To the Accreditation
Council of the Eurasian Centre for
Accreditation and Quality
Assurance in Higher Education
and Health Care
April 11, 2024

REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE EVALUATION OF THE SIMULATION CENTER OF ASFENDIYAROV KAZAKH NATIONAL MEDICAL UNIVERSITY (KAZNMU) FOR COMPLIANCE WITH THE STANDARDS OF ACCREDITATION OF TRAINING AND SIMULATION CENTERS IN MEDICINE AND HEALTHCARE

external expert evaluation period: March 18-19, 2026

Almaty 2026

CONTENT

LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care
S.D. Asfendiyarov KazNMU	NJSC “S.D. Asfendiyarov Kazakh National Medical University”
EEC	External Expert Commission
SC	Simulation Center

1. Composition of the External Expert Commission

In accordance with the order of the ECAQA No. 9 dated February 27, 2026, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation of the Simulation Center of the S.D. Asfendiyarov Kazakh National Medical University (KazNMU) from March 18 to 19, 2026, consisting of the following members:

№	Status as part of the EEC	Full name	Academic degree/title, position, place of work/place of study, course, specialty
1	Chairperson	Kassenova Asemgul Saparovna	MD, PhD, neurologist of the highest qualification category, Associate Professor of the Department of Neurology, Director of the Institute of Continuing Professional Development, NJSC "Astana Medical University"
2	International Expert	Yuri Saratila	MD, MPH, DrPH Candidate, Deputy Director for Planning and Evaluation of Educational Programmes, University Centre for Simulation Training in Medicine (CUSIM), Nicolae Testemițanu State University of Medicine and Pharmacy, Republic of Moldova; ATLS Programme Director in Moldova (ACS COT); Medical Director of the PHTLS Programme in Moldova (NAEMT); BLS Course Director in Moldova (ERC)
3	Academic Expert	Shyntas Kasym Malikuly	MBA, Head of the Educational Simulation Center of the MSE on the REM "City Ambulance Station" of the Akimat of Astana
4	Employer Expert	Kudabaev Erlan Shakhanovich	Master of Healthcare Management, Chief Physician of the MSE on the REM "City Polyclinic No. 21" of the Public Health Department of Almaty; Member of the Amanat Party
5	Resident Expert	Avanov Bakhtiyan Kayumchanovich	Second-year resident in General Surgery, NIE "Kazakhstan-Russian Medical University"

The EEC report includes a description of the results and conclusions of the external assessment of the simulation center of the S.D. Asfendiyarov Kazakh National Medical University (KazNMU) for compliance with the Accreditation Standards for Simulation Training Centers in Medicine and Healthcare developed by the NPO "ECAQA" (hereinafter referred to as the Accreditation Standards), recommendations of the EEC for further improvement of activities, and recommendations for accreditation for the ECAQA Accreditation Council.

2. General part of the final report

2.1 Presentation of the Simulation Center of the S.D. Asfendiyarov Kazakh National Medical University (KazNMU).

Name of organization, legal form of	Non-Commercial Joint-Stock Company "S.D. Asfendiyarov Kazakh National Medical University" 94 Tole Bi Street, Almaty, 050012

ownership, BIN	BIN: 181240006407
Full name of the first manager	Chairman of the Management Board – Rector, Candidate of Medical Sciences, Shoranov Marat Edigeevich
Date of creation	2007
Location and contact details	https://2gis.kz/almaty/firm/9429940000796141/76.933789%2C43.253631 88 Tole Bi Street, Almaty +7 (727) 338-70-90, ext. 7237 Call Centre: +7 (727) 338-70-90
The total number of educational programmes implemented in this organisation	1. EP 6B10118 Dentistry, Bachelor's degree, Year 3 – Simulation course "Fundamentals of First Aid"; 2. EP 6B10109 Dentistry, Internship, Year 6 – Emergency Conditions and Clinical Laboratory Diagnostics in Dentistry; 3. EP 6B10107 General Medicine, Internship in the field of training "Therapy", Year 6 – Simulation course "Emergency Conditions in Therapy"; 4. 5B130300 Pediatrics, Internship, Year 7 – Simulation course "Emergency Conditions, Including in Pediatrics"; 5. EP 6B10107 General Medicine, Internship in the field of training "General Medical Practice", Year 7 – Simulation course "Emergency Conditions".
Number of learners with higher education	290
Number of learners and students since the beginning of the current year	Number of learners enrolled in the simulation course — 656 (since the beginning of 2026)
Full-time teaching staff / part-time teaching staff	10 / 6
Number of equipment units	550
Number of equipment units acquired in the current year	15
Website https://kaznmu.edu.kz/ru/%d0%a1%d0%b8%d0%bc%d1%83%d0%bb%d1%8f%d1%86%d0%b8%d0%be%d0%bd%d0%bd%d1%8b%d0%b9-%d1%86%d0%b5%d0%bd%d1%82%d1%80/	
Instagram https://www.instagram.com/simulation_center/	
Facebook with active pages	None

Non-Commercial Joint-Stock Company "S.D. Asfendiyarov Kazakh National Medical University" hereinafter referred to as NJSC "KazNMU" or the University, is the largest medical university in the country, training specialists at all levels of higher and postgraduate education in all areas of healthcare. The activities of KazNMU are based on the integration of academic, scientific and clinical activities aimed at providing high-quality and modern medical care to the population and training professional personnel.

In 2007, in accordance with Order No. 293 of the Rector of NJSC "KazNMU" dated 11 July 2010, the Centre was opened on the basis of the Department for the Formation and Assessment of Knowledge and Skills of NJSC "KazNMU" within the framework of Programme 003/109 of the Ministry of Health of the Republic of Kazakhstan, "Establishment of Educational and Clinical Centres at State Medical Higher Education Institutions". In 2011, in accordance with Rector's Order No. 291 dated 10 May 2011, the Simulation Centre, hereinafter referred to as the SC, was reorganised into the Centre for Practical Skills, CPS, and on 16 September 2011, the CPS was named after Kasen Kozhakanov, an outstanding pediatric surgeon, Professor, Academician of the APM, and laureate of the State Prize of the Republic of Kazakhstan.

Currently, the Simulation Centre has a total area of 2,106.8 sq. m., of which 38 rooms with a total area of 785.4 sq. m. are allocated for educational purposes.

High-tech equipment is used at the Simulation Centre to support teaching and learning activities. The Centre has more than 550 units of equipment, of which interactive and high-tech equipment accounts for 12%, including robotic mannequins, trainers, simulators, models, materials for trainers and virtual platforms.

The Centre has 30 full-time employees, which enables it to ensure an average daily capacity of up to 300 students.

The student contingent amounted to 9,057 students in the 2022–2023 academic year and 8,904 students in the 2023–2024 academic year. In the 2024–2025 academic year, 8,262 learners completed training at the Simulation Centre in accordance with the hours specified in the working curricula and on the basis of requests received from departments for the acquisition of practical skills using simulation trainers. (Appendix 2)

The total number of medical scenarios for practising practical skills at the SC, programmed into robotic and high-tech mannequins, is 334. The trainers of the SC have developed syllabi for sixth-year interns of the "General Medicine" specialty in the field of training "Therapy" for the discipline "Emergency Conditions in Therapy"; seventh-year interns of the "General Medical Practice" specialty for the discipline "Emergency Conditions"; sixth-year students of the "Dentistry" specialty for the discipline "Emergency Conditions and Clinical Laboratory Diagnostics in Dentistry"; third-year students of the "Dentistry" specialty for the discipline "Fundamentals of First Aid"; and sixth-year students of the "Pediatrics" specialty for the discipline "Emergency Conditions, Including in Pediatrics".

2.2 Information about previous accreditation

Previously, the Simulation Center of S.D. Asfendiyarov KazNMU underwent accreditation from 23 to 25 February 2021 and was accredited by the NPO "Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care" for a period of 5 years. Information on the accreditation is published on the website of the Bologna Process and Academic Mobility Centre of the Ministry of Education and Science of the Republic of Kazakhstan.

2.3 Brief description of the results of the analysis of the self-assessment report of the Simulation Center of S.D. Asfendiyarov KazNMU for compliance with the Accreditation Standards

The self-assessment report of the Simulation Centre is presented on 150 pages of main text, with appendices on pages 72–150 and electronic versions of appendices to the accreditation standards for the education organisation available at the following links: https://drive.google.com/drive/folders/1lt8da6SAGZ7xccorLOhjxTP-CPkiSQ22 and https://drive.google.com/drive/folders/1XDd00vCuzMQXQ_m8fp_ZAy6oLi34dVIA.

The report is characterised by comprehensive responses to all 9 main accreditation standards and criteria, a clear structure developed in accordance with the recommendations of the Guidelines for Institutional Self-Assessment provided to the organisation by the accreditation centre, ECAQA, as well as internal consistency of information. The report is accompanied by a cover letter signed by the head of the organisation, Chairman of the Management Board – Rector, Doctor of Medical Sciences, M.E.

Shoranov, confirming the reliability of the quantitative information and data included in the self-assessment report.

The report contains a list of 27 members of the internal self-assessment commission, indicating the responsibility of each staff member, as well as information about the representative of the organisation responsible for conducting the institutional self-assessment: Nailya A. Talkimbayeva, Doctor of Medical Sciences, Head of the Simulation Center of S.D. Asfendiyarov KazNMU.

The institutional self-assessment of the Simulation Centre of S.D. Asfendiyarov KazNMU was conducted on the basis of Order No. 202 of the head of the organisation dated 25 February 2026 "On the establishment of a working group for the preparation of the self-assessment report within the framework of institutional accreditation of the Simulation Center".

The report was submitted to ECAQA in its final form, with data adjusted in accordance with the above-mentioned recommendations. It is written in competent language; the wording for each standard is clear and understandable and is described in accordance with the criteria of the standards. Tables and figures, including diagrams, contain references in the text and have continuous numbering.

There are references to regulatory legal acts, standard rules, regulations, teaching and methodological documents, and pages of the website of S.D. Asfendiyarov KazNMU.

3. Description of the external expert evaluation and conclusions

The external expert work on the institutional evaluation of the Simulation Centre of S.D. Asfendiyarov KazNMU was organised in accordance with the ECAQA Guidelines for the External Evaluation of Education Organisations and Educational Programmes.

The sequence of the two-day visit is presented in detail in the Site Visit Programme, hereinafter referred to as the programme, which is available in the documentation of the accreditation centre and in Appendix 3 to this report.

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

- interviews with the management and administrative staff — 7 people in total;
- interviews with learners — 79 people, including international learners;
- review of the website of the Simulation Center of S.D. Asfendiyarov KazNMU (https://kaznmu.edu.kz/ru/%d0%a1%d0%b8%d0%bc%d1%83%d0%bb%d1%8f%d1%86%d0%b8%d0%be%d0%bd%d0%bd%d1%8b%d0%b9-%d1%86%d0%b5%d0%bd%d1%82%d1%80/);
- interviews with 11 employees of the Simulation Centre and 26 teaching staff members;
- survey of teaching staff and learners — 26 and 79 respondents, respectively;
- observation of learners' training: attendance of 5 practical classes: Emergency Care for Hypertensive Crisis, Room 216, Y.S. Kamidolla; Emergency Care in Sudden Cardiac Arrest, BLS, Room 233, B.M. Kurmanayeva; Breaking Bad News in the Work of a General Practitioner, Room 104, S.N. Mizonova; Emergency Care for Anaphylactic Shock, Room 216, A.S. Askerbekova; Provision of Emergency Surgical Care, BESTA, Room 233, S.T. Babakhan
- review of resources in the context of compliance with the accreditation standards: all classrooms, halls and premises of the Simulation Center of S.D. Asfendiyarov KazNMU, where training is conducted under 5 educational programmes with the participation of 25 full-time and part-time teaching staff members, were visited;
- study of teaching and methodological documents in the amount of ____ items, both before the visit to the organisation and during visits to the units. The list of reviewed documents is provided in Appendix 2.

The staff of the Simulation Center ensured the presence of all persons specified in the visit programme and in the lists of interview participants. Table 1, as well as the lists of students, teaching staff and employers for interviews, are kept at ECAQA.

