

To Accreditation Council  
Of Eurasian Center  
For Accreditation and Quality Assurance  
In Higher Education and Health Care

January 06, 2022

**THE EXTERNAL EXPERT COMMISSION REPORT  
ON THE RESULTS OF THE EVALUATION OF THE ADVANCED TRAINING  
DEPARTMENT WITH THE REGIONAL SIMULATION CENTER OF THE  
“HIGHER MEDICAL COLLEGE” OF THE NUR-SULTAN AKIMAT FOR  
COMPLIANCE WITH THE STANDARDS OF ACCREDITATION OF  
TRAINING AND SIMULATION CENTERS IN MEDICINE AND HEALTH  
CARE**

**external expert evaluation period: December 22-24, 2021**

**Nur-Sultan, 2021**

## CONTENT

	List of symbols and abbreviations	2
1.	The composition of the EEC	3
2.	General part of the final report of the EEC	5
2.1	Presentation of the Regional Simulation Center of the State Enterprise on the REM "Higher Medical College (HMC) of the Nur-Sultan akimat"	4
2.2	Information about previous accreditation	5
2.3	Conclusion on the results of the review of the self-assessment report of the Regional Simulation Center "HMC of the Nur-Sultan akimat" for compliance with the Accreditation Standards	6
3.	Description of the stages of external expert evaluation and conclusions	7-12
4.	Stakeholder survey results	12-15
5.	Analysis for compliance with accreditation standards based on the results of an external assessment of the Regional Simulation Center of the State Enterprise on the REM "HMC" of the Nur-Sultan akimat" and an overview of the strengths for each standard	15-21
6.	Recommendations for improving the activities of the Regional Simulation Center	22
7.	Recommendation to the ECAQA Accreditation Council	22
	Attachment 1. Quality profile and criteria for external evaluation of the Regional Simulation Center for compliance with the Accreditation Standards for Training and Simulation Centers in Medicine and Health care	23
	Attachment 2. List of documents reviewed by EEC members as part of accreditation	23
	Attachment 3. Programme of the external visit	24-33

## LIST OF SYMBOLS AND ABBREVIATIONS

<b>Abbreviation</b>	<b>Designation</b>
HMC	Higher Medical College
SPE on REM	State public enterprise on the right of economic management
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care
MES RK	Ministry of Education and Science of the Republic of Kazakhstan
MoH RK	Ministry of Health of the Republic of Kazakhstan
MTB	Material and technical base
NJSC	Non-profit joint stock company
CPD	Continuous Professional Development
CME	Continuing Medical Education
DAT	Department of advanced training
EP	Educational programme
PHC	Primary Health Care
RSC	Regional Simulation Center
QMS	Quality Management System
CMC	Cycle methodological commission

### 1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 33 dated December 08, 2021, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external assessment on December 22-24 Regional Simulation Center (hereinafter referred to as the RSC) of the State Enterprise on the REM "Higher Medical College of the Nur-Sultan akimat" in the following composition:

<b>No. p / p</b>	<b>Status in the EEC</b>	<b>Full name</b>	<b>Regalia, position, place of work / place of study, course, specialty</b>
1	Chairperson	SITKAZINOVA GULNARA KINZHITAEVNA	Deputy Director for Human Resources and Administrative Support of the PSE on REM "Pavlodar Medical Higher College", Honorary Worker of Education of the Republic of Kazakhstan
2	foreign expert	OLEYNIKOVA TATYANA ANATOLYEVNA	Head of the Education Quality Management Department of the Educational and Methodological Department, Associate Professor of the Department of the UEF "Kursk State Medical University", Candidate of Pharmaceutical Sciences
3	Kazakh academic expert	MUKANOVA DINARA ADLETOVNA	Head of the Department of Simulation Technologies NJSC "Semey Medical University", candidate of medical sciences, associate professor, general practitioner of the highest qualification category, member of LLC "Russian Society for Simulation Education in Medicine" (Russia).
4	Kazakh academic expert	TOKBERGENOVA GULMIRA TELMANOVNA	Director of Higher Medical College LLP "Interdent", candidate of pedagogical sciences, honorary worker of education of the Republic of Kazakhstan, excellent health worker of the Republic of Kazakhstan
5	Kazakh academic expert	KUMAROVA ALTYNAI BALTABAEVNA	Deputy director for teaching and educational work SPE on REM "Taldykorgan Higher Medical College"
6	Kazakh academic expert	AMANOVA ELMIRA GAZIZOVNA	Head of Department "Applied Bachelor of Nursing" of LLP "Republican Higher Medical College"
7	Kazakh academic expert	ITESOVA LYAZAT MUHAMBEDBADEKOVNA	Teacher of special disciplines of PSE on REM "Kostanay Higher Medical College"

			Health Department of Akimat of Kostanay region
8	Employers' representative	ORYNBASAROV ABZAL BAYYRBEKOVICH	Deputy director for quality control of medical services of SPE on REM "City Polyclinic No. 7" Nur-Sultan akimat
9	Student Representative	SHIRGATOVA ZARINA AIBATOVNA	Student of the 4th year of study in the specialty "Medicine (feldsher)" of the Higher Medical College "DANALYK" named after Zoya Galimovna Murzagulova

*ECAQA Observer*– Umarova Makpal Aldibekovna, Head of Accreditation and Monitoring Department

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 Regional simulation center of the State Enterprise on the REM "Higher Medical College of the Nur-Sultan akimat" for compliance with the Accreditation Standards for Training and Simulation Centers in Medicine and Health care, developed by "ECAQA" (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improving the activities of the above-mentioned organization and recommendations for the ECAQA Accreditation Council.

## 2. General part of the final report

### 2.1 Representation of Regional simulation center SPE on REM "Higher Medical College of the Nur-Sultan akimat"

State public enterprise on the right of economic management "Higher Medical College" of the Nur-Sultan akimat (hereinafter referred to as the College) is one of the leading oldest educational institutions of the Republic of Kazakhstan for the training and retraining of paramedical and pharmaceutical workers. Today, the Higher Medical College SPE on the REM "Higher Medical College" of the Nur-Sultan akimat is a modern educational organization of the capital of the Republic of Kazakhstan with a developed material and technical base, professional creative teaching staff, which provides high quality educational services through the introduction of innovative learning technologies.

The advanced training department with a regional simulation center is a structural subdivision of the college, the activities of the department are carried out by the head of the department, who is directly subordinate to the director. The advanced training department is located on the 3rd floor of the college, has a total area of 223.1 m<sup>2</sup> (7 rooms).

