The listeners' opinion is studied according to the results of the questionnaire, which is carried out after the completion of the training. However, when interviewing listeners, it was revealed that the content of the programmes is not focused on the plans of individual / independent development of students. The opinion of consumers of services - employers is studied during conducting online surveys and agreeing on draft regulations, studying their views on reforms in the health care system and medical education. The working curriculum is designed according to ISQua requirements.

At the same time, during the visit of the EEC experts, no confirmation was provided on the inclusion in the budget of the Organisation of expenses, accounting for the distribution of resources, for the conduct of educational programmes.

**Strengths (Standard 2):**

1. The planning of training programmes is carried out in accordance with the needs of practical health care.
2. The curriculum developed by the Association is certified by the international Organisation ISQua.
3. During the lessons, various active teaching methods are used.
4. Students participate in the accreditation process as an observer (expert trainee), which allows them to consolidate theoretical skills in practice.

**Conclusions of the EEC on the criteria.** Out of 19 evaluation criteria conform: completely - 4, significantly - 11; partially - 4, do not correspond - 0.

**Standard 2: completed**

### **Standard 3: ASSESSMENT AND DOCUMENTATION**

During the visit, the EEC experts noted that the control of knowledge and the final testing of students is carried out within the timeframes stipulated by the working curriculum. Students who have fully completed all the requirements of the curriculum are allowed to the final testing.

Control over the current progress is carried out in the course of daily training sessions, by conducting short tests (orally), as well as by checking the results of the students' independent work using the methods provided by the working curriculum.

The final control of knowledge after the end of the training of experts is carried out in the form of closed testing on the passed material. Practical knowledge is assessed during the conduct of tracers in medical Organisations.

To assess the knowledge of students, test questions are developed based on the training material. Closed testing with 4 answer options. The content of the test questions is designed in such a way as to cover as much as possible all the passed educational material and contains 50 questions in one version.

In order to monitor educational activities and assess their quality, feedback is collected. For this purpose, online questionnaires have been developed to survey the students of the programme for satisfaction with the programme, methods of teaching and assessment.

According to the results of interviewing the teaching staff and employees of the Association, monitoring of the attendance of the training by the student is carried out by both the teacher and the organizers of the training.

At the same time, during the visit, it was revealed that the Policy for evaluating programme trainees is not defined in separate internal regulatory documents (IRD), is not included in the Programme Management Rules, Guidelines for trainees. Testing requirements are reflected only in the Work Curriculum.

The working curriculum, other internal regulations does not provide for the anti-plagiarism system. The EEC experts noted that the monitoring and documentation of the educational process is carried out in an electronic version, does not fully confirm the consistency and transparency of documentation. The portfolio of programmes is partially formed.

#### **Strengths (Standard 3):**

Monitoring of learning outcomes is carried out through feedback from students.

**Conclusions of the EEC on the criteria** out of 8 evaluation criteria correspond: completely - 0, significantly - 3, partially - 5, do not correspond - 0.

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

1. Define in a separate internal regulation the Policy for Evaluation of Programme Trainees. Provide an anti-plagiarism system in the Evaluation Policy.

2. Bring the documentation of the educational process in line with the QMS standards.

3. Develop our own internal regulations in the order of design and implementation of programmes (including control and measuring instruments and the procedure for their application) in accordance with the updated legislative and regulatory framework of the Republic of Kazakhstan in the field of medical education.

4. Expand the list of developed and implemented educational programmes.

5. Create a Portfolio of the educational programme.

### **Standard 4: THE HEALTH CARE PROFESSIONALS**

The expert commission received convincing data that the motivation for training is the opportunity to get acquainted with domestic and international experience in improving the quality of medical services and patient safety. Obtaining the certificate of an expert of the East Kazakhstan region and the opportunity to participate in the procedures for national accreditation in the field of health are the driving force for the students of the Association.

In order to comply with the student's internal requirements and responsibility for participation in the educational programme, an agreement is concluded before the start of training (with the medical Organisation sending the student or the student). Stimulating the individual participation of Health care professionals in training is implemented through the student's intention to become an expert in the East Kazakhstan region (upon successful completion of the programme).