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

No.	Position / category of participants	Number of participants
1	Vice-Rector for Academic Affairs, Zh.A. Kalmatayeva	1
2	Head of the Simulation Center, N.A. Talkimbayeva	1
3	Chief Specialist, M.T. Kolbayev	1
4	Senior Methodologists of the Simulation Center	2
5	Methodologists of the Simulation Center	2
6	Trainers of the Simulation Center	11
7	Head of the Service Maintenance Department, Equipment Specialist	2
8	Interviews with residents	19
9	Interviews with employers of students and learners	15
10	Interviews with learners	10
11	Interviews with students of the General Medicine programme	35
12	Interviews with students of the Dentistry programme	15
13	Interviews with teaching staff of clinical departments and members of Educational Programme Committees	30

First day of the visit: 18 March 2026

In accordance with the visit programme of the External Expert Commission of the NPO "Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care" (ECAQA) to the NJSC "S.D. Asfendiyarov Kazakh National Medical University" (KazNMU), within the framework of the accreditation of the Simulation Center, a preliminary meeting of the EEC members was held to briefly review the visit programme and discuss the area of responsibility of each EEC member. During the meeting with the management of the NJSC "S.D. Asfendiyarov Kazakh National Medical University", namely Vice-Rector for Academic Affairs Zh.A. Kalmatayeva and Head of the KazNMU Simulation Center N.A. Talkimbayeva, the objectives of the visit were defined. An interview was conducted with the Head of the Simulation Center on issues related to the mission and vision, development strategy, financing and management of the Center. The interviews with learners and staff of the Center showed that the staff are competent and participate in quality assurance policy, planning and the promotion of simulation-based learning in general. Interviews with teachers of clinical disciplines, members of Educational Programme Committees and employers made it possible to determine the role and place of the Simulation Center in the clinical training of learners through the use of simulation technologies. As a result of the review of the Simulation Center, it was found that considerable attention is paid to the safety of learners and staff, sanitary, epidemiological and hygienic requirements are observed, and all available equipment is used for educational purposes. The teaching staff demonstrated effective teaching and learning methods that promote learners' cognitive activity; in turn, the students demonstrated good knowledge and skills corresponding to their level of training. It should be noted that the teaching staff of the Simulation Center improve their professional and pedagogical qualifications outside their region. The first day concluded with a discussion of the results of the visit and an exchange of views.

Second day of the visit: 19 March 2026

On the second day of the visit, students were additionally surveyed regarding their overall satisfaction, as well as issues related to the analysis of complaints and suggestions. To study satisfaction, 79 learners and 26 teaching staff members were surveyed. More than 100 teaching and methodological materials in paper and electronic formats, as well as online resources, were analysed. Each EEC member completed checklists on the Quality Profile and external evaluation criteria of the Simulation Center for compliance with the ECAQA accreditation standards.

A meeting of the EEC members was then held to discuss the results of the external evaluation of the Simulation Center for compliance with the accreditation standards. A final discussion was held on

the results of the external evaluation, the review of documents, interviews, discussions and survey results. The EEC members began drafting the final EEC report.

A meeting of the EEC members was held. The EEC members summarised the results of the external evaluation of the Simulation Center. The experts individually completed the Quality Profile and external evaluation criteria of the Simulation Center for compliance with the ECAQA accreditation standards. Recommendations for improvement for the Simulation Center were discussed. A draft report and recommendations for improving the activities of the Simulation Center were prepared. The Chairperson conducted the final open vote on the recommendations for the KazNMU Simulation Center and the final vote on the recommendations to the ECAQA Accreditation Council. Afterwards, the Chairperson of the EEC announced the recommendations based on the results of the external evaluation within the framework of the accreditation of the KazNMU Simulation Center to the management and staff of the education organisation.

Results of the stakeholder survey

As part of the accreditation of the Simulation Center, a survey of learners was conducted in March 2026. The proposed questionnaire contained a total of 19 questions, including questions on satisfaction with training and the organisation's resources. The total number of respondents was 1,000, including 600 learners and 400 teaching staff members.

According to the results of the teaching staff survey, 60% of respondents had more than 10 years of work experience. By specialty profile, the respondents were distributed as follows: therapeutic specialties — 20.75%, pediatrics — 10.75%, surgical specialties — 12.75%, obstetrics and gynecology — 5.5%, functional diagnostics — 0.25%, and other specialties — 50%. In response to the question on teaching staff satisfaction with the education organisation at the University, including the organisation of the educational process in the Simulation Center, 69% of respondents answered "fully agree", 25.75% answered "partially agree", 1% answered "completely disagree", and 0.5% of respondents did not provide an answer. Overall satisfaction showed that respondents were satisfied with working conditions and workplace organisation: 64.75% fully agreed and 30.75% partially agreed; with opportunities for career growth and development of teaching staff competencies: 68.5% fully agreed and 25.75% partially agreed; with opportunities to engage in research work: 68% fully agreed and 24.75% partially agreed; and with the work of the Human Resources Department: 68% fully agreed and 25.25% partially agreed. The teaching staff also noted that learners have free access to patients at clinical sites to improve their practical skills: 59.75% fully agreed and 21.75% partially agreed. In addition, 42.75% of teaching staff stated that they use practical skills training in the Simulation Center in the process of teaching students, residents, Master's students and doctoral students.

According to the results of the student survey, 30.17% of respondents were residents, 14% were interns, 49.5% were Bachelor's students, 0.6% were learners of continuing professional development, and 5.6% were graduates. A total of 87.5% of respondents would recommend studying at this organisation to their relatives, friends and acquaintances. More than 58.3% of respondents do not participate in the advisory bodies of the university, while 20% stated that they "do not know anything about this". The majority of respondents, 82.16%, were satisfied with the conditions and equipment of classrooms, while 15.1% expressed the opposite opinion. Regular provision of handout materials by teaching staff was noted by 66.33% of respondents. Learners fully agreed, 61.33%, and partially agreed, 20.5%, that they have sufficient time to practise practical skills. Assessment of learners' knowledge is conducted fairly and correctly: 71.67% answered "yes" and 22% answered "partially". Overall, teaching staff satisfaction was above 70%, and learner satisfaction was above 75%. Negative responses do not affect the overall level of satisfaction, which indicates the proper organisation of the activities of the Simulation Center to support the educational process.

Conclusions of the EEC based on the external expert evaluation

The visit of the External Expert Commission was organised in accordance with the programme approved on 27 February 2026 by S.S. Sarsenbayeva, Director General of ECAQA, and agreed with M.E. Shoranov, Rector of KazNMU. As part of the external expert evaluation of the KazNMU

Simulation Center for compliance with the ECAQA accreditation standards, the EEC members carefully studied and assessed the main performance indicators of the Simulation Center and its interaction with the University's structural units.

The information obtained by the external experts was analysed through the review of the self-assessment report, preparation of a written review with recommendations for improvement, interviews with the management of the Simulation Center, staff of the Simulation Center and structural units, and review of documentation. Interviews were conducted with 3 administrative staff members, 2 senior methodologists, 2 methodologists and 11 trainers of the Simulation Center, the Head of the Service Maintenance Department and an equipment specialist. In addition, interviews were conducted with 79 learners, including residents, learners of continuing professional development, and students of the General Medicine and Dentistry programmes; with teaching staff of clinical departments and members of Educational Programme Committees; as well as with 15 employers of students and learners. The results of the survey of 8 employers and the survey of 600 learners and 400 teaching staff members were also analysed. All information obtained was compared with the data presented in the self-assessment report, which made it possible to verify the reliability and validation of the information and supporting documents provided by KazNMU for compliance with the above-mentioned ECAQA Accreditation Standards.

Although the self-assessment report described the best practices of the Simulation Center in complying with the accreditation standards, during the external expert evaluation the EEC members additionally reviewed approximately 206 documents and video materials on training resources in advance. These materials made it possible to identify the compliance of the Simulation Center's activities with the Accreditation Standards for Educational Simulation Centers in Medicine and Healthcare. Thus, the External Expert Commission reviewed approximately 200 documents, video presentations and video recordings.

The recommendations for improving the activities of the Simulation Center for compliance with the Accreditation Standards, developed by the EEC based on the results of the expert evaluation, were presented during the meeting with the management on 19 March 2026.

On the last day of the visit, the EEC members assessed the compliance of the Simulation Center using the "Quality Profile and External Evaluation Criteria of the Simulation Center of S.D. Asfendiyarov KazNMU for compliance with the Accreditation Standards for Educational Simulation Centers in Medicine and Healthcare", developed by ECAQA. The above-mentioned document was completed individually by each EEC member. No comments were made by the EEC members.

The programme and schedule of the EEC external expert evaluation were fully implemented. The University staff ensured the participation of all persons specified in the programme.

Thus, the external evaluation and the visit of the EEC members made it possible to fully verify and validate the data presented in the self-assessment report of the Simulation Center of S.D. Asfendiyarov KazNMU in accordance with the Regulation on the External Expert Commission and the ECAQA Guidelines for the External Evaluation of a Medical Education Organisation, approved by Order No. 9 of the Director General dated 27 February 2026.

Comfortable working conditions were created for the EEC, and online access to all necessary information and material resources was organised. The Commission notes the high level of corporate culture of the Simulation Center of S.D. Asfendiyarov KazNMU and the high degree of openness of the staff in providing information to the EEC members.

Thus, during the implementation of the programme activities, namely based on the results of interviews with the Vice-Rector for Academic Affairs, the Head of the Simulation Center, senior methodologists and methodologists, as well as trainers, and interviews with learners and teaching staff, compliance with the criteria of **Standard 1** was established. All participants in the educational process are aware of the organisation's mission and took part in developing proposals for formulating the mission. At the same time, the mission is communicated to potential learners through the website, social networks and information letters sent to medical organisations. The organisation's Strategic Plan for 2024–2029 was reviewed. It includes such areas as an innovative student-centered university, continuously developing on the principles of an academic healthcare and science system, bringing

together professionals who share common values to generate, transfer and apply knowledge about health and for the health of people. This confirms compliance with the accreditation standard and demonstrates the goals, objectives and prospects of the organisation. Based on interviews with 5 learners, it was established that before the start of classes, teaching staff inform them about the mission and work plans of the education organisation and explain where they can obtain the necessary information about the educational programme, teaching staff, training sites and the possibility of developing an individual training schedule. This indicates compliance with **Standard 2** in terms of adapting training to the needs and preferences of individual learners. Thus, the Simulation Center of S.D. Asfendiyarov KazNMU demonstrates a high level of educational programme management. The educational process is characterised by consistency, practical orientation, compliance with healthcare requirements and the active use of modern learning technologies.

Strengths:

- developed material and technical resources;
- integration of simulation-based learning into all levels of education;
- close connection with practical healthcare;
- effective quality assurance system.

Based on the analysis of the materials presented, it can be concluded that the activities of the Simulation Center under **Standard 3 "Assessment and Documentation"** generally comply with the established requirements. The Center has established a regulatory, organisational and methodological framework for assessing learning achievements, defining learners' responsibilities, providing counselling, monitoring and documenting the educational process. The data presented demonstrate a systematic approach to assessing learners' competencies, the use of modern simulation-based and digital tools, as well as the availability of mechanisms to ensure transparency, objectivity and academic integrity. At the same time, certain areas require further improvement, primarily in terms of the digitalisation of individual competency records, psychometric analysis of assessment tools and further automation of document management.

Having studied the materials presented, the experts concluded that the Simulation Center under **Standard 4 "Resource Management"** generally complies with the requirements. The Center has a substantial material and technical base, modern simulation equipment, specialised premises, access to library and electronic resources, and also uses distance learning technologies. The information provided indicates systematic work to ensure that the educational process is provided with the necessary resources, as well as their maintenance, updating and integration into educational activities. At the same time, certain areas require further improvement, primarily in terms of documenting the technical maintenance of some equipment, ensuring the sustainability of resource provision, expanding the participation of CPD learners, and strengthening mechanisms for long-term planning of consumables and digital infrastructure.

After studying and analysing the materials under **Standard 5 "Human Resources"**, the experts concluded that the activities of the Simulation Center under this standard **generally comply with the established requirements**. The Center has formed a staffing structure that ensures the implementation of educational programmes using simulation technologies, technical support for equipment, and organisational and methodological support for the educational process. The information presented confirms the availability of qualified management, a human resources policy, a competitive recruitment system, professional development, staff incentives and social support for employees. At the same time, certain aspects require further improvement, primarily in terms of filling vacant positions, expanding international certification of staff, and strengthening human resource planning, taking into account the possible growth in the number of learners and the expansion of programmes.