Organization name, legal form of ownership, BIN	SPE on REM "Higher Medical College" of the Nur-Sultan akimat, BIN 990640001589
Full name of the first head	Sarzhanova Akbala Nurseitovna
date of creation	1935
Location and contact details	Nur-Sultan, Shakarim Kudaiberdiuly avenue, 16
The total number of educational programmes implemented in this organization	7: SD, LD, obstetrics, laboratory diagnostics, pharmacy, dentistry, PB
The total number of trainees trained and students since the beginning of the activity	Approximately 20 thousand

Number of students with higher education	For 2019-2021 - 2818 people
Number of students with secondary special education	5569 people
Number of listeners and students since the beginning of the current year	Listeners - 999, students - 1331
Full-time teachers/ part-time workers	89 full-time and 3 part-time
Quantity of equipment in units.	146 units for the defense industry
Number of equipment purchased in the current year, units	-

## 2.2 Information about previous accreditation

To date, accreditation of educational activities of Regional simulation center was not carried out.

**2.3 Conclusion on the results of reviewing the report on self-assessment of the Regional Simulation Center "Higher Medical College of the Nur-Sultan akimat" for compliance with the Accreditation Standards.**

Report on self-assessment of Regional simulation center (hereinafter referred to as RSC) is presented on 82 pages of the main text, 12 pages of annexes and copies or electronic versions of documents on the organization of education, located at the link [www.hmc-astana.kz](http://www.hmc-astana.kz)

The report is characterized by the completeness of responses to all 10 main accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for conducting institutional self-assessment provided to the organization by the accreditation center - ECAQA, as well as the internal unity of information. Accompanying the report is a letter signed by the head of the college director Ph.D., Sarzhanova A.N., which confirms the accuracy of the quantitative information and information included in the self-assessment report.

The report contains a list of 6 members of the internal self-assessment commission indicating the responsibility of each employee, information about the representative of the organization responsible for conducting the self-assessment of the RSC - Markhanova Nadezhda Toleugabylovna.

The institutional self-assessment of the RSC was carried out on the basis of the order of the head of order No. 477 of June 30, 2021 "On the establishment of a working group to conduct a self-assessment of the RCC and write a self-report".

The report was reviewed by an accreditation expert, Associate Professor Dinara Adletovna Mukanova, and the reviews noted strengths and areas for improvement, as well as recommendations for additions and changes, including the following:

Standards	Recommendations of the reviewer(s)
1	-
2	-
3	-
4	RSC should more widely practice the use of distance learning technologies in training programmes.
5	Full-time teaching staff must have a certificate on the use of simulation technologies in the educational process, not only part-time workers. Recruitment and optimization of RSC staff
6	-
7	-
8	-

9	<p>Conduct scientific publications in the field of medical and simulation training, with further presentation of research results at national and international simulation training events.</p> <p>Conduct local, republican and international events on simulation training (conferences, master classes) on the basis of the RSC with the involvement of leading experts in the field of simulation training.</p>
---	---

Thus, in the process of feedback from the representative of the educational organization, the experts received answers to the questions that arose, and the report on institutional self-assessment made appropriate changes and additions based on the recommendations of the reviewers. The report is submitted to ECAQA in a finalized form, with data adjusted according to the above recommendations, written in competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, the tables are referenced in the text and are numbered consecutively.

The quality of the self-assessment report served as the basis for the transition to the next stage of the accreditation procedure - external assessment. The experts plan to validate the report data, compare the information from the report with the information that will be obtained during a visit to the educational organization, i.e. verification of quantitative and qualitative indicators.

There are links to normative legal acts, model rules, regulations, educational and methodological documents, site pages.

### **3. Description of external expert evaluation and conclusions**

External expert work on accreditation of Regional simulation center was organized in accordance with the Guidelines for the external evaluation of educational institutions 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 and schedule approved on 08 December 2021 by ECAQA Director General Sarsenbayeva S.S. and agreed with the director of the college Sarzhanova A.N.

To obtain objective information on expert evaluation of Regional simulation center EEC members used the following methods: interviews with management and administrative staff, interviews with students, observation, study of the website, interviews of stakeholders (teachers, employers, students), questionnaires for teachers and students, review of resources in the context of the implementation of accreditation standards, study educational and methodical documents.

The sequence of the visit within 3 days is detailed in the Visit Programme (hereinafter referred to as the programme), which is located in the documentation of the accreditation center and in Attachment 3 to this report. The programme is proof of the implementation of all planned activities within the framework of an external expert evaluation.

To obtain objective information, the members of the EEC used the following methods and their results:

- interview with management and administrative staff - 8 people in total;
  - interviews with listeners – 18 people;
- website exploration [www.hmc-astana.kz](http://www.hmc-astana.kz)
- interviewing 48 teachers;
  - questioning teachers - 48;
  - Observation of trainees' learning: attending a practical lesson of a teacher with doctors and nurses on IMCI Sadvokasova M.A.
  - review of resources in the context of the implementation of accreditation standards: 2 bases of practice / clinical engagement were visited, including the City Emergency Medical Station, Multidisciplinary City Children's Clinic No. 2, where training is provided in 2 educational programmes with the participation of 5 full-time teachers / part-time teachers;

- study of educational and methodological documents in the amount of 26 units. both before the visit to the organization and during the visit to the departments (the list of documents examined is in Attachment 2).

The staff ensured the presence of all persons indicated in the visit programme and according to the lists of interview sites (Table 1, Lists of students, teachers and employers for interviews are located in ECAQA).

**Table 1 - Information on the number and category of participants in meetings, interviews, interviews with members of the EEC**