Students can receive advice related to the choice of an educational programme and on other issues through the contact information posted on the Association's website.

Students are encouraged to discuss the individual value and usefulness of the programmes on the basis of an anonymous questionnaire, which is carried out after each programme. When implementing the CPD programme, modern requirements of practical Health care and data from accrediting centers - foreign partners are taken into account.

The implemented activities of the CPD are recognized by all stakeholders in view of the fact that the Association is the only Organisation in the Republic of Kazakhstan authorized by the Ministry of Health of the Republic of Kazakhstan.

Upon enrollment, the student receives information about the training programme, forms of training, independent work, knowledge control. Each student receives a Student Manual with complete information about the educational programme, with assignments for independent work.

The Association actively uses distance learning, webinars and online seminars, 33 of them are published on the Association's Youtube channel, all materials are in the public domain.

The expert commission, in the course of interviews with the trainees, made sure that the Association provides health professionals / trainees with the opportunity to discuss their training needs with the leaders and organizers of educational programmes of the CPD.

During the interviews with the audience, the expert commission did not receive full confirmation of the participation of students in planning - students are partially involved in the planning and implementation of programmes (participation in working groups / committees responsible for programme planning).

**Strengths (Standard 4):**

1. Stimulating the participation of trainees in the curriculum, including by involving them as experts in the process of accreditation of Health care Organisations.

2. The Association uses remote technologies in the implementation of programmes.

3. Upon completion of the development of the curriculum, in order to study the opinions of the students, an anonymous survey is conducted, based on its results, the educational programme is updated.

4. Possibility of organizing international seminars, master classes, conferences.

5. Communication has been established both with the health care sector and with nongovernmental Organisations and associations.

6. Transparency of the selection procedure and equality of access to additional education.

7. Participation of the Association in the development, formation and effective implementation of national accreditation standards, provision of methodological support to existing experts, promotion and modernization based on regular research and development, all reforms of the Health care system and medical education.

**Conclusions of the EEC on the criteria.** Out of 17 standards conform: fully - 11, significantly - 5, partially - 1, do not correspond - 0

**Standard 4: completed**

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

1. It is necessary to strengthen the Organisation of feedback with medical Organisations, health authorities in order to most effectively adapt the learning process to the needs of the health care system.

2. To intensify the involvement of students in the planning and implementation of programmes (participation in working groups / committees responsible for programme planning).

## **Standard 5: CPD PROVISION**

During the visit, the EEC experts made sure that the Association strives to meet all the requirements in the field of CPD, including through the passage of the appropriate procedures for the recognition of educational programmes. So, there is an ISQua certificate, an order of the Committee for Quality Control and Safety of Goods and Services of the Ministry of Health of the Republic of Kazakhstan (on the passage of accreditation for a period of 5 years). Also, the Association has announced the passage of the ECAQA EEC.

The Association has an approved organizational structure, the activities of the Association include the implementation of an external comprehensive assessment of medical Organisations, post-accreditation monitoring, training and selection of experts for an external comprehensive assessment. In order to manage and coordinate educational activities in the Department for Administrative Work and Capacity Building for Health Professionals, the Association has established and operates a Department for Capacity Building for Health Professionals.

In the Organisation has developed a mechanism to control and monitor the activities of the teaching staff, including those drawn from practical health care - the selection of lecturers for the training of ECA experts and post-accreditation monitoring is carried out by assessing their qualifications and professional skills. The results of the activities of the involved teaching staff are monitored through a survey of students, a rating of lecturers is compiled.

The training programmes implemented in the Association do not fully meet the requirements of the previously existing (2019-2020) legal regulations in the field of CPD. So, in the course of the EEC in the Association, the newly adopted regulations in the Republic of Kazakhstan (December 2020) were discussed and the procedures for adjusting and finalizing the programmes were started.

To avoid situations of conflict of interest, the Association observes the requirements of the Code of Ethics, and the students in the Training Agreement are informed about ethical aspects, including those related to a possible conflict of interest.