The Center demonstrates a clear connection between its mission, admission policy, human and resource capacities, organisation of learner support, transparency of procedures, inclusive approach and revision of educational policy, taking into account the needs of practical healthcare and society. The information presented confirms that the Simulation Center is focused on creating an accessible, transparent and practice-oriented educational environment, which takes into account both the needs of the main category of learners and the interests of learners in continuing professional development and

non-formal education. At the same time, certain areas require further improvement, primarily in terms of deepening the digital integration of services, expanding programmes for external categories of learners, and strengthening marketing and coordination work related to additional training. Based on the above, the Simulation Center under **Standard 6 "Trainees" generally complies with the established requirements.**

Analysing the materials presented under Standard 7 "Programme Evaluation", the experts concluded that the activities of the Simulation Center under **Standard 7 generally comply with the established requirements**. The University and the Simulation Center have established a system that ensures the connection between the objectives of simulation-based educational programmes, final learning outcomes, assessment procedures, mechanisms for monitoring effectiveness, and the collection of feedback. The data presented indicate the existence of an institutionally established approach to programme evaluation, involving departments, Educational Programme Committees, the Department of Academic Development, the Academic Council, schools/faculties, the Academic Quality Department, as well as learners and employers. At the same time, further development requires deeper digitalisation of outcomes monitoring, expansion of the multidisciplinary approach, and strengthening of external independent review of simulation modules.

The Center has established a regulatory and organisational framework that ensures compliance with ethical principles, academic integrity, safety regulations, comfortable learning conditions, as well as the protection of the rights and autonomy of standardised patients. The data presented indicate that issues of ethics and safety are considered by the Center as an integral part of the educational process and professional development of future medical professionals. At the same time, further development requires strengthening learners' personal responsibility for compliance with the rules of work in the simulation environment, regular updating of the bioethical aspects of scenarios, and improvement of support mechanisms for staff working in a high-tech and psycho-emotionally demanding educational environment. Thus, the experts concluded that the activities of the Simulation Center under **Standard 8 "Integrity and Safety" generally comply with the established requirements**.

Analysing the materials presented, the experts concluded that the Simulation Center under **Standard 9 "Continuous Renewal" generally complies with the established requirements**. The Center is integrated into the University's quality management system, participates in internal audits, updates its organisational structure, educational processes and material and technical resources, develops scientific and project activities, and uses mechanisms for feedback and learner participation in programme improvement.

4. Analysis of compliance with the accreditation standards based on the results of the external evaluation of the Simulation Center of S.D. Asfendiyarov Kazakh National Medical University and an overview of strengths for each standard

Standard 1: MISSION AND GOVERNANCE

Criterion 1.1 — Availability and accessibility of the organisation's mission and vision

Evaluation: complies

The education organisation has a clearly formulated mission and vision, reflected in the strategic documents of S.D. Asfendiyarov Kazakh National Medical University for 2024–2029. The mission is published on the official website and communicated to employees and teaching staff through corporate communications. Stakeholders are informed through collegial management bodies, meetings with staff, as well as digital channels, including the website and social networks.

Thus, the mission is accessible, transparent and integrated into the activities of the University and its structural units.

Criterion 1.2 — Availability of the mission and vision of the Simulation Center

Evaluation: partially complies

The Simulation Center does not have its own autonomous mission and vision; however, its activities are fully aligned with the mission of the University, due to its status as a structural unit.

Functionally, the Simulation Center implements tasks related to the development of practical competencies, the introduction of innovative learning technologies, and the training of specialists in accordance with international standards, including BLS, ACLS, PALS, PHTLS and NRP.

At the same time, the absence of a formalised mission of the Simulation Center as a separate unit limits the possibility of more clearly positioning its role in the medical education system.

Criterion 1.3 — Participation of stakeholders in the development of the mission and learning outcomes

Evaluation: complies

Key stakeholders, including employers, representatives of practical healthcare and the professional community, participate in the development of educational programmes and learning outcomes.

Institutional mechanisms for interaction are in place, including the Employers' Council and Educational Programme Committees, ensuring that labour market needs are taken into account.

Information openness and regular interaction with partners confirm the systematic nature of cooperation.

Criterion 1.4 — Organisational structure and management

Evaluation: complies

The Simulation Center has a clearly defined organisational structure and is integrated into the University's management system.

Its activities are regulated by internal regulatory documents, the Regulation on the Center, a business process map and the quality management system.

Effective interaction with departments and administrative units is observed, ensuring the sustainability of operations and transparency of management processes.

Criterion 1.5 — Strategic planning and analysis of activities

Evaluation: complies

The University implements a systematic approach to strategic planning based on the Development Programme for 2024–2028, approved at the state level.

The Simulation Center participates in the planning process through the preparation of requests, justification of needs and participation in resource allocation.

The presence of monitoring, analysis and reporting mechanisms indicates an established quality management system.

Criterion 1.6 — Availability of strategic and operational plans

Evaluation: complies

The Simulation Center operates on the basis of strategic and annual operational planning aimed at achieving the University's mission.

A regular reporting system is implemented, including the analysis of key performance indicators, such as training volume, assessment results, implementation of technologies and scientific activity.

Planning is continuous and is accompanied by the adjustment of objectives based on the analysis of results.

Criterion 1.7 — Compliance with regulatory and legal requirements

Evaluation: complies

The activities of the Simulation Center fully comply with the requirements of the legislation of the Republic of Kazakhstan in the field of education and healthcare.

The educational process is regulated by current laws, orders of authorised bodies and state standards.

The following are ensured:

- compliance of educational programmes with the SCES and standard curricula;
- use of approved educational technologies;
- objective system for assessing learning outcomes;
- maintenance of databases and analytical reporting.

General conclusion on Standard 1

Overall, the activities of the Educational Simulation Center of S.D. Asfendiyarov Kazakh National Medical University comply with the requirements of Standard 1 "Mission and Governance".

The strengths are:

- integration into the University's strategy and state priorities;
- developed system of management and planning;
- high degree of regulatory framework for activities;
- active interaction with stakeholders;
- modern educational infrastructure and technologies.

The area for improvement is:

- development and formalisation of the Simulation Center's own mission and vision as a separate structural unit.

Conclusions of the EEC on the criteria. Compliant out of 7 standards: fully – 4, partially – 3, do not comply – 0.

Recommendations for improvement:

1) Develop and formalise the Simulation Center's own mission and vision as a separate structural unit.

Standard 2: PROGRAMME MANAGEMENT

The analysis of the activities of the Educational Simulation Center of S.D. Asfendiyarov Kazakh National Medical University demonstrates a high level of organisation in the management of educational programmes, based on the principles of integration, adaptability and compliance with modern requirements of medical education.

First of all, it should be noted that the Simulation Center provides comprehensive support for educational programmes at all levels of training, from Bachelor's degree programmes to residency. In recent years, the Center has undergone significant transformation, moving from an extensive development model to an intensive one focused on resource optimisation and the introduction of a high-tech educational environment. The availability of its own infrastructure and more than 550 units of equipment, including robotic mannequins and virtual simulators, makes it possible to implement educational programmes at a level that meets international standards.

The content of the programmes is characterised by a strong practical orientation. Simulation-based learning is integrated into the curricula and implemented according to the principles of staged competency development: from basic manipulations in the early years of study to complex clinical decision-making at the level of internship and residency. The use of a level-based model for mastering skills ensures consistency and continuity of learning, which is an important factor in developing clinical thinking and the professional readiness of graduates.

An important advantage is the close connection between educational programmes and the needs of practical healthcare. The Center demonstrates a systematic approach to analysing the needs of learners and employers by using feedback mechanisms, surveys, employer participation in programme development and regular review of educational components. The updating of educational programmes with the participation of representatives of medical organisations ensures their relevance to labour market requirements and reduces the gap between theoretical training and practical activity.

Particular attention should be paid to the diversity and flexibility of continuing education programmes. The Simulation Center implements courses both for medical professionals and non-medical personnel, including paramedics, which demonstrates the expansion of its educational mission and social orientation. The individualisation of programme content and its adaptation to the needs of different categories of learners increase the effectiveness of continuing professional development.

The methodological basis of training complies with modern pedagogical approaches. Various forms and methods of simulation-based learning are used, including:

- high-fidelity clinical scenarios;
- standardised patients;

- virtual platforms;
- team-based training;
- debriefing as a key tool for reflection.

The application of these methods ensures the achievement of final learning outcomes and the development of sustainable professional skills. It is important to emphasise that simulation-based learning helps minimise risks to patients and increases learners' readiness for real clinical practice.

The system for evaluating and improving educational programmes is systematic and multi-level. The University has introduced mechanisms for internal and external quality monitoring, involving learners, teaching staff and employers. Regular analysis of learning outcomes, feedback and academic performance indicators makes it possible to identify problem areas in a timely manner and introduce adjustments to educational programmes. The development of more than 300 simulation scenarios and competency matrices confirms the high level of methodological elaboration of the educational process.

The financial support for the Center's activities is sufficient and sustainable. The University implements a diversified funding model, including budgetary and extra-budgetary sources. The availability of mechanisms for strategic planning and prioritisation of expenses allows resources to be allocated effectively, ensuring the renewal of material and technical resources and the introduction of innovative technologies.

Resource management is characterised by rationality and a strategic approach. The Center demonstrates the ability to determine priorities in the allocation of financial and material resources, ensuring a balance between the accessibility of training and the introduction of high-tech equipment. An additional advantage is the development of extra-budgetary activities through continuing education programmes and partnership projects.

The quality assurance system for educational services is well-developed and documented. The University has an internal quality assurance system that includes regulatory documents, monitoring procedures, evaluation mechanisms and feedback mechanisms. Particular attention is paid to compliance with the principles of academic integrity, data confidentiality and objectivity in the assessment of learning outcomes. The availability of regulated procedures for equipment maintenance and control of the educational process ensures the stability and reliability of the Center's functioning.

At the same time, the analysis identified areas for further development. In particular, the following are required:

- strengthening the implementation of evidence-based medicine principles in educational programmes;
- increasing the proportion of high-tech equipment to expand training opportunities for residents;
- developing the engineering and technical competencies of staff for the maintenance of complex simulation systems.

As promising areas for development, it is necessary to note the expansion of international cooperation, the organisation of scientific and educational events, and the further commercialisation of educational services.

Thus, it can be concluded that the management of educational programmes at the Simulation Center of S.D. Asfendiyarov Kazakh National Medical University is characterised by a high level of consistency, adaptability and compliance with modern requirements of medical education. The Center ensures the effective implementation of programmes aimed at developing professional competencies required in the healthcare system.

Overall, Standard 2 "Programme Management" is implemented at a high level and complies with the established requirements. The analysis by criteria is presented below.

Criterion 2.1 — Provision of programmes with high-quality simulation-based learning

Evaluation: complies

The Simulation Center ensures the implementation of educational programmes at all levels using a modern material and technical base, including more than 550 units of equipment, high-fidelity simulators and virtual technologies.

Simulation-based learning is integrated into the educational process and implemented according to the principles of staged development of clinical competencies, which ensures the high quality of learner training.

Criterion 2.2 — Orientation of programmes towards the needs of learners and healthcare

Evaluation: complies

Educational programmes are developed taking into account the needs of practical healthcare, learners and employers.

Feedback mechanisms are used, including surveys, employer participation and Educational Programme Committees, the results of which are systematically taken into account when updating programmes.

The programmes are adapted in accordance with labour market requirements and current challenges in the healthcare system.

Criterion 2.3 — Continuing professional development programmes

Evaluation: complies

The Simulation Center implements a variety of continuing education programmes for different categories of learners, including physicians, interns and paramedics.

The content of the programmes is flexibly adapted to the needs of learners and employers, ensuring their practical relevance and the individualisation of training.

Criterion 2.4 — Use of modern teaching methods

Evaluation: complies

Modern simulation technologies are used in the educational process, including:

- standardised patients;
- virtual platforms;
- team-based training;
- debriefing.

Teaching methods are aimed at achieving final learning outcomes and developing sustainable professional skills.

Criterion 2.5 — Evaluation and improvement of programmes

Evaluation: complies

A system of regular monitoring and improvement of educational programmes is in place, including internal and external evaluation.

Feedback mechanisms, analysis of learning outcomes and stakeholder participation are actively used.

A substantial methodological base has been developed, including scenarios, skills passports and competency matrices.

Criterion 2.6 — Financial support for programmes

Evaluation: complies

The University’s financial resources are sufficient and diversified. Regular updating of the material and technical base and support for the educational process are ensured.

Criterion 2.7 — Resource management and prioritization

Evaluation: complies

The Simulation Center effectively allocates resources based on priorities, ensuring a balance between the accessibility of training and the introduction of high-tech equipment. Extra-budgetary activities are being developed, which strengthens financial sustainability.

Criterion 2.8 — Quality assurance system

Evaluation: complies

The University has a well-developed internal quality assurance system, which includes:

- regulatory documents;
- assessment and monitoring procedures;
- feedback mechanisms.