<b>No.</b>	<b>FULL NAME.</b>	<b>Position</b>
1.	Sarzhanova A.N.	Director
2.	Kadysheva I.V.	Deputy director for educational and production work
3.	Ahmet G.Y.	Deputy director for teaching and educational work
4.	Tleuzhanova A.B.	Head of the educational and methodological department
5.	Zhaksylykova Zh.B.	Head of Human Resources Department
6.	Kaisaeva A.A.	Head of the department for organizing the educational process
7.	Tukanaeva S.S.	Head of Applied Bacalaureate Department
8.	Shokeyeva A.S.	Practice manager
9.	Tulebaeva T.M.	Head of Education
10.	Khamzina Zh.T.	Chief Accountant
11.	Abildinova G.S.	Head of Information Technology Department
12.	Buranbaeva M.E.	Library manager
13.	Markhanova N.T.	Head of the simulation center
14.	Berdibay S.M.	Student Parliament President
15.	Artysheva R.K.	Head of department "Nursing"
16.	<b>Suleimenova S. N.</b>	Head of the CMC "General humanitarian and socio-economic disciplines"
17.	<b>Karabaeva J. S.</b>	Head of the CMC "General professional disciplines"
18.	<b>Teslina G. N.</b>	Head of the CMC "Special Disciplines No. 1"
19.	Anarova A.A.	Head of the CMC "Special Disciplines No. 2"
20.	Musazhanova M.K.	Teacher
21.	Dzholdinova K.K.	Teacher
22.	Rakhmanberdiyeva Z. K.	Teacher
23.	Koshaeva P.K.,	Teacher
24.	Kulakhmetova R. M.	Teacher
25.	Shokeyeva A. S.	Teacher
26.	<b>Orazbaev M. B.</b>	Representative of practical Health care
27.	<b>Kulusheva G. E.</b>	Representative of practical Health care
28.	<b>Bayserkina D.S.</b>	Representative of practical Health care
29.	<b>Tsepke A. B</b>	Representative of practical Health care
30.	<b>Tuleutaev, M E</b>	Representative of practical Health care
31.	<b>Esentaeva E. A.</b>	Representative of practical Health care
32.	<b>Abduov M.K.</b>	Representative of practical Health care
33.	<b>Kuanysheva A. Sh.</b>	Representative of practical Health care
34.	<b>Kenzhebaeva S K.</b>	Representative of practical Health care
35.	Malinovskaya L.N.	Representative of practical Health care
36.	Abenova K. T.	Representative of practical Health care
37.	Dementieva E. A.	Representative of practical Health care
38.	Nurbekova Sh. A.	Representative of practical Health care



39.	Kuanyshbaeva A. M.	Representative of practical Health care
40.	Musabayeva A. M.	Representative of practical Health care
41.	Sagyndykova G.I.	Representative of practical Health care
42.	Diyarova A. A.	Representative of practical Health care
43.	Soboleva E. V.	Representative of practical Health care
44.	Zhulumbetova B. E.	Representative of practical Health care
45.	Musulkanova Zh. T.	Representative of practical Health care
46.	Kudaibergenova K. K.	Representative of practical Health care
47.	Zakirova F.I.	Representative of practical Health care
48.	Erep V.V.	Representative of practical Health care
49.	Pavlova T. A.	Representative of practical Health care
50.	Berdibay Saparbek	Student Parliament Representative

Thus, when implementing the programme activities, namely, based on the results of an interview with the first head of the organization, members of the advisory and advisory body, Cycle methodological commissions, in interviews with students and teachers, compliance with the criteria of standard 1 was established. Since 2007, simulation technologies for training began to be actively introduced in the country, including at advanced training departments, and in 2014 Regional simulation centers were deployed in all regions of the Republic, since in In practical Health care, there remained a large number of medical workers who were not covered by training using simulation technologies. This justifies the relevance and necessity of the work of this center in Nur-Sultan.

All participants in the educational process know the mission of the organization, took part in the formation of proposals for formulating the mission, while the mission was brought to the attention of potential listeners through the website, social networks, newsletters to medical organizations. Reviewed the strategic plan of the organization for a period of 5 years, including areas such as organization of a multi-level system of additional and non-formal education of Health care professionals and the acquisition of new qualifications in accordance with the socio-economic requirements of practical Health care, the personal needs of students who are ready for continuous professional growth and continuous medical education, i.e. lifelong learning, which confirms fulfillment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with 12 students, it was found that before the start of classes, teachers inform about the mission, work plans of the educational organization, they say where to get the necessary information about the educational programme, teachers, training bases, and the opportunity to draw up an individual training schedule. This indicates compliance with **standard 2** in terms of adapting training to the needs and wishes of individual students. Thus, the structure of the simulation module during one lesson is divided as follows: 10% of the time is devoted to the input control of the level of preparedness, briefing, setting goals and objectives of the training and final testing; 20% of the time is occupied by the theoretical part; 30% of the time listeners work out practical skills, scenarios, and 40% is used for debriefing. Independent extracurricular work of the student is 1/3 of the educational process.

The documents of the organization contain work programmes where the goal is defined, the integration of practical and theoretical components, independent work are taken into account. Compliance with standard requirements has been established. Attending a practical lesson of the teacher Anarova A.A. on the topic of BLS, the experts received convincing evidence that the training is carried out according to the plan, before the start of the lesson, students answer tests, receive feedback from the teacher, and have the opportunity to improve their skills in basic cardiopulmonary resuscitation. The organization ensures compliance with ethical aspects in the implementation of educational programmes, as the experts studied the code of ethics and during the interview, the listeners answered that they were aware of the content of this document.

When visiting a practical lesson Zhaupanova Z.Zh. on the topic "Simulation Technologies in Pediatrics - IMHI" and during the conversations with the attendees, the experts saw that the organization

contributes to the development of practical competencies of Health care professionals. At the same time, students deepen their theoretical knowledge and develop communication skills.

An analysis of educational activities showed that the scientific basis and all the achievements of science in advising disciplines were taken into account, additions were made to the bibliography, and teachers apply them in the classroom.

The study of control and measuring tools, checklists, algorithms of skills showed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of the educational achievements of students. During the interview, the listeners spoke about the forms of evaluation, for example, the evaluation table, the scoring scale, and that they were satisfied with everything. They also receive regular feedback from teachers. The system for appealing the results of the assessment is reflected in the relevant document, and during the period of work of the educational organization there were no precedents for the filing of an appeal by students. Thus, compliance with standard 3 is established.

During a visit to the organization and during an interview with the head of the defense industry complex with the RSC, Markhanova N.T., the commission was convinced that there is a documentation system that transparent and accessible to all faculty and staff, and includes documents such as annual operating plans, annual reports, department regulations, contracts with faculty and students and educational and methodological documentation (work programme, working curricula, syllabuses, journals), evaluation tools (check-lists, statements), certificates. A review of the website showed that its pages contain documents necessary for students and have information according to the schedule of PC cycles, which is regularly updated. This information was obtained during an interview with a college teacher Zhienalina B.A.

During pvisiting the advanced training department with a simulation center, where experts conducted a survey of the resources of the simulation center, their compliance with training programmes, accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical Health care. The experts obtained evidence of the implementation of standard 6, as well as validation of the information in the self-assessment report.

Interview with 44 teachers, showed that there are both successes and problems in the management of education, depending on the specific base (admission of students to the equipment, a sufficient number of thematic patients, time to maintain medical records, independent work). The experts received answers about the teacher training programme, the financing of this training, and whether teachers have certification in teaching methods.

On the same day, the experts studied the materials on the admission of students and the selection of teachers and found compliance with standard 4.