Internal requirements for content, teaching and assessment methods are defined in the Curriculum Management Guidelines. The Association has not developed a ECA for the evaluation of educational programmes (Policy for evaluating programme students), these issues are included in the Working Curriculum. In the course of the EEC, the experts consulted the employees of the Association on this issue and the Organisation began to develop the named ECA.

During the visit, it was found that the compliance with the state requirements for CPD of the teachers themselves is not fully ensured (Training in the methodology of educational activities for at least 54 hours), with the exception of the involved teaching staff, whose main place of work is medical universities and research institutes, scientific centers.

During the interview with the teachers, it was determined that the requirements for teaching staff on the use of effective teaching methods and technology were not fully implemented.

In the course of interviewing teachers, recommendations were voiced on attracting students and undergraduates to participate in accreditation programmes. Also, experts of the EEC noted low activity in conducting research on the subject of the programme.

### **Strengths (Standard 5):**

1. The association strives to meet all the requirements in the field of CPD, including through the passage of the appropriate procedures for the recognition of educational programmes.
2. Conducting the practical part of the programme (tracers) directly in medical Organisations.
3. Availability of teachers who are experienced experts of the East Kazakhstan region, developers of national accreditation standards, according to which training is conducted.
4. Involvement of specialists from medical Organisations and other professional Organisations when conducting webinars or other educational events.

**Conclusions of the EEC on the criteria.** Out of 12 standards conform: completely - 5, significantly - 2, partially - 6, do not correspond - 0.

*Standard 5: completed*

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

**Expert recommendations:**

1. Bring the educational programme in line with the established requirements of the NLA MoH RK (in terms of structure and design).
2. Establish internal requirements for assessing the effectiveness of programme implementation.
3. Conduct training of teachers on the methodology of the educational process and communication skills.
4. Introduce requirements for teachers to use effective teaching methods and technology.
5. It is advisable to conduct research in the CPD both independently and in cooperation with medical educational Organisations, to attract students and undergraduates to participate in accreditation programmes.

### **Standard 6: EDUCATIONAL RESOURCES**

The association is located in the administrative premises of the Favorit business center in the city of Nursultan, 56 A Bogenbai Batyr Ave., office 1404 (NP61). At this address, space is rented for employees (14th floor), a conference hall is rented for students during the training (5th floor), a multimedia projector is placed in the conference hall, and tablets with downloaded educational material with Internet access are issued for students.

The Organisation employs 6 teaching staff, in total since 2019 240 specialists were trained in the field of accreditation of Health care Organisations.

At the same time, the specialists of the Association have experience in training experts (implementation of the educational programme of the RCHD since 2009), 580 specialists were trained for the period 2016-2018 (in total, 261 specialists in the Republic of Kazakhstan have the status of an expert of the East Kazakhstan region).

The expert commission notes that access to the relevant professional literature is partially provided - there is no own library, no agreements on the use of the library fund. At the same time, information and literature for listeners and experts is posted on the official website (national standards for accreditation of medical Organisations), access to partners' websites. Access to all webinars is provided by providing links to the Youtube channel and on the website.

Also, it was revealed that the Association does not have permanent contracts with clinical bases, the practice of concluding contracts for the period of educational programmes is used.

Access to the equipment for teaching clinical and practical skills is not provided, as the training program for experts in the field of accreditation of medical organizations does not provide for the formation of clinical skills. At the same time, students' practical skills are developed directly by participating in the work of external expert commissions, when the student who has successfully completed the training acts as an observer-trainee in at least 3 evaluation procedures

During the visit to Ecolife Astana, it was revealed that the practice bases maintain a safe learning environment. The conditions on the practical bases and the material and technical base contribute to the effective implementation of the CPD programs.

The participation of observers in CPD is monitored by the Office of External Comprehensive Assessment and Post-Accreditation Monitoring and Analysis.

When analyzing the information technologies of the EEC, it was revealed that the Association provides access to web resources or other electronic learning tools, all materials are in the public domain for self-study.

During the interview with the students, it was revealed that interaction with colleagues after training is ensured through their joint participation in the procedures of national accreditation.