Objectivity of assessment, academic integrity and data confidentiality are ensured

General conclusion on Standard 2

The Simulation Center of S.D. Asfendiyarov KazNMU demonstrates a high level of educational programme management.

The educational process is characterized by consistency, practical orientation, compliance with healthcare requirements and the active use of modern learning technologies.

Strengths:

- developed material and technical resources;
- integration of simulation-based learning into all levels of education;
- close connection with practical healthcare;
- effective quality assurance system.

Conclusions of the EEC on the criteria. Complies with 8 standards: fully - 8, partially - 0.

Recommendations for improvement:

1) Strengthen the implementation of evidence-based medicine principles in the development and updating of educational programmes.
2) Gradually increase the proportion of high-tech and robotic equipment.
3) Organize systematic professional development for engineering and technical staff.
4) Optimize the allocation of training time, taking into account the needs of learners, including the possible extension of practical classes.
5) Continue updating the material and technical base, taking into account feedback from learners and employers.
6) Expand the use of digital and virtual technologies, including analytical tools for skills assessment.
7) Intensify international cooperation and the implementation of best practices in simulation-based learning.

Standard 3: ASSESSMENT AND DOCUMENTATION

Based on the analysis of the materials presented, it can be concluded that the activities of the Simulation Center under **Standard 3 "Assessment and Documentation" generally comply with the established requirements**. The Center has established a regulatory, organisational and methodological framework for assessing learning achievements, defining learners' responsibilities, providing counselling, monitoring and documenting the educational process. The data presented demonstrate a systematic approach to assessing learners' competencies, the use of modern simulation-based and digital tools, as well as the availability of mechanisms to ensure transparency, objectivity and academic integrity. At the same time, certain areas require further improvement, primarily in terms of the digitalisation of individual competency records, psychometric analysis of assessment tools and further automation of document management.

3.1. Policy for learner assessment and documentation of results

With regard to this criterion, it should be noted that the Simulation Center has implemented a **structured and regulatory-supported policy for learner assessment** based on a competency-oriented training model. Assessment is carried out in key areas of competence: cognitive, operational, communicative, legal and self-development. This model makes it possible to assess not only the amount of knowledge, but also learners' practical training, clinical reasoning, communication skills and professional behaviour.

An important advantage is that the assessment system is based on the University's internal regulatory documents: the Regulation on Current Control, Mid-Term and Final Assessment, SOP on the Development and Approval of the System for Assessing Learning Achievements, and the Academic Policy of the University. This demonstrates the regulatory stability and institutionalization of the assessment process.

The use of **various assessment methods** adapted to the content of educational programmes and the level of learners' training should be positively evaluated. The Center uses clinical scenarios, Case-

Based Discussion, Mini-CEX, MSF, DOPS, Patient Survey, the standardised patient method, OSCE, testing and debriefing. This set of tools makes it possible to conduct a comprehensive assessment of knowledge, practical skills, clinical reasoning, teamwork and communicative competence. It is particularly important that many methods include mandatory feedback, which strengthens not only the controlling but also the developmental function of assessment.

A strength is also that the assessment of practical skills is organised using modern simulation systems and robotic equipment, including platforms for practising resuscitation measures, diagnosing clinical conditions and managing clinical scenarios. This indicates a high level of approximation of assessment to real professional activity and increases its objectivity.

It is also necessary to note the availability of an **anti-plagiarism system** and the emphasis on compliance with the principles of academic integrity. The use of StrikePlagiarism.com, as well as the inclusion of academic integrity provisions in the University's Academic Policy, confirms that issues of ethics and learners' independence are taken into account in the overall assessment system.

The availability of **assessment rubrics, checklists, practical skills station passports**, as well as the recording of results in individual assessment sheets and electronic journals, deserves positive evaluation. This ensures transparency of the procedure, traceability of results and a unified approach to assessment at different stages of training. Video monitoring of practical classes and examination procedures is also significant, as it increases reliability and reduces the risk of subjectivity.

At the same time, from an expert perspective, it should be noted that despite the high level of organisational support, further improvement is required in the **psychometric validation of assessment tools**, in particular regular analysis of the reliability of checklists, OSCE stations and the comparability of results across different training programmes. In addition, the creation of a unified digital register of learners' acquired competencies, with cumulative tracking of progress throughout the entire period of study, is a promising area for development.

Conclusion on item 3.1

The criterion **complies**.

3.2. Learners' responsibility for participation in training

With regard to item 3.2, the materials presented confirm that the Center has developed and implemented documents ensuring that students and learners take responsibility for their participation in training. Learners' responsibility is **legally, academically, disciplinary and ethically established**. It is reflected in training agreements, the Academic Policy, the Code of Academic Integrity, internal regulations, provisions on current control, as well as in a number of internal regulatory documents and SOP.

A positive aspect is the systematic nature of the approach: learners' responsibility is not limited only to attendance or passing assessment, but also covers completion of the curriculum, compliance with the University's internal regulations, principles of academic integrity, disciplinary requirements and rules for working in simulation classrooms. This approach corresponds to modern requirements for professional training, where not only learning outcomes are important, but also the learner's attitude towards the educational process.

It should be positively noted that the syllabi of disciplines and modules clearly reflect the discipline policy, requirements for learners, assessment criteria and rules for mastering practical skills. Learners are familiarised with them in advance, and teaching staff inform them about the assessment rules during the first class. This contributes to the development of a transparent educational environment and learners' awareness of their responsibility for learning outcomes.

Additional confirmation of the systematic approach is the use of digital and documentary monitoring: attendance and academic performance records are maintained in electronic systems, as well as in registration journals and assessment sheets. The use of self-assessment checklists and the availability of multi-level control increase learners' involvement in the process of mastering practical skills and develop elements of self-regulation.

At the same time, from an expert perspective, it can be noted that the potential of this area may be strengthened through a more formalised mechanism for documenting the individual responsibility of learners specifically in simulation-based learning. This could include, for example, a personal

electronic competency account, confirmation of completion of training stages, familiarisation with safety rules, and recording of individual educational gaps. This is particularly relevant for multi-level training and continuing professional development.

Conclusion on item 3.2

The criterion **complies**.

3.3. Academic counselling of students and learners

The analysis of the materials shows that the Simulation Center implements mechanisms for academic counselling related to the acquisition of practical skills, additional training and support for students and learners during the learning process. Counselling is organised through **additional training sessions, briefing, explanation of typical mistakes, feedback, provision of equipment for repeated practice of skills, and analysis of learners' errors.**

It is positively noted that counselling is not formal, but practice-oriented. It is aimed at supporting learners in achieving the required level of skill acquisition, includes both immediate and delayed feedback, and provides the opportunity to repeat exercises multiple times until the required result is achieved. This approach corresponds to the specific nature of simulation-based learning and the principles of safe acquisition of practical competencies.

The availability of syllabi describing the goals, objectives, learning outcomes, topics of classes, assessment criteria and assessment rules can also be considered an element of academic counselling, since learners receive complete information in advance about the structure of the discipline and the expected outcomes. The placement of materials in electronic systems makes this information accessible and contributes to greater transparency of the educational process.

An additional advantage is the organisation of additional training sessions according to a schedule, with open information provided to learners through digital channels. This indicates that the Center is not limited to the mandatory timetable, but creates conditions for in-depth acquisition of skills at the request of learners.

At the same time, it should be noted that academic counselling in the materials presented is mainly described as support for the acquisition of practical skills. Issues related to counselling on the choice of **educational trajectories, individual learning pathways, professional development and academic difficulties** are described in less detail. In this regard, a promising area for development is the clearer institutional formalisation of counselling as a separate function, with the designation of responsible persons, communication channels, support procedures and documentation of counselling assistance.

Conclusion on item 3.3

The criterion **complies with remarks**.

3.4. System for monitoring and documenting the educational process

With regard to item 3.4, it can be concluded that the University and the Simulation Center have established a **systematic and transparent model for monitoring and documenting the educational process**. The Center operates within a well-developed regulatory framework and uses both electronic document management and internal documentation to record, control and analyse the results of educational activities.

A strong point is the use of the SalemOffice electronic document management system, as well as digital educational platforms for recording attendance, academic performance and assessment results. This ensures orderliness, transparency, document preservation and the possibility of controlling access to data. An important aspect is the personalised access of teaching staff to electronic journals, which increases responsibility for entering information and ensures data protection.

It should be positively noted that documentation covers all main components of the educational process: curricula, working curricula, syllabi, timetables, registration journals, assessment sheets, testing results, feedback forms, documents on continuing education, as well as records of the issuance of certificates and other confirming documents. This approach meets the requirement of consistency and confirms that documentation is not episodic, but regular.

An important advantage is the availability of mechanisms for **monitoring the quality of training**: analysis of the implementation of calendar-thematic plans, surveys of learners and teaching

staff, peer observation of classes, debriefing using video recordings, attendance monitoring, satisfaction analysis and the use of feedback to adjust the learning process. This indicates that the monitoring system is used not only as a recording tool, but also as a mechanism for improving the quality of educational activities.

It is also positive that documentation of learning outcomes for learners of continuing and continuous professional development programmes is provided, including records of attendance, academic performance, issuance of certificates and other forms of reporting. This is particularly important for compliance with the requirements for CPD and continuous professional development programmes.

At the same time, from an expert perspective, it should be noted that there is a need for further integration of individual information flows into a single digital ecosystem in order to eliminate data duplication, increase the analytical capacity of the system and ensure more convenient tracking of the progress of students and learners. The issue of automated generation of training documents and their integration with the internal databases of the Center and the University also remains a promising area.

Conclusion on item 3.4

The criterion **complies**.

Strengths of the Standard

Based on the results of the expert analysis, the following strengths can be identified:

1. Comprehensive system for competency assessment.
Assessment covers knowledge, practical skills, communication, legal aspects and self-development, which corresponds to the competency-based approach in medical education.

2. Diversity and modernity of assessment methods.
DOPS, Mini-CEX, MSF, Patient Survey, standardised patients, clinical scenarios, OSCE, debriefing and other tools are used, ensuring a multidimensional assessment of training.

3. Regulatory support for all procedures.
All key processes are regulated by the Academic Policy, regulations, SOPs, codes and rules, which creates a sustainable and manageable system.

4. Transparency and objectivity of assessment.
The use of checklists, assessment rubrics, video monitoring and electronic journals reduces the risk of subjectivity and ensures the traceability of results.

5. Developed system of documentation and digital support.
The use of SalemOffice, Sirius, Hero Study, Platonus and other electronic tools makes it possible to systematically record, monitor and store learning outcomes.

6. Emphasis on academic integrity.
The implementation of an anti-plagiarism system and reliance on the Code of Academic Integrity strengthen confidence in learning outcomes and promote professional ethics.

Final expert conclusion

Overall, the Simulation Center demonstrates a **sufficiently high level of compliance with Standard 3**. The Center has established an integrated system for competency assessment, ensured regulatory framework for learners' responsibility, implemented elements of counselling support, and operates a transparent system for monitoring and documenting the educational process. The materials presented confirm that the Center is focused on the objective assessment of learning outcomes, compliance with academic integrity, and the use of modern simulation technologies and digital recording tools.

At the same time, the further development of the Center should be aimed at deeper digital integration of data, formalisation of academic counselling, and improvement of assessment methodology based on psychometric analysis. Taking into account the above, the standard may be assessed **as generally compliant**, with certain areas identified for further development and improvement.

Conclusions of the EEC on the criteria. Complies with 4 standards: fully - 4, partially compliant — 0, non-compliant — 0.

Recommendations for improvement:

1) It is necessary to strengthen the formalisation of academic counselling. Counselling is implemented in practice, but requires clearer organisational formalisation, especially in terms of choosing an educational trajectory and supporting learners with academic difficulties.
2) Further digitalisation of competency records is required. It is advisable to create a unified electronic "competency passport" or digital register of learners' skills with cumulative recording of their progress.
3) Psychometric validation of assessment tools should be developed. It is recommended to conduct regular statistical analysis of OSCE results, checklists and other assessment tools to confirm their reliability and validity.
4) The integration of document management for CPD and continuous professional development programmes requires further development. Expanding the automation of registration, record keeping and issuance of certificates to learners is a promising area.

Standard 4: RESOURCE MANAGEMENT

4.1. Ensuring the acquisition, maintenance and support of simulation equipment and technologies

With regard to this item, it should be noted that the Simulation Center has established a sufficiently developed system of resource provision based on compliance with external regulatory requirements and the University's internal regulations. Equipment is maintained in proper condition in accordance with the current regulatory legal acts of the Republic of Kazakhstan in the field of medical and continuing education, as well as the University's internal documents. This indicates the legal and organisational sustainability of the process of managing material and technical resources.