In order to validate the implementation of the data of the self-assessment report and obtain evidence about the quality of the programmes, interviews were conducted with the trainees. The experts asked questions about satisfaction with the training, the sufficiency of time for practical training, work with medical records, as well as satisfaction with the teaching methods and qualifications of teachers. Conclusions: the quality of training fully satisfies the students, the material and technical base of the defense industry, the number of dummies, dummies is sufficient for practical training of cadets.

Interview with 9 employers conducted online and included such questions as: satisfaction with the quality of education of college graduates, whether employees of their organizations undergo advanced training in the college's defense industry, whether they are satisfied with the quality of education.

The review of resources showed that they correspond to the goals and objectives of educational activities, for example, the City Emergency Station, the Multidisciplinary City Children's Hospital No. 2 were visited, and the employees of the educational organization provide collegial and ethical relations with the medical staff, the leadership of the clinical base to achieve the final results of students.

The advanced training department is equipped with equipment and technical means that meet all modern requirements.

Classrooms are decorated with thematic stands, visual aids, multimedia equipment, interactive whiteboards, mannequin simulators, educational literature, methodological developments, syllabuses,

slides, presentations.

The following stations are deployed in the simulation center:

- Obstetric-gynecological (maternity) block (hall)
- Resuscitation unit (hall)
- Block of practicing practical skills in therapy, pediatrics, surgery
- Block (room) for debriefing
- Monitor unit (operator's room for video recording)
- study block (room)

To ensure a high-quality information and educational environment and the introduction of information and simulation technologies, significant funds are annually invested in the educational process to purchase new equipment and upgrade the material and technical base for modern computer equipment, interactive, modern simulation equipment, mannequins, dummies.

The main sources of formation of financial resources of the educational process for the defense industry and the simulation center are:

-003 "Professional development and retraining of personnel of state Health care organizations";

-005 "Advanced training and retraining of personnel of state Health care organizations" on the specifics of 159 "Payment for other services and works"

On the last day of the visit to the organization, a meeting of the members of the EEC was held following the results of the external evaluation. A final discussion of the results of the external evaluation, the study of documents, the results of interviews, interviews, and questionnaires was held. EEC members have begun drafting the final report of the EEC. Generalizations of the results of the external evaluation are made. The experts individually completed the "Institutional Quality Profile and External Evaluation Criteria of Regional simulation center of the State Enterprise on the REM "Higher Medical College of the Nur-Sultan akimat" to the ECAQA Accreditation Standards. No comments were made by the EEC members. Recommendations for improvement for the organization of education and chairperson G.K. Sitkazinova were discussed. A final open vote was held on the recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

Comfortable conditions were created for the work of the EEC, access to all necessary information and material resources was organized. The Commission notes the high level of corporate culture of the Higher Medical College of the Nur-Sultan akimat, the high degree of openness of the team in providing information to members of the EEC.

At the end of the programme of the visit, the chairperson of the EEC announced recommendations to the management and employees of the educational organization based on the results of an external assessment as part of institutional accreditation.

#### **4. Results of the stakeholder survey**

Observer from ECAQA on December 21, 2021. an online survey was conducted on the resource <https://webanketa.com/>.

**Student survey includes 39 questions.** Total answered 64 people (total 202 students for the current year).

94% of respondents are ready to recommend to friends, acquaintances, relatives to study in this organization, partially agree - 4.5%, disagree - 1%, doubt with the answer - 0.5%. With the statement about the awareness of programme managers and teachers about the problems of students related to learning, 93% fully agree, 5% partially, and 1.5% completely disagree, that is, a greater number of EP managers and teachers are aware of students' problems. 90.5% of respondents confirmed that programme managers and teachers constantly involve students in the work of advisory bodies (MS, PS, etc.), 2% answered they do not involve, 3% answered I don't know anything about it, 1.5% answered sometimes. The vast majority of students are satisfied with the conditions for equipping classrooms, college auditoriums. Indicators for answer options "completely satisfied" (96, 5%) and "partially satisfied" (2%) add up to more than 98.5%. Almost 90.5% of students agree with the statement that conditions for rest and food have been created. The results of answers on accessibility for students in classrooms and

practice bases showed that I fully agree - 92.5%, partially agree - 5.5%, disagree and partially disagree - 1.5%. The provision of students with methodological and didactic materials, additional literature for preparing for classes was confirmed by 95.5% of respondents. Only 4.5% expressed partial agreement. disagree and partially disagree - 1.5%. The provision of students with methodological and didactic materials, additional literature for preparing for classes was confirmed by 95.5% of respondents. Only 4.5% expressed partial agreement. disagree and partially disagree - 1.5%. The provision of students with methodological and didactic materials, additional literature for preparing for classes was confirmed by 95.5% of respondents. Only 4.5% expressed partial agreement.

According to the data received for the statement "The educational organization has access to participate in research work", it can be safely assumed that the college is working to attract students to SRW, since almost 93.5% of respondents fully agree with this statement, partially agreeing amounted to 4.5%, found it difficult to answer about a quarter of the respondents, and a very small number expressed their disagreement (1%).

The majority of respondents ("completely satisfied" 95.5%, "partially" - 4%) expressed their satisfaction with the college's library fund/resources. In their opinion, the college has all the necessary textbooks. The indicators for dissatisfied and partially dissatisfied are 0.5%. Similar data were obtained on satisfaction with electronic educational resources. The vast majority (94%) confirmed the availability of electronic educational resources.

Answers to the question "Accessibility of medical services for college students, 95% are completely satisfied, 5% are partially satisfied, 0% are not satisfied.

95% of respondents are completely satisfied with the activities of mentors, curators, tutors, only 4.5% indicated "partially satisfied".

97% of respondents noted the respectful attitude of teachers and college staff towards students, only 0.5% noted disagreement.

The answers to the question regarding the implementation of the social support programme for students showed: 97.5% - confirmed that such programmes exist and are being implemented in the educational organization, 0% - do not agree, 2% have not heard of such programmes.

96.5% of respondents confirmed the existence of a counseling service, 2% answered "have not heard of such a service." 91% of respondents indicated that the college has established a system of self-study for students, 8.5% agree partially, 0% disagree completely. One of the important indicators of the success of any educational institution is practical training. Thus, the results show that 93% are completely satisfied with the organization of practice, 0.5% - noted "satisfactory". 95% of respondents noted that there is a sufficient number of patients to carry out practical activities in the chosen specialty. This is a fairly high figure, according to such an important criterion for evaluating the performance of the college, which should be paid attention to.

A well-designed class schedule is one of the conditions for a clear organization of the educational process. Thus, the data of the questionnaire survey demonstrate a rather high degree of satisfaction with the schedule of training sessions. It suits 91.5% of survey participants.