The Organisation presented evidence of its participation in international events to improve the quality of CPD - ISQua. At the same time, it should be noted that the accreditation training programme is of the same level, there are no differentiated approaches to the programme.

The Organisation does not participate in research projects, there are publications and Copyright certificate.

The Association has implemented a policy on the use of expertise in the field of education in the planning, implementation and evaluation of CPD programmes.

### **Strengths (Standard 6):**

1. An association publishes legal acts, SOPs, articles and manuals on its own website, open access to webinars on the Youtube channel.
2. The Association has developed a Risk Management System
3. The clinical bases of the Association are Organisations accredited by the Joint Commission International.
4. Practical orientation of the programmes, participation of the listener as an observer / trainee in the work of a team of experts.
5. The presence of concluded agreements for the implementation of the practical part of educational programmes with leading medical Organisations of the Republic of Kazakhstan, cooperation with foreign partners

**Conclusions of the EEC on the criteria:** Out of 24 standards conform: fully - 12, significantly - 6, partially - 6, do not comply - 0

**Standard 6: completed**

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

1. Provide access to relevant professional literature (own library / library fund use agreement / e-library)
2. Ensure that there are permanent contracts with clinical sites.
3. Expand the list and differentiate approaches to programmes.
4. Ensure the participation of the Organisation in activities for the methodology and improvement of CPD programmes.
5. It is necessary to participate in research projects within the framework of CPD.

### **Standard 7: EVALUATION OF CPD ACTIVITIES**

Based on the analysis of the Association's documentation made during the visit of the EEC experts, monitoring of the effectiveness of programmes takes place throughout the entire educational process and includes 2 stages of monitoring: upon approval, the teacher presents the programme to the Expert Board; based on the results of the questioning of the students - at the end of the training, to determine the effectiveness of the programme, to identify its strengths and weaknesses, and to the teaching methodology, a questionnaire of the listener is carried out.

Expected learning outcomes are not included in the curriculum (available in the Trainee Manual), there is no internal regulations for the evaluation policy.

Feedback between the students and the Association is carried out through the teachers, the collection of information from the students about the results of their professional activities and training needs is carried out through a questionnaire after each course. Information about the results of the questionnaire forms the basis for changing programmes.

Students are actively involved in the evaluation of educational programmes in the online platform Google Forms.

The EEC experts noted that there is no full involvement of all interested parties in providing access to the results of the assessment of students and educational programmes; to the final results of training specialists; to feedback.

### **Strengths (Standard 7):**

The Association has developed and is applying mechanisms for monitoring the effectiveness of programmes; the procedures for questioning students were organized with the subsequent updating of educational programmes.

**Conclusions of the EEC on the criteria.** Out of 11 standards conform: fully - 8, significantly - 1, partially - 2, do not comply - 0

**Standard 7: completed**

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

1. Include learning outcomes in training programmes, approve internal regulations for evaluation policy.
2. It is necessary to provide constructive feedback from all participants in CPD programmes, including from medical Organisations and health authorities, during which information is

systematically requested, analyzed and appropriate corrective measures taken in the educational process.

### **Standard 8: ORGANISATION**

During the visit, it was found that during planning CPD programmes, the Association focuses on the stated mission and determines the expected final learning outcomes. At the same time, the Mission does not reflect the issues of the educational activities of the Organisation. It was also revealed that the final learning outcomes are not defined by the Working Curriculum, but are included in the Trainee Guidelines, which requires adjustments to the curriculum.

Academic leadership is based on the fact that all experts of the East Kazakhstan region involved in the procedures of national accreditation in the Republic of Kazakhstan are trained in the Association, as in the only Organisation that evaluates medical Organisations in the country. The Association is also a developer of draft regulations.

The expert commission revealed that due to the fact that the Organisation implements one programme, the independence of the choice of the students of this or that training programme **cannot be fully realized**.

Also, the Expert Commission identified partial compliance to ensure the proper management of programmes (for maintaining records).

#### **Strengths (Standard 8):**

1. Conducting an external comprehensive assessment of medical Organisations for compliance with the requirements of national accreditation standards in the health sector is the main activity.

2. The quality of the implemented training programmes is ensured by compliance with the developed rules for the management of training programmes.