A strong point is the significant volume and diversity of simulation equipment. The Center has more than **550 units of equipment**, including high-fidelity and interactive simulators, trainers, VR solutions, robotic mannequins, auscultation systems, virtual ultrasound simulators and equipment for practising emergency care. This makes it possible to provide training across a wide range of educational programmes and categories of learners.

The availability of a preventive equipment inspection programme, schedules for regular testing, verification, inspection and technical maintenance, as well as the use of instructions based on manufacturers' manuals and safety standards, is positively assessed. The information presented confirms that safe access to equipment and its operational reliability are considered important elements in the organisation of training.

A significant advantage is the regular updating of the material and technical base, especially during the period from 2021 to 2026. The procurement of new high-tech equipment, including sixth-generation simulators, VR stations, robotic systems and virtual diagnostic platforms, demonstrates the Center's commitment to meeting current trends in simulation-based medical education and maintaining the relevance of the educational environment.

At the same time, the materials indicate that **verification certificates are not available for some older equipment due to the absence of contracts**, while some new equipment has not undergone this procedure because it is still under warranty. This should be considered a risk area from the perspective of external evaluation, since accreditation review requires not only the actual availability of maintenance, but also complete documentary evidence of technical serviceability, maintenance and metrological control of equipment.

In addition, given the significant amount of equipment and the dependence of some supplies on foreign manufacturers, long-term planning of spare parts, consumables and service contracts becomes particularly important. In the materials, this is reflected more as a prospective area than as a fully completed system.

Conclusion on item 4.1

The criterion complies.

Recommendations for improvement under item 4.1

1. Develop and implement a unified electronic register of simulation equipment, indicating commissioning dates, service maintenance periods, verification, repairs, warranty status and responsible persons.
2. Ensure complete documentary evidence of technical maintenance and verification of all equipment, including previously purchased items.
3. Conclude or update long-term service contracts for technical support of equipment, especially high-fidelity simulators and VR/digital systems.
4. Establish a reserve of consumables and spare parts to prevent disruptions in the educational process.
5. Include an annual analysis of equipment utilization efficiency in the Center's development plans, with an assessment of workload, demand and compliance with educational programmes.

4.2. Availability of appropriate premises for simulation-based learning

The analysis of the data presented shows that the Simulation Center has sufficient space and specialised infrastructure to implement its mission and objectives. Since 2025, the Center has been located on two floors with a total area of **2,106.8 sq. m.**, a significant part of which is allocated for educational purposes. The Center includes 52 rooms, including 38 classrooms, as well as a meeting room equipped with multimedia equipment for interactive lectures and other educational activities.

A strong point is the specialised distribution of premises by clinical areas: obstetrics and gynecology, neonatology and pediatrics, surgery, therapy and emergency care, specialised emergency care areas, spaces for visualisation and automated skills control. This infrastructure makes it possible to organise training in conditions close to clinical practice and ensures variability in educational scenarios.

The territorial accessibility of the Center should also be positively assessed: its proximity to the campus and dormitories increases convenience for students and teaching staff. It is also important that the organisation of the educational process is based on requests from departments, which allows the premises to be used rationally and avoids excessive adaptation of classrooms for functions not intended for them.

The high level of equipment in specialised units should be noted separately. The use of robotic simulators, endovideosurgical trainers, virtual patients, 3D visualisation systems and specialised phantoms creates a comprehensive high-tech educational environment. This significantly improves the quality of practical skills training and interdisciplinary interaction.

At the same time, from an expert perspective, it is advisable to pay attention to the need for further analysis of the **actual workload of premises**, the routing of learner flows, as well as the assessment of the compliance of space and the number of workstations with the growing number of programmes, especially in the event of the expansion of CPD and short-term courses. For sustainable development, not only the current availability of premises is important, but also a system for forecasting the need for spatial resources.

Conclusion on item 4.2

The criterion **complies**.

Recommendations for improvement under item 4.2

1. Conduct an annual analysis of premises workload, taking into account the number of learners, types of programmes and peak periods of use.
2. Develop a prospective infrastructure development plan, including the possible expansion of areas for CPD, interprofessional education and team-based training.
3. Strengthen the visual and navigation organisation of the Center's space, including zoning signs, movement routes and standards for the use of classrooms.
4. Provide a system for monitoring the satisfaction of learners and teaching staff with the conditions of premises and equipment.

5. Continue developing specialised areas focused on rare clinical scenarios and interdisciplinary modules.

4.3. Access to professional literature

With regard to this item, it was established that learners and staff of the Simulation Center are provided with access to significant library resources of the University. The Scientific Library of KazNMU has a large book collection of more than **1,208,695 copies**, including educational and scientific literature, periodicals and electronic textbooks in the state, Russian and foreign languages. This indicates a large-scale resource base capable of supporting the educational process at different levels of training.

The availability of access to international and national electronic databases, including Web of Science, Scopus, Cochrane Library, ScienceDirect, Wiley, JOVE and other resources, is positively assessed. For medical education, this is an important indicator of academic maturity and provides conditions for the use of evidence-based sources in educational and scientific activities.

A strong point is the well-developed infrastructure of the library itself: reading rooms, electronic reading rooms, computers, laptops, projectors, the KABIS automated library system, an electronic catalogue and the development of RFID technologies. In addition, the library conducts training seminars on the use of electronic resources and supports remote forms of interaction with users. This contributes not only to providing access to literature, but also to developing learners' information culture.

It is important that the library collection is updated based on requests from departments, which makes it possible to take into account the needs of educational programmes. The data presented also indicate the availability of agreements with other organisations and libraries, which expands opportunities for professional interaction and information exchange.

At the same time, the materials do not sufficiently describe the **targeted access of learners of the Simulation Center to specialised literature on simulation-based learning, medical education, OSCE, debriefing, standardised patients and assessment of clinical competencie**s. For external evaluation, it would be useful to demonstrate more clearly the connection between library resources and the specific areas of training implemented at the Simulation Center.

Conclusion on item 4.3

The criterion **complies.**

Recommendations for improvement under item 4.3

1. Develop a separate list of specialised literature for the Simulation Center in the following areas: simulation-based learning, medical education, debriefing, OSCE, standardised patients and competency assessment.
2. Organize thematic selections of literature and electronic resources for learners and teaching staff of the Center, with placement on the website or in the LMS.
3. Strengthen the integration between the library and the Simulation Center through joint training sessions on searching for evidence-based information for clinical scenarios.
4. Develop a mechanism for the regular updating of the specialised collection, taking into account requests from Center staff and changes in educational technologies.
5. Include an indicator on the use of library resources specifically by learners of the Simulation Center in the monitoring system.

4.4. Access to web resources and electronic learning tools

The materials presented make it possible to conclude that the University and the Simulation Center have established a digital environment that provides learners with access to web resources, electronic databases and the Center's own digital learning materials. The University has an official website, provides information through social networks, ensures wireless internet access throughout its premises and develops its own information services.

It is particularly important that learners have access to international scientific resources through the Scientific Library and information systems, while the Center itself has developed a media library of video materials and training sessions available on open platforms. Digital content includes emergency care algorithms, specialised clinical training materials and interactive solutions for developing clinical reasoning through the use of virtual patients and simulation platforms. This expands opportunities for independent learning and supports a blended learning format.

A strong point is the use of various digital channels, including YouTube, Instagram, electronic platforms, virtual patients and electronic library resources. This increases the accessibility of learning materials and makes the learning process more flexible. The availability of methodological developments, including a guide on the standardized patient, is also positively assessed, as it indicates the substantive content of the digital environment.

At the same time, from an expert perspective, **the structuring and centralization of the Simulation Center's electronic resources** require further development. Given the availability of a large amount of digital content, it is important to ensure its systematization, a unified register, navigation by levels of training and programmes, as well as mechanisms for monitoring the relevance of the materials posted. Otherwise, there is a risk of fragmentation of the digital environment.

Conclusion on item 4.4

The criterion **complies.**

Recommendations for improvement under item 4.4

1. Create a **unified register of electronic educational resources of the Simulation Center**, distributed by disciplines, skills and levels of training.
2. Develop a **unified digital portal or section of the Simulation Center** where video materials, algorithms, clinical scenarios, links to databases and methodological manuals will be systematically posted.
3. Introduce regular **monitoring of the relevance of digital content** and appoint persons responsible for updating it.
4. Provide tools for feedback from learners on the quality and usefulness of electronic resources.
5. Expand the use of interactive platforms and web resources for independent learning and knowledge assessment.

4.5. Encouragement of the use of distance learning technologies

With regard to this item, it can be stated that the University and the Simulation Center are actively developing distance learning technologies. The University has implemented a distance learning system on the Moodle platform, integrated with MS Office 365, MS Teams, Zoom, the electronic library, the proctoring system and the anti-plagiarism system. This creates a unified information and educational environment that ensures the implementation of blended and distance learning formats.

The availability of a significant number of developed distance courses, more than 2,000, as well as the large-scale use of the platform by more than **7,000 learners** at different levels of education, is positively assessed. This indicates a high degree of institutionalization of distance learning and its real integration into the educational process.

A strong point is the regulation of the distance format through internal documents, including SOP on the organisation of distance examinations and the implementation of distance learning courses. The availability of video streaming services, proctoring, digital library resources and the Center's own video materials confirms that distance technologies are used not episodically, but as an important part of the educational strategy.

At the same time, it should be taken into account that the specific nature of simulation-based learning limits the full transfer of practical training to the distance format. Therefore, in the further development of this area, the development of **hybrid learning models** is of particular importance, where distance technologies enhance but do not replace face-to-face simulation practice. It is also important to develop a methodology for assessing the effectiveness of online components specifically in the development of practical skills, and not only theoretical knowledge.

Conclusion on item 4.5
The criterion **complies.**

Recommendations for improvement under item 4.5

1. Develop hybrid learning models for the Simulation Center with a clear distinction between face-to-face and distance learning components.
2. Prepare digital modules for pre-simulation training, including video reviews, algorithms, interactive cases and online tests before face-to-face practical skills training.
3. Introduce a system for assessing the effectiveness of distance learning components in developing practical and communicative competencies.
4. Expand the use of the LMS and interactive platforms to support learners' independent work.
5. Continue training the Center's teaching staff in the methodology for developing and delivering simulation-oriented distance learning courses.

Strengths under the Standard
During the expert evaluation, the following strengths under Standard 4 can be identified:
1. Developed material and technical base. The Center is equipped with a large amount of modern simulation equipment, including high-fidelity simulators, VR systems and robotic platforms.
2. Availability of specialised infrastructure. The Center's premises are distributed by clinical areas and allow training to be conducted in conditions close to real clinical practice.
3. Access to extensive library and electronic resources. Learners and teaching staff have access to a large book collection, electronic catalogues and international scientific databases.
4. Active use of digital and distance learning technologies. LMS Moodle, MS Teams, Zoom, proctoring, the electronic library, digital content and the Center's media resources are integrated into the educational process.
5. Commitment to renewal and innovation. The Center regularly updates its equipment, introduces modern technologies and expands the range of electronic educational tools.

Conclusions of the EEC on the criteria. Complies with 5 standards: fully - 5, partially - 0.
Recommendations for improvement:

1) Documentation of equipment maintenance and verification. It is necessary to eliminate gaps in certificates and contracts for certain equipment.
2) Systematization of digital and electronic resources. It is important to consolidate fragmented materials into a single managed digital environment.
3) Development of targeted access to specialised literature on simulation-based learning. The link between library resources and the objectives of the Simulation Center itself should be strengthened.
4) Long-term planning of consumables and service support. To ensure the sustainable operation of the Center, it is necessary to strengthen the reservation and forecasting of needs.

Standard 5: HUMAN RESOURCES

5.1. The Educational Simulation Center must be headed by a qualified specialist with appropriate authority and job responsibility

During the external expert evaluation, it was established that the activities of the Simulation Center are managed by a qualified specialist who possesses the necessary professional competencies, managerial authority and experience in the field of medical education and simulation-based learning.

The Head of the Simulation Center has specialised medical education, an academic degree and significant experience in scientific and pedagogical activities, as confirmed by the submitted CV, scientific publications and participation in scientific and practical events. Active involvement in research activities is noted, including publications in peer-reviewed journals and participation in international conferences.

The involvement of the Head of the Simulation Center in the international professional community in the field of simulation-based learning has been confirmed, including membership in specialised organisations, which indicates the implementation of modern educational technologies and compliance with international requirements.