96% of respondents testify to the objectivity of teachers in assessing knowledge and skills. 97% of respondents noted that the content of the educational programme of the specialty meets their expectations. The results of responses to indicators such as the use of active and interactive teaching methods by teachers showed that 96% of teachers regularly use active teaching methods, 3.5% believe that sometimes. 96% of respondents noted that the teacher was not late for the beginning of classes, 4% answered "sometimes". Feedback, according to the respondents, is well established in 93.5% of teachers. These teachers regularly provide feedback to the students, according to 6% this work is carried out sometimes.

For 97.5% of students, a teacher (mentor, curator) is an example as a professional doctor.

96.5% of students like studying at this college, 3% partially agree. To the question "I am satisfied with the relationship with fellow students, colleagues, medical staff" - 97.5% answered "Completely", only 2.5% - partially. 94% of the respondents did not experience a negative attitude of teachers, 4.5% noted "It used to be deserved." 96% of students expressed their contentment that they study at this

college. 99.5% of respondents indicated that college leadership is accessible to students. To the question "Are you currently engaged in a scientific circle or participating in a scientific project?" - 62% answered "Yes", 23.5% answered "No", 10.5% answered "I plan to start".

98% of respondents believe that the college allows you to acquire the necessary knowledge and skills in the chosen specialty, only 2% could not answer. 95% of students are satisfied with the organization of teaching in the college, 4% are partially satisfied, only 0.5% are not satisfied.

90.5% of students positively noted the work of the External Expert Commission for College Accreditation, 8.5% - satisfactorily. To the question "Do you think it is necessary to accredit the college or educational programmes?": 92% answered "Yes", 2% answered "No". Answers to the question about the involvement of students in preparation for institutional and specialized accreditation serve as confirmation of the activity of college students and their involvement in management. Thus, about 83.5% of the survey participants were directly involved in the preparation for accreditation. Participated in the preparation of the self-assessment report (79.5%), in organizing a meeting of external experts (4.5%). The data obtained show that for 98.5% of the respondents who participated in the survey, the questions of the questionnaire were understandable, they chose the answer option 1% - "yes, but partially", 0, 5% "some were not understood". Thus, it can be assumed with a significant degree of confidence that the results of the survey are reliable.

### **Conclusions:**

The results of the survey made it possible to obtain confirmation of the objectivity of the conclusions made by the EEC members on the issues of loyalty and commitment of students to their college, an established system of interaction between the teaching staff and students, a good material and technical base and equipment of the college, the provision of educational literature, creating comfortable conditions for students, satisfaction organization of the educational process.

**The survey of teachers included 21 questions of the questionnaire.** A total of 48 teachers responded. Of them 28 people in nursing, while teaching experience up to 5 years - 18.75%, up to 10 years - 12.5%, over 10 years - 68.75%.

The results testify to the stability of the teaching staff. Almost 97.92% of the respondents expressed their satisfaction with the organization of the educational process. High performance (100%) in compliance with ethics and subordination in relations between colleagues, teachers, management. Satisfaction with the organization of labor and the workplace was expressed by 97.92%, 2.08% partially agree with this. Disagreeing with this statement was -0%. 97.92% of respondents indicate that the college has created conditions for career growth and development of teachers' competencies, 2.08% disagree with this statement.

Fully agree with the statement that the college provides opportunities for scientific work and publication of research results was 97.92%. 97.92% of survey participants are satisfied with their salary, and taking into account the data on the answer option "no more than yes" (2.08%), it can be concluded without a doubt that the vast majority of teachers are satisfied with their salary. Also, the majority (97.92%) of respondents are satisfied with the work of the personnel service. There is a clear upward trend in indicators for advanced training courses, the number of teachers who have completed advanced training courses is growing every year. So, if the number of teachers who completed advanced training courses more than three years ago was 6.25%, then 37.5% indicated that they had completed courses less than one year ago, and during the current year - already 44.74%. According to the data, a favorable microclimate has been created in all structural divisions of the college. All survey participants expressed their satisfaction with this issue. 97.92% of respondents fully agree with the statement that in this educational institution there is an opportunity to realize themselves as a professional in their specialty.

93.75% of respondents believe that students of this educational organization have a high level of knowledge and practical skills after completing the training programme.

97.92% of respondents noted the timely completion of applications for the purchase of the necessary training aids

Answers to the question about support for the participation of teachers in conferences (international, republican) show that more than half of the survey participants are interested in participating in conferences. 83.33% confirmed the support of the management (payment of travel, travel expenses and registration fee), 4.17% noted that they did not contact the management on this issue, 6.25% did not answer it at all.

91.67% noted that students have free access to patients at clinical sites and all conditions are created to improve their practical skills, 2.08% doubted the answer. 97.92% of teachers indicated that in the classroom it is mandatory to have EMCD, syllabus, 93.75% - an educational journal, 81.25% - CIS, 83.33% - interactive whiteboards, 58.33 - a list of students, 35.42% - simulators, 25% - cases. Satisfaction of teachers with the level of previous training of students upon admission to the training programme is: 64.58 - completely, 29.17% - partially. 72.92% of the teachers surveyed are student curators, 14.58% are tutors. 91.22% of respondents indicate the existence of social support programmes for teachers, 8.33% do not know about such programmes. 97.47% answered in the affirmative, 2.08% did not give an answer to the question "Do the leaders of the organization listen to your opinion regarding the issues of the educational process, educational work, research, practice". The almost absolute majority of respondents confirms that the management takes into account the opinion of teachers. 77.08% of teachers assess their professional level as high, 18.75% consider it to be average. To the question "What teaching methods do you most often use in the process of teaching students?" showed that the most popular method used by teachers are: 83.33% - solving tests; 77.08% - work in small groups; 66.67% - lectures, 62.5% - written assignments, 58.33% - problem-based learning, 31.25% - practical training in clinical skills in the training and clinical center, 27.08% - compiling and solving cases, 8.33% - completing projects, term papers, rewriting thematic information from a monograph. The results of the answers to this question proves that college teachers own and widely apply innovative teaching methods.

100% of respondents believe that this survey is useful for developing recommendations for improving key areas of activity.

**Conclusions:** The results of the survey generally demonstrate satisfaction with the educational process, the resources of the clinical base, the competencies of teachers, and also indicate the creation of a favorable working environment and the existence of a centralized management of the educational programme.