3. The presence of a structure that provides coordination, monitoring and control of educational activities; defined responsibilities and obligations in relation to the management of the educational programme.

*Conclusions of the EEC on the criteria.* Out of 9 standards conform: fully - 2, significantly - 5, partially - 2, do not comply - 0

*Standard 8: completed*

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

1. Update the Mission by including issues of the educational activities of the Organisation.

2. Consolidate learning outcomes with working curricula.

3. Expand the list of programmes to ensure the independence of students' choice of programmes.

4. Introduce a Quality Management System and the position of a methodologist in the Organisation.

5. Form and align the teaching materials for the educational programme in accordance with modern approaches

### **Standard 9: CONTINUOUS RENEWAL**

The expert commission, during the analysis of the processes of updating the curriculum, noted that it is necessary to revise the programmes and approaches to the Organisation of the educational process in accordance with the new regulatory documents (order of the Ministry of Health of the Republic of Kazakhstan dated December 21, 2020 No. 303).

The Association did not provide confirmation of budget planning taking into account the improvement of educational programmes.

The expert commission noted that given that the Organisation began independent activities in 2019, a systematic approach to the renewal processes and improvement of the renewal has not been developed.

The expediency of expanding the list of implemented additional professional programmes in the field of public health and Health care Organisation was also noted.

#### **Strengths (Standard 9):**



1. Updating the programme is carried out taking into account the retrospective and prospective analysis, changes in the regulatory legal acts in the field of accreditation.
2. The association conducts an audit of the curriculum based on feedback for compliance with ISQua requirements for compliance with national standards. According to the results of the audit changes are made to improve.
3. Conducting an audit of the curriculum based on feedback, for compliance with ISQua requirements, national standards in the field of accreditation.

**Conclusions of the EEC on the criteria.** Out of 6 standards conform: completely - 1, significantly - 1, partially - 4, do not correspond - 0.

**Standard 9: completed**

**There are no recommendations for improvement identified during the external visit.**

1. Revision of programmes and approaches to the Organisation of the educational process in accordance with the new regulatory documents.
2. Budget planning is carried out taking into account the improvement of educational programmes.

## **6. Recommendations for improving institutional performance Associations.**

### **STANDARD 1. MISSION AND OUTCOMES**

It is recommended to update the Mission of the Organisation, reflecting CPD educational activities. To more actively involve students' representatives in the discussion and work on updating the mission. Update the Strategic Plan for 2019-2023 with a separate goal for educational activities and scientific research.

Approve the targets for the implementation of the Curriculum Indicators for 2019-2023.

To systematize approaches to determining the final learning outcomes of students.

### **STANDARD 2. EDUCATIONAL PROGRAMMES**

The programmes reflect references to the Code "On the health of the people and the health care system" and the Normative legal acts (NLA), set for loss.

To activate and motivate the publication activity of teachers.

Provide expenses for educational programmes in the Organisation's budget.

Expand the list of educational programmes, taking into account the Standards of accreditation of Health care Organisations, the contingent of students.

It is necessary in the developed educational programmes to include information obtained in the result of their own scientific research.

### **STANDARD 3. ASSESSMENT AND DOCUMENTATION**

Provide an anti-plagiarism system in the Evaluation Policy.

Bring the documentation of the educational process in line with the quality management system (QMS) standards.

Develop our own internal regulatory documents (IRD) for the design and implementation of additional professional programmes (including control and measuring instruments and the procedure for their application) in accordance with the updated legislative and regulatory framework of the Republic of Kazakhstan in the field of medical education.

Expand the list of developed and implemented educational programmes.

Create a Portfolio of the educational programme.

### **STANDARD 4 THE HEALTH CARE PROFESSIONALS**

It is necessary to strengthen the Organisation of feedback with medical Organisations, health care authorities in order to most effectively adapt the learning process to the needs of the health care system.

To intensify the involvement of students in the planning and implementation of programmes (participation in working groups / committees responsible for programme planning).

### **STANDARD 5 CPD PROVISION**

Bring the educational programme in line with the established requirements of the NLA MoH RK (in terms of structure and design).