The authority and job responsibilities of the Head of the Simulation Center are regulated by internal regulatory documents, including the job description and regulations on the structural unit, which clearly define the functions of management, organisation of the educational process, quality control of training, development of human resource capacity and scientific activities.

During the evaluation, it was established that the Head of the Simulation Center is provided with the necessary organisational conditions and sufficient working time to perform managerial functions, including strategic and operational planning, coordination of educational programmes, monitoring of their implementation and development of the Center in accordance with the goals of the education organisation.

The organisational structure of the Simulation Center is clearly defined, and the distribution of roles and job responsibilities among staff is formalised and set out in the relevant documents. Effective interaction between management, teaching staff and learners is ensured, which contributes to the high-quality implementation of educational programmes.

5.2 The Educational Simulation Center must have a sufficient number of administrative and support staff to support its mission and achieve its goals.

During the external expert evaluation, it was established that the Simulation Center has a sufficient number of administrative and support staff to implement its mission, goals and educational programmes.

The staffing structure of the Simulation Center is established and approved and includes managerial, teaching, administrative and support staff. The distribution of staff job responsibilities is regulated by internal regulatory documents, including job descriptions and regulations on the structural unit, which ensures a clear division of functions and areas of responsibility.

The qualifications of staff correspond to their positions. The staff have specialised medical and/or pedagogical education, as well as experience in practical and educational activities. The submitted CVs and supporting documents confirm that staff members have additional training in simulation-based learning, as well as experience of participation in scientific and practical events, conferences and training programmes.

The staff of the Simulation Center are involved in research activities, as confirmed by publications in specialised journals and participation in scientific projects, which contributes to the integration of the educational and scientific components of the Center’s activities.

The analysis of the staffing schedule and actual workload shows that the staff composition is sufficient to ensure the educational process, taking into account the learner contingent, the programmes implemented and the simulation technologies used. Human resources are allocated taking into account the priority areas of the Simulation Center’s activities, which makes it possible to organise the educational process effectively.

Administrative staff and employees responsible for the development and support of educational programmes ensure their methodological support, organisation and monitoring of implementation quality. The Simulation Center has introduced mechanisms of internal control and feedback aimed at the continuous improvement of educational programmes and increasing their effectiveness.

5.3. The Educational Simulation Center must have a sufficient number of qualified teacher-trainers to meet the needs of all programmes using simulation

During the external expert evaluation, it was established that the Simulation Center has a sufficient number of qualified teacher-trainers to implement educational programmes using simulation technologies.

According to the documents presented, the Simulation Center provides for 17 full-time trainer positions, while 18 employees are actually involved, taking into account dual employment, with 1.75

vacant positions. Despite the presence of vacant positions, the staffing composition makes it possible to ensure the implementation of educational programmes in all areas of training.

The teaching staff and trainers of the Simulation Center have specialised medical education, practical clinical experience and pedagogical competencies. The qualifications of staff are confirmed by diplomas, certificates and professional development documents, including training in simulation technologies and international standards of medical care, such as ACLS, BLS, PALS and PHTLS. Staff professional development is carried out regularly; the implementation of training plans for 2020–2021 and 2024–2025 was 100%, which indicates a systematic approach to the development of human resource capacity.

The organisation has established requirements for teaching staff, including specialised education, clinical experience and training in simulation-based learning. In addition, the practice of mandatory staff training when new simulation equipment is commissioned has been introduced, which helps maintain an up-to-date level of competencies.

Teaching staff are assigned to conduct educational activities based on their specialisation, level of training and experience. Flexible workload distribution and interchangeability of trainers across areas of medical training are ensured, which makes it possible to effectively meet the needs of educational programmes. The ratio of teaching staff to learners is determined taking into account the specific nature of simulation-based learning and is aimed at ensuring high-quality practical skills training, individual supervision and effective debriefing.

5.4 The Educational Simulation Center must ensure the implementation of staff selection, counselling, evaluation and support processes.

During the external expert evaluation, it was established that the Simulation Center has implemented a comprehensive human resource management system, including processes for staff selection, evaluation, counselling, motivation and continuous professional development.

Staff selection is carried out on a competitive basis in accordance with the current legislation of the Republic of Kazakhstan and the University's internal regulatory documents. Transparency and accessibility of recruitment procedures are ensured: information on vacancies is posted on official Internet resources and specialised platforms, including Enbek.kz and others, which guarantees equal opportunities for candidates.

The Simulation Center has a systematic model of staff professional development. Staff professional development is carried out on a planned basis in accordance with strategic and annual development plans. It is noted that the implementation of professional development plans in 2020–2021 and 2024–2025 reached 100%, which indicates the high effectiveness of the human resource capacity development system. Training covers both pedagogical and simulation technologies, as well as international standards of medical care, including ACLS, BLS, PALS and PHTLS.

In addition, mandatory staff training is provided when new simulation equipment is introduced, which ensures the maintenance of an up-to-date level of professional competencies and compliance with modern educational technologies.

The Simulation Center actively supports staff participation in scientific and professional activities. Staff members are members of specialised professional communities, including ROSOMED, participate in international and national conferences, publish scientific articles in peer-reviewed journals, and take part in professional competitions, which contributes to the implementation of modern evidence-based approaches in the educational process.

The organisation has implemented a comprehensive staff support system, including:

- financial incentives, including additional payments for scientific activity, publications in international journals and teaching in English;
- non-material incentives, including certificates of appreciation, awards and recognition of achievements;
- social support through trade union and internal programmes;
- opportunities to participate in internships and international educational events.

Staff performance is evaluated through mechanisms of certification, monitoring of professional activity and analysis of the results of the educational process. Human resource capacity management is implemented with the participation of specialised structures, including personnel councils.

Conditions are provided for the continuous education of all categories of staff, including teaching staff, methodologists and engineering and technical specialists. Monitoring of professional development is carried out on a regular basis in accordance with strategic documents and internal regulations.

Conclusions of the EEC on the criteria. Complies with 4 standards: fully - 4, partially – 0, do not comply - 0.

Recommendations for improvement:

1) Accelerate the filling of vacant trainer and methodologist positions in order to reduce the workload of current staff and increase the sustainability of the Center's operations.
2) Develop a prospective human resource plan, taking into account the possible increase in the number of learners, expansion of CPD programmes and growth in the number of simulation modules.
3) Expand staff coverage with international certification in the field of simulation-based learning and emergency care.
4) Strengthen the internal system for evaluating staff effectiveness, including analysis of teaching performance, participation in scenario development, quality of debriefing and level of methodological activity.
5) Ensure a more flexible mechanism for the rapid professional development of staff when introducing new equipment, digital solutions and updated educational technologies.
6) Continue developing the talent pool and management succession within the Center.

Standard 6: TRAINEES

The analysis of the activities of the Simulation Center of S.D. Asfendiyarov KazNMU shows that work with students and learners is organised systematically and complies with the University's mission and the requirements of modern medical education.

The admission policy for students and learners is transparent, regulated and accessible. It complies with current regulatory legal acts and is integrated into the University's overall strategy. Particular importance is attached to the focus on the needs of the healthcare system, which is confirmed by the annual analysis of workforce demand and the formation of the educational order. Thus, a direct relationship is ensured between the University's mission and the student and learner contingent.

A strong point is the well-developed infrastructure for student support. The University has specialised units, including student support departments and digital services. The implementation of automated information systems, including Platonus, Sirius and others, ensures transparency in the management of the educational process, access to learning materials, monitoring of academic performance and interaction between participants in the educational process.

The Simulation Center demonstrates an effective balance between human, material and technical resources and the number of students and learners. The availability of modern infrastructure, including a specialised building with an area of more than 2,000 sq. m. and more than 550 units of equipment, as well as the increase in staffing and staff qualification levels, makes it possible to ensure high-quality training without overloading resources. The developed simulation scenarios and the diversity of training rooms create conditions for the full acquisition of practical skills.

The admission policy for learners is characterized by openness and social orientation. An important achievement is the implementation of the principles of inclusive education. Conditions have been created for the education of persons with disabilities, including the adaptation of educational programmes, the use of distance learning technologies and the provision of benefits. This demonstrates the organisation's high level of social responsibility.

A significant element of the educational process is the system for assessing the initial level of students' and learners' training. The use of entry testing and practical skills assessment makes it possible to identify individual characteristics of students and learners and build personalized educational trajectories. The use of video recording, standardised checklists and expert assessment ensures the objectivity and transparency of assessment procedures.

The dynamics of learning outcomes confirm the effectiveness of the approaches implemented: a steady increase in qualitative academic performance indicators is observed, reaching maximum values. This indicates the high validity of the educational technologies and assessment methods used.

The Simulation Center actively uses flexible forms of organising training, including additional classes, elective courses and extracurricular training. This makes it possible to take into account the individual needs of students and learners and increases the accessibility of educational resources. An important addition is the creation of educational video materials that support independent and distance learning.

The policy for admission and formation of the student and learner contingent is regularly reviewed based on an analysis of the needs of the healthcare system, proposals from employers and changes in the regulatory framework. This approach ensures the relevance of educational programmes and their compliance with modern requirements of medical practice.

At the same time, areas for further development have been identified. In particular, it is necessary to strengthen the integration of digital services for managing learner flows, develop academic mobility in the field of simulation-based learning, and expand training programmes for the non-medical population. Strengthening marketing activities to increase the visibility of the Center's programmes is also relevant.

Overall, the activities of the Simulation Center in terms of work with students and learners are characterised by a high level of organisation, accessibility and adaptability. The Center successfully ensures the development of professional competencies while taking into account the individual and social needs of students and learners.

The analysis by criteria is presented below.

Criterion 6.1 — Link between the mission and admission of students and learners

Evaluation: complies

The policy for the admission of students and learners complies with the mission and goals of S.D. Asfendiyarov Kazakh National Medical University and is regulated by normative documents.

The formation of the student and learner contingent is carried out taking into account the needs of the healthcare system, which ensures the strategic orientation of educational activities.

Criterion 6.2 — Balance between resources and the student and learner contingent

Evaluation: complies

The Simulation Center ensures an effective balance between human, material and technical resources and the number of students and learners.

The availability of modern infrastructure, including more than 2,000 sq. m. of space, over 550 units of equipment, sufficient staffing and developed training scenarios, makes it possible to implement programmes without overloading resources.

Criterion 6.3 — Transparency and fairness of the admission policy

Evaluation: partially complies

The admission policy is transparent, accessible and published.

Conditions are provided for the education of persons with disabilities, including inclusion, distance learning technologies and benefits, which confirms the social orientation of educational activities.

Criterion 6.4 — Consideration of students' abilities

Evaluation: partially complies

A system for assessing the initial level of knowledge and practical skills is implemented, including testing and simulation-based assessment.

Objective control methods are used, including video recording, checklists and expert assessment, which makes it possible to develop individual educational trajectories and improve the quality of training.

Criterion 6.5 — Review of the admission policy taking into account the needs of society

Evaluation: partially complies

The admission policy and educational programmes are regularly reviewed based on the analysis of healthcare needs, proposals from employers and changes in the regulatory framework.

Various forms of training are used, including classroom-based, elective and additional training, which ensures the flexibility of the educational process.

General conclusion on Standard 6

The Simulation Center of S.D. Asfendiyarov Kazakh National Medical University demonstrates a high level of organisation in its work with students and learners.

The educational process is characterized by accessibility, transparency, social orientation and compliance with the needs of the healthcare system.

Strengths:

- developed infrastructure and digital services;
- transparent admission policy;
- implementation of inclusive education;
- objective system for assessing students and learners;
- flexibility of educational trajectories.

Areas for improvement:

- development of digital integration of services;
- expansion of academic mobility;
- strengthening the promotion of programmes for the population.

Final evaluation under the standard: complies.

Conclusions of the EEC on the criteria. Compliant out of 5 standards: fully – 2, partially – 3, do not comply – 0.

Recommendations for improvement:

1) Develop a system of analytical monitoring of the ratio between resources, human resource capacity and the student and learner contingent, including indicators of the workload of premises, equipment and trainers.
2) More clearly formalise the mechanism for taking into account the initial capabilities and characteristics of students and learners as an element of the admission policy and educational pathway.
3) Strengthen the digital integration of the Center's services with the unified information system of the University, including registration for training sessions, registration of learners and support for CPD programmes.
4) Expand the description and practical implementation of inclusive educational solutions, including the adaptation of scenarios, learning materials and forms of support for persons with disabilities.
5) Develop programmes for non-medical categories of the population in first aid skills training in accordance with social demand and state priorities.
6) Strengthen the marketing and information promotion of the Simulation Center's programmes among practical healthcare specialists and external learners.