## **5. Analysis for compliance with accreditation standards based on the results of an external assessment of regional simulation center and an overview of strengths for each standard**

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

#### **Evidence of Compliance:**

The expert commission received convincing data that the mission and vision of the State Enterprise on the REM "Higher Medical College of the Nur-Sultan akimat" corresponds to the tasks of developing the national system of medical education, posted on the website of the university [www.hmc-astana.kz](http://www.hmc-astana.kz), available to all interested parties (students, staff, teachers, employers, etc.). During interviews with students, teachers, college staff, interviews with managers and employers, the participation of the team, employees, student community in discussing the mission of the college and the main goal of the advanced training department with a regional simulation center was established. So, in 2019-2021 alone, 2189 Health care professionals were trained, while the greatest demand for advanced training programmes should be noted in 2019 (1339 people).

The development and approval of the mission of the university is carried out in accordance with the existing procedure, which ensures the involvement of all interested parties at the stage of planning and implementation of the decisions made. Regional simulation center has its own mission, goals and objectives arising from the Mission of the college. The use of simulation technologies in clinical training ensures the implementation of the final learning outcomes, the list of which is included in the working curricula. Students and cadets are informed about the mission of the HMC and the defense industry with the RSC from the website, information stands and communication with teachers.

**Conclusions of the EEC according to the criteria.** Out of 7 standards conform: completely - 7.  
**Standard 1: completed**  
**Recommendations for improvement identified during the external visit:** No

## **Standard 2: EDUCATIONAL PROGRAMME**

### **Evidence of Compliance:**

The advanced training department, which includes the RSC, is equipped with modern simulation equipment: interactive equipment, simulators, dummies and mannequins. Simulation training for nurses is implemented in accordance with the mission, goals and expected learning outcomes for 42 educational programmes and reflects the needs and expectations of practical Health care and society as a whole.

The duration of additional education programmes ranges from 2 credits (60 hours) to 9 credits (270 hours) for advanced training, from 10 (300 hours) or more for certification courses.

The advanced training department annually, with the support of the Ministry of Health of the Republic of Kazakhstan (programme 005) and the local executive body, fulfills the state order within the framework of the local budget programme 003 "Advanced training and retraining of practical Health care specialists."

However, the mandatory training programmes for emergency medical and air ambulance specialists are: "Basic resuscitation" - Basic Life Support (BLS); "Advanced cardiopulmonary resuscitation" - Advanced Cardiac Life Support (ACLS); "Advanced Cardiopulmonary Resuscitation in Pediatrics" - Pediatric Advanced Life Support (PALS); "Advanced Trauma Life Support" - Advanced Trauma Life Support (ATLS); "Neonatal resuscitation" - Neonatal Resuscitation Programme (NRP).

Training is provided for the programmes of the World Health Organization that are in demand among medical organizations - Integrated Management of Childhood Illnesses (IMCI) and the Universal Progressive Model (UPM) of the patronage service. Since 2019, the city center for IMCI has become part of the advanced training department of the college and the coordinators are the teachers of the college Sadvakasova M.A., the nurse-instructor in IMCI Beisenova Zh.N.

Teaching methods used and training of students with higher and secondary specialized education is based on modern principles and sequence of training components. For example, the UPM Curriculum was developed by the UNICEF regional office for Europe and the CIS in partnership with the international Step by Step Association and implemented in the college.

In connection with the work of medical organizations in the context of the COVID-19 pandemic, there was a demand for the following programmes: Triage, Algorithms for providing emergency measures for specialists in admission departments, HR management, Emotional intelligence, Tactics of medical workers in COVID- 19".

Analysis of the survey, which is conducted by the educational organization itself and the results of which were studied by experts, showed the need for this training and the respondents proposed to expand the topic on topical issues of medicine, increase the number of hours for practicing practical skills. The report on the questioning of students noted the high professional level of instructors.

EEC received convincing data on the methodological support of the educational programme, the use of various teaching methods by teachers (traditional and interactive, active). When questioning students, a high percentage of students' satisfaction with studying at the university was established.

A quality assurance policy is described, taking into account the confidentiality of student results, the proper operation of simulation equipment, and the prioritization of resource allocation.

**Conclusions of the EEC according to the criteria.** Out of 8 standards conform: fully - 8.  
**Standard 2: completed**  
**Recommendations for improvement identified during the external visit:** No

## **Standard 3: ASSESSMENT OF STUDENTS**

### **Evidence of Compliance:**

The Department of Advanced training of the College (DAT) implements a policy of assessing students and listeners, taking into account the level of education and the content of the training programme using simulation technologies, provides students and students with academic advice on issues related to education and the choice of educational programmes.

The DAT has developed and implemented a monitoring and documentation (workflow) system that is systematic and transparent. The documentation system includes the use of various types of certificates and certificates. When organizing EPC courses, factors that are motivating for Health care professionals are taken into account, such as the relevance of project implementation, Roadmaps

The system for assessing continuous professional development in the defense industry is constantly being improved in accordance with the requirements of ethical and deontological standards, regulatory documents, as well as taking into account the requirements of the capital's Health care.

Availability of a well-established system of counseling listeners.

A system for assessing all the key competencies of trainees (evaluation table, scoring scale) has been developed.

**EEC conclusions by criteria.** Out of 4 standards conform: fully - 4.

**Recommendations for improvement identified during the external visit:** No

#### **Standard 4: STUDENTS**

##### **Evidence of Compliance:**

At the simulation center Departments of advanced training of the college, the material and technical base has been strengthened in accordance with the development strategy of the HMC, which effectively implements the goals and objectives of simulation training in additional education. EEC received convincing evidence on the list of equipping the center with a plan and layouts for the simulation equipment. The center has fixed premises in which the appropriate equipment is located in the areas of disciplines of study (rooms, obstetrics, surgery, intensive care, nursing procedures, etc.). Each training room has rules for working with simulators, safety precautions for students, cadets and teachers. Nonconforming products are regularly assessed and written off from the balance of property, plant and equipment and disposed of in accordance with the write-off act.

The simulation center is equipped with audiovisual monitoring for on-line training. The AIS "Platonus College" (digitalization of the educational process) has been introduced into the educational process. As part of distance learning, AIS "Platonus" and the information platform "MicrosoftTeams" were introduced.

The college is registered in social networks Facebook, Telegram, Instagram. On the college website (hmc-astana.kz) in the director's blog, students have the opportunity to get answers to their questions. Over the past 3 years, there have been no complaints about the cycles of advanced training.

Cooperation agreements on advanced training of medical workers and exchange of experience with Israel (MVI TOP MEDICAL CENTER LTD. Clinic "RAMBAM"), Germany ("Universitas Klinikum Freiburg"; "München Klinik Bogenhausen"), Russia ("Central Research Institute of Tuberculosis", "Research Institute for Emergency Medicine named after I.I. Dzhanelidze").