Establish internal requirements for assessing the effectiveness of programme implementation.

Conduct training of teachers on the methodology of the educational process and communication skills.

Introduce requirements for teachers to use effective teaching methods and technology.

It is advisable to conduct research in CPD both independently and in cooperation with medical educational Organisations, to attract students and undergraduates to participate in accreditation programmes.

### **STANDARD 6. EDUCATIONAL RESOURCES**

Provide access to relevant professional literature (own library / library fund use agreement / e-library)

Ensure that there are permanent contracts with clinical sites.

Expand the list and differentiate approaches to programmes.

Ensure the participation of the Organisation in activities for the methodology and improvement of CPD programmes.

It is necessary to participate in research projects within the framework of CPD.

### **STANDARD 7. EVALUATION OF CPD ACTIVITIES**

Include learning outcomes in training programmes, approve INTERNAL REGULATIONS for evaluation policy.

It is necessary to provide constructive feedback from all participants in CPD programmes, including from medical Organisations and health authorities, during which information is systematically requested, analyzed and appropriate corrective measures taken in the educational process.

### **STANDARD 8. ORGANISATION**

Update the Mission by including issues of the educational activities of the Organisation.

Consolidate learning outcomes with Working Curricula.

Expand the list of programmes to ensure the independence of students' choice of programmes.

Introduce a Quality Management System and the position of a methodologist in the Organisation.

To form and bring into conformity the teaching materials for the educational programme in accordance with modern approaches.

### **STANDARD 9. CONTINUOUS RENEWAL**

Revision of programmes and approaches to the Organisation of the educational process in accordance with the new regulatory documents.

Budget planning is carried out taking into account the improvement of educational programmes.

## 7. Recommendation to the ECAQA Accreditation Council

The EEC members established compliance with the Standards of institutional accreditation of medical Organisations of continuing education (continuing professional development) and came to a unanimous opinion to recommend the ECAQA Accreditation Council to accredit the Public Association of Experts and Consultants of the External Comprehensive Assessment in Health care as an Organisation providing additional education for a period of 3 (three) years.

### **Chairperson**

Ismailova Altynay Nagyzkhanovna

### **Foreign expert**

RYZHKIN SERGEY ALEXANDROVICH

### **National academic expert**

Asenova Lyazzat Khasenovna

### **Expert-representative of employers**

ZHUKUBAEVA ALMIRA ASETKYZY

### **ECAQA Observer**

UMAROVA MAKPAL ALDIBEKOVA



The image shows four handwritten signatures, each written on a horizontal line. The signatures are in blue ink and appear to be cursive or semi-cursive. The first signature is the most stylized, the second is more legible, the third is also stylized, and the fourth is the most legible.

**Quality profile and criteria for external institutional evaluation (summary)  
Organizations of additional education (continuing professional development)**

Standard	Criteria for evaluation	Number of standards = BS * / SU	Evaluation			
			Totally coincides	Significantly corresponds	Partially corresponds	Does not correspond
1.	<b>MISSION AND OUTCOMES</b>	12 = 8/4	4	4	4	0
2.	<b>EDUCATIONAL PROGRAMMES</b>	19 = 10/9	4	11	4	0
3.	<b>ASSESSMENT AND DOCUMENTATION</b>	8 = 6/2	0	3	5	0
4.	<b>THE HEALTH CARE PROFESSIONALS</b>	17 = 11/6	11	5	1	0
5.	<b>CPD PROVISION</b>	12 = 5/7	5	1	6	0
6.	<b>EDUCATIONAL RESOURCES</b>	24 = 12/12	12	6	6	0
7.	<b>EVALUATION OF CPD ACTIVITIES</b>	11 = 6/5	8	1	2	0
8.	<b>ORGANISATION</b>	9 = 5/4	2	5	2	0
9.	<b>CONTINUOUS RENEWAL</b>	6 = 3/3	1	1	4	0
	<b>Total:</b>	<b>118 = 66 BS / 51SU</b>	<b>47</b>	<b>37</b>	<b>34</b>	<b>0</b>
			<b>118</b>			