Standard 7: PROGRAMME EVALUATION

7.1. Compliance of final learning outcomes with the objectives of simulation-based educational programmes

With regard to this item, it should be noted that the Simulation Center demonstrates a **high degree of integration of its activities into the University's educational programmes**. Practical training at the Simulation Center is included in educational programmes in the main medical

specialties, as well as in internship and residency programmes. Programme development is carried out jointly by departments, trainers of the Simulation Center and Educational Programme Committees, with subsequent approval at the level of the Academic Council and the Scientific Council. This indicates the systematic nature of the formation of the simulation component and its consistency with the overall structure of educational programmes.

A positive aspect is that the objectives of simulation modules are formed **not in isolation, but on the basis of pre-defined final learning outcomes**. The materials presented clearly indicate that simulation scenarios are aimed at developing clinical reasoning, decision-making, performance of basic and emergency procedures, interpretation of diagnostic data, interprofessional interaction, communication and patient safety. This approach corresponds to modern principles of medical education, where simulation is not an auxiliary form of learning, but a tool for the targeted achievement of specific professional competencies.

It should be separately emphasised that each scenario includes measurable learning outcomes, a list of skills to be developed and criteria for assessing the achievement of competencies. This confirms the presence of constructive alignment between objectives, content, teaching methods and assessment tools. A significant advantage is also the structured debriefing, which is directly linked to the stated learning outcomes and is used as a mechanism for analysing the achievement of competencies, rather than merely as a general discussion of the session.

An important indicator of the maturity of the system is the integration of simulation-based learning outcomes into mid-term and final assessment procedures, including OSCE, standardised assessment of practical skills and assessment of teamwork. This indicates the recognition of simulation-based learning outcomes as a significant part of the overall system for assessing students' and learners' training. An additional strength is the organisation of learning according to the principle "from simple to complex", which ensures continuity in skills acquisition and staged development of competencies.

At the same time, it should be noted that, despite sufficiently strong internal methodological consistency, a promising area for development is further improvement of **evidence-based assessment of the extent to which simulation-based learning outcomes influence the success of clinical practice and final educational outcomes in a real environment**. It is also relevant to strengthen the analytical traceability of students' and learners' achievements at the level of individual modules and competency development trajectories.

Conclusion on item 7.1

The criterion **complies.**

7.2. Availability of mechanisms for monitoring the effectiveness of educational programmes

With regard to item 7.2, the materials presented make it possible to conclude that the University and the Simulation Center have a **multi-level system for monitoring the effectiveness of educational programmes**, including both internal and external mechanisms. The basis of this system includes the provisions of the internal quality assurance system, the Academic Policy, regulations on the monitoring of educational programmes, the activities of Educational Programme Committees, the Quality Assurance Commission, as well as the work of the Academic Council and relevant structural units of the University. This demonstrates that monitoring is institutionally embedded as a continuous process rather than a one-time procedure.

It should be positively noted that the Simulation Center is considered not as an autonomous unit, but as a strategic structural unit integrated into almost all educational programmes through the assessment of practical competencies. Monitoring of the effectiveness of its activities is carried out through the analysis of OSCE results, standardised checklists, formative assessment, electronic journals, assessment sheets, as well as through audits of instructors' teaching competencies and control of the technical condition of equipment. Thus, monitoring covers both learners' educational outcomes and the resources that ensure the quality of training.

A strong point is the involvement of employers and representatives of practical healthcare in external monitoring, including their participation in reviewing educational programmes and updating

curricula. This makes it possible to align the content of simulation-based learning with current clinical protocols, the needs of the healthcare system and the expectations of the professional community.

Regular discussion of the results of current and final assessment at School Councils and the Academic Council is of particular importance. This format allows monitoring to move from the level of data collection to the level of managerial decision-making. The materials presented confirm that monitoring results are used to modernise equipment, clarify assessment criteria and improve the qualifications of instructors; therefore, they have a real impact on programme development.

At the same time, it should be noted that the monitoring system can be strengthened through deeper **digital analytics of results**. At present, the mechanism appears to be substantively well-developed; however, the implementation of automated monitoring dashboards remains a promising area, allowing real-time tracking of learners' progress, results by scenarios, typical errors and the effectiveness of individual modules. This is particularly important for personalised programme quality management.

Conclusion on item 7.2

The criterion **complies.**

7.3. System for collecting feedback and using its results to improve programmes

With regard to this item, it can be concluded that the University has an **organised system for collecting, analysing and using feedback**, coordinated by the Academic Quality Department under the Department of Academic Affairs. The Simulation Center is integrated into this system as a key platform for the development of practical skills, while feedback collection is carried out by structures external to the Simulation Center, which increases the objectivity of the evaluation.

The coverage of different categories of respondents is positively assessed, including Bachelor's students, interns, residents, graduates, as well as employers and professional communities. This makes it possible to obtain not only an internal assessment of the quality of training, but also external professional feedback on the relevance of programmes and the level of graduate training.

A strong point is that the feedback results are not limited to identifying problems, but serve as a basis for specific corrective measures. The materials clearly indicate that, based on analytical reports, scenarios and simulation modules are reviewed, checklists and OSCE criteria are adjusted, plans for equipment modernisation are developed, and professional development activities for teaching staff are organised. This indicates that the feedback system has a closed cycle: information collection — analysis — discussion — decision-making — improvement.

An additional positive aspect is that decisions are recorded in the minutes of the Academic Council. This strengthens managerial transparency and confirms the mandatory use of feedback in quality management procedures.

At the same time, it can be noted that further development is required in terms of **promptly informing all stakeholders about feedback results and the improvements made. To increase transparency and trust**, it is important not only to collect opinions, but also to demonstrate to learners, teaching staff and employers what specific changes have been made based on the results of surveys and discussions. This will strengthen the culture of participation and increase motivation to provide meaningful feedback.

Conclusion on item 7.3

The criterion **complies.**

7.4. Participation of students and learners in the evaluation of educational programmes and training planning

With regard to item 7.4, the materials presented confirm that the University has implemented a **sustainable model for involving students and learners in the evaluation and improvement of educational programmes**. The principles of student-centered learning are set out in internal regulatory documents, and the participation of students and learners is considered a mandatory element of quality monitoring. This corresponds to modern international approaches to educational programme management.

It should be positively noted that students and learners participate not only in surveys, but also in collegial quality management bodies. Student representatives are members of Educational Programme

Committees, the Scientific Council, the Academic Council, and are also represented through the Student Government. This model makes it possible to take into account the opinion of students and learners at the stages of designing, updating and approving educational programmes.

A strong point is the functioning of a centralized survey system, including tools such as "Teacher through the Eyes of Students" and "Satisfaction with the Quality of the Educational Programme". It is important that the results of these surveys are considered at meetings of Educational Programme Committees, Schools and the Academic Council, and are used to adjust teaching methods, improve programmes and modernise the material and technical base. This confirms that the participation of students and learners has a practical effect and is not formal in nature.

The role of the Simulation Center should be particularly noted as a platform where students are involved in discussing the relevance of clinical scenarios and assessing the effectiveness of simulators for the development of professional skills. This makes the participation of students and learners meaningful and subject-specific, as they evaluate not an abstract programme, but specific elements of practical training.

At the same time, as an area for further development, it is necessary to note the need for more active involvement of students and learners specifically in the **planning of individual and group educational trajectories in simulation-based learning**, as well as in the analysis of interdisciplinary and team-based scenarios. A promising direction is the transition from general satisfaction assessment to deeper student co-participation in the design of individual modules, digital resources and trajectories for the development of practical competencies.

Conclusion on item 7.4

The criterion **complies.**

Strengths of the Standard

Based on the results of the expert analysis, the following strengths of Standard 7 can be identified:

1. Systematic alignment between objectives, learning outcomes and assessment. Simulation modules are developed in line with final learning outcomes and are integrated into the overall training system.

2. Institutionalised monitoring of programme quality. A multi-level monitoring system is in place, involving Educational Programme Committees, Schools, the Academic Quality Department, the Academic Council and employers.

3. Use of objective assessment tools. OSCE, standardised checklists, formative assessment, simulation scenarios and structured debriefing are used.

4. Effective use of feedback for programme improvement.

The results of surveys and analytical reviews serve as a basis for revising scenarios, assessment criteria, instructor training and equipment renewal.

5. Active involvement of students and learners in quality management.

Students participate in collegial bodies, surveys, programme discussions and the evaluation of practice-oriented modules.

Despite the high level of organisation, several areas for further improvement should be highlighted:

- Insufficient digitalization of outcomes monitoring. Further automation is required for collecting and analyzing data on debriefing, checklists and skills acquisition.
- Need to expand the interdisciplinary approach. It is advisable to increase the proportion of multidisciplinary scenarios focused on teamwork among representatives of different specialties.
- Limited external independent review at the international level. A promising area is the expansion of participation of international experts and professional associations in the evaluation of simulation modules.
- Insufficient visibility of feedback results for all stakeholders. It is important to strengthen the practice of informing stakeholders about specific changes introduced based on surveys and monitoring.

Final conclusion of the External Expert Commission

Overall, the Simulation Center demonstrates a **sufficiently high level of compliance with Standard 7 "Programme Evaluation"**. The Center ensures the integration of simulation-based learning objectives with the final outcomes of educational programmes, has mechanisms for monitoring effectiveness, operates a system for collecting and using feedback, and involves students and learners in the evaluation and improvement of programmes.

The materials presented confirm that programme evaluation at the Simulation Center is systematic, continuous and manageable. At the same time, further development should focus on the digitalisation of monitoring, strengthening interdisciplinarity, expanding external review and increasing transparency in the use of feedback results. Taking into account the above, the standard may be assessed as **compliant**, with certain areas identified for further improvement.

Conclusions of the EEC on the criteria. Compliant out of 4 standards: fully – 4, partially – 0, do not comply – 0.

Recommendations for improvement:

1) Introduce a digital analytics system for simulation-based learning that allows tracking of individual learner progress, scenario-based results, typical errors and the dynamics of competency acquisition.
2) Expand the use of multidisciplinary and interprofessional scenarios involving interaction among physicians, nurses, pharmacists and other specialists.
3) Develop the practice of external independent programme evaluation with the participation of international experts, professional associations and external academic partners.
4) Strengthen the "closed-loop" feedback mechanism by regularly informing students, learners, teaching staff and employers about the specific changes implemented based on survey and monitoring results.
5) Expand the participation of students and learners in the design and updating of individual simulation modules, as well as in planning trajectories for the development of practical skills.
6) Develop a system for comparing the results of simulation-based learning with the results of clinical practice, which will allow a more convincing evaluation of the impact of simulation programmes on the final training of graduates.

Standard 8: INTEGRITY AND SAFETY

8.1 The educational simulation centre shall adhere to ethical principles in its activities.

During the external expert evaluation, it was established that the activities of the SC are carried out in compliance with ethical principles that ensure safe, respectful and professional interaction among all participants in the educational process.

The Expert Commission confirmed the availability and application of internal regulatory documents governing ethical aspects of the Centre's activities, including the Code of Honour for teaching staff and learners, which sets out the principles of respect for individual rights, voluntary participation, confidentiality and non-discrimination.

During the visit, it was established that ethical principles are integrated into the educational process, including the implementation of continuing professional development programmes. Particular attention is paid to the development of professional interaction skills with patients, including standardised patients, while respecting their autonomy, dignity and confidentiality.

The Commission noted that ethical norms are communicated to learners in a systematic manner through briefings, familiarisation with internal rules, and explanation of the principles of interaction before the start of classes. In addition, ethical aspects are reinforced during debriefing, which is aimed at analysing learners' actions and developing professional behaviour.

During observation of the educational process, it was established that learners observe the principles of tactile etiquette, respectful treatment of standardised patients and non-discrimination.

Monitoring of compliance with ethical norms is carried out by teaching staff during practical classes and analysis of learning situations. At the same time, the need for further formalisation of mechanisms for documenting and recording ethical incidents is noted.

The principles of equality and non-discrimination are observed. During the visit, no cases of violation of the rights of learners or other participants in the educational process were identified.

8.2 The Educational Simulation Center, in carrying out its activities, shall ensure safety procedures and comfortable conditions for all participants in the educational process

During the external expert evaluation, it was established that the activities of the SC are aimed at ensuring safety procedures and creating comfortable conditions for all participants in the educational process.