The main sources of formation of financial resources of the educational process for the department of advanced training and the simulation center are 003 and 005 programmes on the topic "Advanced training and retraining of personnel of state Health care organizations". From 2017 to 2021, 61,580.0 thousand tenge were allocated to strengthen the material and technical base.

Equipment and technical facilities meet all modern requirements. Effective use of information and communication technologies.

**Conclusions of the EEC according to the criteria.** Out of 5 standards conform: fully - 4, partially - 1.

**Standard 4: completed**

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

1) Wire to use distance learning technology programme.



## **Standard 5: ACADEMIC STAFF / FACULTY**

### **Evidence of Compliance:**

As part of the advanced training department with the RSC, the following work: the head of the department, the assessment methodologist, the coordinator for simulation training, the coordinator for the integrated management of childhood illnesses (hereinafter referred to as IMCI) in the city of Nur-Sultan, the nurse - IMCI instructor, instructor-trainer, teachers, laboratory assistant, secretary. The staffing table and organizational structure are annually reviewed and updated. Head of the regional simulation center has sufficient competencies and powers to carry out the activities of the of additional education programmes are conducted (including using distance learning technologies and on-site cycles) by teachers with at least 10 years of experience in their specialty profile and at least 3 years of scientific and pedagogical experience, advanced training of at least 4 credits (120 hours ) for the last 5 years according to the profile taught. Doctors-instructors have international certificates of trainers and have been repeatedly trained in simulation centers in Russia and Israel.

To conduct practical classes, teachers are involved from among certified practical Health care professionals,

*Conclusions of the EEC according to the criteria.* Out of 4 standards conform: fully - 2, partially - 2.

*Standard 5: completed*

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

1) Certification of full-time teachers for the use of simulation technologies in the educational process.

2) Additional staffing of the regional simulation center.

## **Standard 6: EDUCATIONAL RESOURCES**

### **Evidence of Compliance:**

The regional simulation center has defined and implemented a policy for enrolling students in training programmes in accordance with the requirements of the Typical educational plan (TEP) for medical and pharmaceutical specialties, based on the established rules and requirements of the authorized body in the field of Health care, including for the disabled.

The selection and admission of students is carried out on the basis of applications from medical organizations, according to the calendar plan of advanced training cycles

According to its Mission, the RSC annually improves the skills of doctors and nurses in Nur-Sultan under 003 and 005 programmes.

All conditions have been created for the development of the potential of students, the development of professional skills, the experience of continuous professional development and creative abilities. A separate training programme is being developed at the RSC for persons with disabilities, with elements of inclusive education. More than 20,000 people have been trained during the existence of the RSC. In 2019, 4,467 people were trained, including 140 and 2,295 from the republican and local budgets, respectively. And in 2020, 2921 people were trained, including at the expense of the republican and local budgets 170 and 1814, respectively. For 11 months of 2021, 944 students were trained, mainly on a paid basis (884). The most demanded programme was the "Universal Progressive Model" and programme 003. At the same time,

Since 2020, there has been a demand for the following programmes: "Emotional Intelligence" (200 students, including 35 paramedical workers), "Anticoagulant therapy in the prevention and treatment of thrombosis in patients with COVID-19" (100), "Prevention, diagnosis and treatment of a new coronavirus infection COVID -19 in outpatient care" (100), "Prevention, diagnosis and treatment of a new coronavirus infection COVID -19 in a hospital" (100), "Clinical and pharmacological aspects of managing patients with coronavirus infection COVID - 19" (100). This is quite understandable with the current epidemic situation in the world.

Teachers use a variety of methods of questioning students: individual, frontal, combined.

Thus, the experts noted in high competitiveness and demand among potential listeners.

**Conclusions of the EEC according to the criteria.** Out of 5 standards conform: fully -5.

**Standard 6:** completed

**Recommendations for improvement identified during the external visit:** No

## **Standard 7: PROGRAMME EVALUATION**

### **Evidence of Compliance:**

The RSC ensures the participation of students and trainees in the evaluation of educational programmes: at the end of advanced training cycles, a questionnaire is conducted, interviews are conducted, based on the results of which the topics of new cycles are planned, changes are made to working curricula in accordance with the requests of employers and students. The content of working curricula, syllabuses is considered and discussed at the DAT, then at a meeting of cyclic methodological commissions (CMC) and approved by the director of the college. In order to monitor and improve the EP, CMC (cyclic methodological commissions) function in the HMC.

Expected learning outcomes are used as the main tool for assessing the EP. Monitoring and analysis of data on the assessment of CPD is carried out on the basis of questioning students, making changes and additions to work programmes, tests, and analyzing the quality of the educational process. According to the results of the survey, 96% of students note high satisfaction with the educational services provided (training cycles, master classes and internships). For example, the students noted that these programmes, using simulation, make it possible to algorithmize actions in the provision of emergency care to critical patients, to develop practical skills and effective teamwork. The proposals received from listeners and students during the survey, interviews, questionnaires are considered at the defense industry, meetings with the director, at the CMC. The results obtained are used in planning the educational process at the defense industry.

Instructors annually attend advanced training courses in their specialty, pedagogy, participate in various master classes, trainings, have sufficient practical experience and qualifications as teachers.

There is a tool for identifying and analyzing inconsistencies. To this end, a group of internal auditors has been created to carry out control actions in accordance with the annual plan - the schedule of internal audits, communicated in advance to the heads and members of structural divisions

**Conclusions of the EEC according to the criteria.** Comply out of 4 standards: fully -4.

**Standard 7:** completed

**Recommendations for improvement identified during the external visit:** No

## **Standard 8: GOVERNANCE AND ADMINISTRATION**

### **Evidence of Compliance:**

When carrying out the programme of the visit and talking with employees, teachers. The listeners, the experts got a real idea of the moral and ethical microclimate of the college and got acquainted with the documents regulating these issues. Starting with the Charter, an employment contract that reflects the rights and obligations of the parties, ethical aspects are observed in the college. Obligations to comply with moral and ethical standards by employees are enshrined in the "Code of Business Ethics". The college, which includes a department of advanced training, has a specialist in communication skills and conflict resolution. There is a disciplinary commission that considers issues on conflict situations, measures are taken on disciplinary violations.

In carrying out its activities, the RSC ensures safety and comfortable conditions for all participants in the educational process. Before passing the cycle, orientation conferences are held with the students, the purpose of which is safety briefing, familiarization with the calendar schedule for the cycle, with the Work Programme, with reporting documentation, internal regulations, which is reflected in the records of the safety journal for all categories of workers and students. There is a fire safety system, evacuation plans, instructions, responsible persons have been appointed. All students are instructed on safety and compliance with internal regulations. An infection control system has been developed, sanitary and anti-epidemic measures are being taken.

In the 2021-2022 academic year, according to the Decree of the Chief Sanitary Doctor of the city of Nur-Sultan, advanced training cycles are carried out offline.

Thus, in the RSC, there are safe and ethical learning environment supported by a well-established management system.

Conclusions of the EEC according to the criteria. Comply with 3 standards: fully -3.

*Standard 8: completed*

*Recommendations for improvement identified during the external visit:* No

## **Standard 9: CONTINUOUS RENEWAL**

### **Evidence of Compliance:**

The Continuing Education Department with the Regional Simulation Center improves its activities using the quality management and quality assurance system, and initiates procedures for regular review and updating of the mission, process, organizational structure, content, outcomes/competences, teaching methods, assessment methods and educational environment educational programmes, taking into account changes in the needs of practical Health care, new regulatory documents, and changes in society.

The center provides assessment and regular updating of the material and technical base and equipment for the development of practical skills to ensure adequate learning conditions. The college administration is carrying out purposeful work to modernize information and communication technologies and to widely use them in the educational process. Over the past 3 years, there have been no complaints about the defense industry complex for conducting advanced training cycles.

The quality assurance policy was developed by a working group, which included management, teachers, staff, students. If necessary, changes to the Policy are made after agreement with the members of the Coordinating Council.

The college approved the staffing table, which is reviewed annually in accordance with the changes made to the regulatory documents. Thus, the organizational structure was revised and approved in accordance with the staffing table for 2021. In connection with the optimization in the college, the units of deputy directors for academic work, educational and methodological work, administrative work, and some auxiliary units have been reduced.

The center has planned activities that go beyond the main programme and contribute to the accumulation of knowledge and experience, which was not carried out for objective reasons related to the COVID-19 pandemic.

The implemented quality management system in the college functions effectively in accordance with the requirements of ISO 9001:2016 and is constantly being improved.

A stable financial position allows us to allocate significant funds annually to strengthen and develop the material and technical base.

*Conclusions of the EEC according to the criteria.* Out of 7 standards conform: fully - 6, partially - 1.

*Standard 9: completed*

*Recommendations for improvement identified during the external visit:*

1) Provide conditions and motivate teachers to conduct scientific research in the field of medical and simulation training and present research results at national and international simulation training events.

2) Conduct local, republican and international events on simulation training (conferences, master classes) on the basis of the RSC with the involvement of leading experts in the field of simulation training.

Thus, all 9 accreditation standards were met, no discrepancies in the fulfillment of the criteria for each of the basic accreditation standards were found in the process of analyzing the self-assessment report and conducting an examination as part of the tasks of the external expert evaluation programme.

**6. Recommendations for improvement of activities of the Advanced Training Department with the Regional simulation center of the Higher Medical College of the Nur-Sultan akimat:**

1. The advanced training department should more widely practice the use of distance learning technologies in training programmes.

2. Re-staffing and optimization of the staff of the Advanced Training Department with the Regional Simulation Center.

3. Certification of full-time teachers on the use of simulation technologies in the educational process.

4. Provide conditions and motivate teachers to conduct scientific research in the field of medical and simulation training and present research results at national and international simulation training events.

5. Conduct local, republican and international events on simulation training (conferences, master classes) on the basis of the Regional Simulation Center with the involvement of leading experts in the field of simulation training.

### 7. Recommendation to the ECAQA Accreditation Council

The members of the EEC came to a unanimous opinion to recommend the Accreditation Council to accredit the Regional Simulation Center of the State Enterprise on the REM "Higher Medical College of the Nur-Sultan akimat" for a period of 5 years.

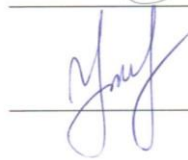
	<b>Full name</b>
Chairperson	Sitkazinova Gulnara Kinzhitaevna
foreign expert	Oleinikova Tatyana Anatolyevna
Kazakh academic expert	Mukanova Dinara Adletovna,
Kazakh academic expert	Tokbergenova Gulmira Telmanovna
Kazakh academic expert	Kumarova Altynai Baltabaevna
Kazakh academic expert	Amanova Elmira Gazizovna
Kazakh academic expert	Itsova Lyazat Mukhambadbadekovna
Employers' representative	Orynbasarov Abzal Bayyrbekovich
Student Representative	Shirgatova Zarina Aibatovna









ECAQA Observer Umarova M.A.

**Profile Of the quality and external evaluation criteria of Advanced training departments with the Regional Simulation Center of the State Enterprise on the REM "Higher Medical College of the Nur-Sultan akimat" of the Simulation Center for compliance with the standards of accreditation of training and simulation centers in medicine and Health care**

Standard	Criteria for evaluation	Number of standards	Grade		
			Totally coincides	Partially Compliant	Does not match
1.	<b>MISSION AND END OUTCOMES</b>	7	7		
2.	<b>EDUCATIONAL PROGRAMME T</b>	8	8		
3.	<b>ASSESSMENT OF STUDENTS N</b>	4	4		
4.	<b>STUDENTS</b>	5	4	1	
5.	<b>ACADEMIC STAFF / FACULTY</b>	4	2	2	
6.	<b>EDUCATIONAL RESOURCES</b>	5	5		
7.	<b>PROGRAMME EVALUATION</b>	4	4		
8.	<b>GOVERNANCE AND ADMINISTRATION</b>	3	3		
9.	<b>CONTINUOUS RENEWAL</b>	7	6	1	
	<b>Total:</b>	<b>47</b>	43	4	
			<b>47</b>		

**List of documents reviewed by EEC members as part of an external evaluation of the Regional Simulation Center**

<b>No.</b>	<b>Document names</b>	<b>Quantity</b>
1.	Regulations on the advanced training department with the Regional Simulation Center	1
2.	International Cooperation Agreements	5
3.	Order on training under the "Mentor Training Programme"	1
4.	Mentoring Certificates	2
5.	Organizational structure	1
6.	Orders for enrollment	1
7.	Completion Orders	2
8.	Personal files of teachers and instructors	7
9.	The work plan of the department for the year	1
10.	Job descriptions for department staff	8
11.	DAT work plan for the year	1
12.	Reports for past years	1
13.	Questionnaire of listeners	5
14.	Working training programmes	1
15.	Schedule	1
16.	syllabuses	2
17.	Certificates, Diplomas.	10
18.	Safety Journal	1
19.	Class attendance logs	1
20.	Teacher's report card	1
21.	Process map	1
22.	Personal cards of listeners	1
23.	Inventory list (equipment)	1
24.	Grade monitoring	5
25.	Checklists	5
26.	Collection of tasks on urgent conditions	1