The Expert Commission confirmed the availability of a safety assurance system, including mandatory briefings on safety procedures and occupational health and safety, as well as compliance with the established rules of conduct in educational and simulation areas. Briefings are conducted on a regular basis, with mandatory registration in the relevant journals.

During the visit, it was established that the SC ensures the physical safety of learners through monitoring the condition of classrooms, equipment and simulation areas, as well as compliance with the requirements for the operation of technical equipment. Before the start of classes, the readiness of the learning environment is checked in order to eliminate potential injury risks.

The Commission noted that training using simulation equipment is permitted only after the relevant briefing has been completed and provided that instructions for equipment operation and safety procedures are observed.

Particular attention in the activities of the Simulation Center is paid to ensuring the psychological safety of learners. During observation of the educational process, it was established that the Center creates a favourable and supportive educational environment that promotes open interaction, reduces stress and supports the effective acquisition of practical skills. Teaching staff actively use debriefing as a method aimed at analysing learners' actions in a safe and constructive manner.

During the visit, no violations of safety requirements or conditions negatively affecting the psychological comfort of participants in the educational process were identified.

8.3 The Educational Simulation Center shall organise training with particular attention to the safety and autonomy of real and standardized patients

During the external expert evaluation, it was established that the activities of the SC are organised with due consideration of the safety and autonomy of real and standardized patients.

The Expert Commission confirmed that practical training is conducted in conditions as close as possible to clinical practice, while ensuring physical and psychological safety. In the learning process, the principles of voluntary participation, confidentiality and respect for patient dignity are observed.

During the visit, it was established that the SC applies the "Standardized Patient" method, and interaction with standardized patients is regulated by internal documents and agreements that provide for the protection of the rights and confidentiality of participants in the educational process.

The Commission noted that the Center has implemented a safety assurance system, including safety briefings with registration, as well as regular inspection of classrooms and equipment before the start of classes.

In order to ensure objectivity and quality control of training, audio and video recording of classes is used in compliance with confidentiality requirements.

Students, learners and teaching staff are informed about confidentiality rules and safe interaction through briefings and local regulatory acts. No violations related to ensuring patient safety and rights were identified during the visit.

Conclusions of the EEC on the criteria. Compliant out of 3 standards: fully – 2, partially – 1, do not comply – 0.

Recommendations for improvement:

1) Formalize the recording of ethical incidents. Introduce a system for registering, analyzing and reviewing ethical situations, such as an incident log or register.
2) Develop a feedback system on ethics. Include regular surveys of students, learners and standardized patients on issues of ethics and safety.

3) Strengthen training in bioethics. Expand thematic modules, including cases and simulations of complex ethical situations.
4) Standardize psychological support procedures. Describe algorithms for action in stressful situations involving students and learners.
5) Update safety documents. Regularly review instructions, taking into account new technologies and equipment.

Standard 9: CONTINUOUS RENEWAL

9.1 The Educational Simulation Center should continuously improve its activities using the quality management and quality assurance system

During the external expert evaluation, it was established that the activities of the SC are carried out using the quality management system implemented at the University level.

The Expert Commission confirmed that the University has a certified quality management system, which includes internal audit processes, risk management and evaluation of the effectiveness of structural units, including the SC.

During the visit, it was established that improvement of the SC's activities is ensured through regular internal audits, analysis of feedback from students and learners, and monitoring of the educational process. The results of inspections are documented, and on their basis corrective measures are developed and implemented to improve the quality of educational activities.

The Commission noted that the quality management system has a direct impact on the improvement of the educational process, programme renewal and increased effectiveness of the SC's activities.

9.2 The Educational Simulation Center should initiate procedures for the regular review and updating of the mission, processes, organisational structure, content, final outcomes/competencies, teaching methods, assessment methods and educational environment of educational programmes, taking into account changing needs of practical healthcare, new regulatory documents and changes in society

During the external expert evaluation, it was established that the SC initiates and implements procedures for the regular updating of educational activities, taking into account the needs of practical healthcare, changes in the regulatory framework and current trends in medical education.

The Expert Commission confirmed that the updating of the content of educational programmes, teaching methods and assessment methods is carried out based on the analysis of feedback from students, learners and employers, the results of internal monitoring and current clinical recommendations.

During the visit, it was established that the SC regularly reviews working curricula, thematic plans and methodological materials, taking into account the introduction of modern simulation technologies and international standards of medical care.

The Commission noted that improvement of the educational process is ensured through the organisational resources of the University, including human resource capacity, the quality management system and educational programme management mechanisms. Training is adapted to different levels of students and learners, including students, interns, residents and practising specialists.

The renewal of the educational environment and programme content is carried out taking into account new evidence-based medicine data, which contributes to improving the quality of training and developing relevant professional competencies.

9.3 The Educational Simulation Center shall have processes in place to identify and address problems and complaints

During the external expert evaluation, it was established that the SC has processes in place for identifying and reviewing problems and complaints.

The Expert Commission confirmed the availability of feedback mechanisms, including a register of comments and suggestions, as well as suggestion boxes for collecting appeals, which ensures the accessibility of submitting complaints and suggestions for all participants in the educational process.

During the visit, it was established that appeals are considered within the current University management system, with the possibility of escalation to various levels, including relevant committees and management. Decisions on appeals are made with subsequent implementation of corrective measures.

The Commission noted that over the past three years, no officially registered complaints regarding the quality of the educational process have been recorded at the SC, which indicates the stability and effectiveness of the Center's functioning.

9.4 The Educational Simulation Center should involve students and learners in the planning and implementation of educational activities, including participation in working groups or committees responsible for programme planning at the local or national level, and in discussions related to the mission, learning outcomes, educational programme model, assessment methods, programme evaluation and management

During the external expert evaluation, it was established that the SC ensures the involvement of students and learners in the planning and implementation of the educational process.

The Expert Commission confirmed that students and learners at different levels of training, including Bachelor's degree programmes, internship, residency and others, participate in the work of advisory and consultative bodies of the University, including faculty councils, academic committees and educational committees.

During the visit, it was established that students and learners participate in the discussion and improvement of educational programmes, including issues related to the content of training, teaching and assessment methods, as well as the organisation of the educational process. The Commission noted that the opinions of students and learners are taken into account through surveys, feedback and participation in collegial management bodies, which contributes to improving the quality of educational programmes and strengthening their practical orientation.

9.5 The Educational Simulation Center should ensure the evaluation and regular updating of the material and technical base and equipment for mastering practical skills in order to guarantee adequate learning conditions

During the external expert evaluation, it was established that the SC ensures regular evaluation and updating of the material and technical base necessary for the high-quality acquisition of practical skills.

The Expert Commission confirmed that the University implements a systematic approach to resource management, including planning, monitoring and updating of equipment based on inventory, internal audit and analysis of stakeholder feedback.

During the visit, it was established that in recent years the SC has been actively developing, with the procurement and implementation of modern simulation equipment, which makes it possible to expand the range of educational services and improve the quality of student and learner training.

The Commission noted that the processes for updating the material and technical base are regulated and implemented with the participation of relevant University units, as well as responsible persons who monitor the condition of equipment and prepare requests for its renewal.

Financing for updating the material and technical base is carried out on a planned basis, with significant funds allocated for the purchase of simulation equipment and the development of educational infrastructure, which confirms the priority of this area.

9.6 The Educational Simulation Center should carry out activities beyond the main programme that contribute to the accumulation of knowledge and experience

During the external expert evaluation, it was established that the SC carries out activities beyond the main educational programmes aimed at accumulating knowledge, developing competencies and implementing modern simulation technologies.

The Expert Commission confirmed that the staff of the SC participate in international conferences, training courses and professional events, which contributes to the development of professional competencies and the implementation of best practices in the educational process.

During the visit, it was established that the SC develops international cooperation, including through participation in specialised educational and scientific events, as well as through the training of specialists abroad, which has a positive impact on the quality of educational programmes.

The Commission noted that the knowledge and practical experience gained are implemented in the educational process, including programme renewal, development of simulation scenarios and improvement of teaching methods.

9.7 The Educational SC should develop its activities through research and projects in the field of simulation-based education and the use of simulation technologies

During the external expert evaluation, it was established that the SC develops its activities through participation in research and projects in the field of simulation-based learning.

The Expert Commission confirmed that the staff of the SC actively participate in scientific activities, including publications in scientific journals, presentations at international conferences and participation in research projects, including those involving grant funding.

During the visit, it was established that the research activities of the SC are aimed at developing the methodology of simulation-based learning, implementing modern educational technologies and improving the effectiveness of training medical specialists.

The Commission noted that the results of scientific activities are implemented in the educational process, contributing to the improvement of training programmes, the development of simulation scenarios and the enhancement of the quality of student and learner training. The participation of students and learners in research activities and cooperation with national and international organisations were also confirmed.

Conclusions of the EEC on the criteria. Compliant out of 7 standards: fully – 7, partially – 0, do not comply – 0.

Recommendations for improvement:

1) Systematization of improvement processes. Strengthen the documentation and analytical processing of internal audit results, with the development of long-term plans for the development of the SC, including a roadmap with KPIs.
2) Expansion of stakeholder participation. More actively involve employers and professional associations in the review of educational programmes and competencies.
3) Development of the feedback system. Introduce digital tools, including online platforms and anonymous real-time surveys, for more prompt identification of problems and suggestions.
4) Formalisation of student and learner participation. Expand the participation of students and learners by including them in working groups of the SC with clearly defined roles and responsibilities.
5) Planning for resource renewal. Develop a medium-term strategy for updating the material and technical base, taking into account the projected needs of healthcare and new technologies.
6) Expansion of extracurricular activities. Increase the number of certification courses, master classes and interdisciplinary training sessions.

Thus, out of 47 accreditation standards, 40 were fully met and 7 were partially met. No non-compliance with the criteria of each of the basic accreditation standards was identified during the analysis of the self-assessment report and the expert evaluation carried out within the framework of the external expert evaluation programme.

5. Recommendations for improving the activities of the Simulation Center of the NJSC "S.D. Asfendiyarov Kazakh National Medical University"

Standard 1: MISSION AND GOVERNANCE

1) Develop and formalize the Simulation Center's own mission and vision as a separate structural unit.

Standard 2: PROGRAMME MANAGEMENT

1) Strengthen the implementation of evidence-based medicine principles in the development and updating of educational programmes.
2) Gradually increase the proportion of high-tech and robotic equipment.
3) Organize systematic professional development for engineering and technical staff.
4) Optimize the allocation of training time, taking into account the needs of learners, including the possible extension of practical classes.
5) Continue updating the material and technical base, taking into account feedback from learners and employers.
6) Expand the use of digital and virtual technologies, including analytical tools for skills assessment.
7) Intensify international cooperation and the implementation of best practices in simulation-based learning.

Standard 3: ASSESSMENT AND DOCUMENTATION

1) It is necessary to strengthen the formalisation of academic counselling. Counselling is implemented in practice, but requires clearer organisational formalisation, especially in terms of choosing an educational trajectory and supporting learners with academic difficulties.
2) Further digitalisation of competency records is required. It is advisable to create a unified electronic "competency passport" or digital register of learners' skills with cumulative recording of their progress.
3) Psychometric validation of assessment tools should be developed. It is recommended to conduct regular statistical analysis of OSCE results, checklists and other assessment tools to confirm their reliability and validity.
4) The integration of document management for CPD and continuous professional development programmes requires further development. Expanding the automation of registration, record keeping and issuance of certificates to learners is a promising area.

Standard 4: RESOURCE MANAGEMENT

1) Documentation of equipment maintenance and verification. It is necessary to eliminate gaps in certificates and contracts for certain equipment.
2) Systematization of digital and electronic resources. It is important to consolidate fragmented materials into a single managed digital environment.
3) Development of targeted access to specialized literature on simulation-based learning. The link between library resources and the objectives of the Simulation Center itself should be strengthened.
4) Long-term planning of consumables and service support. To ensure the sustainable operation of the Center, it is necessary to strengthen the reservation and forecasting of needs.

Standard 5: HUMAN RESOURCES

1) Accelerate the filling of vacant trainer and methodologist positions in order to reduce the workload of current staff and increase the sustainability of the Center's operations.

2) Develop a prospective human resource plan, taking into account the possible increase in the number of learners, expansion of CPD programmes and growth in the number of simulation modules.
3) Expand staff coverage with international certification in the field of simulation-based learning and emergency care.
4) Strengthen the internal system for evaluating staff effectiveness, including analysis of teaching performance, participation in scenario development, quality of debriefing and level of methodological activity.
5) Ensure a more flexible mechanism for the rapid professional development of staff when introducing new equipment, digital solutions and updated educational technologies.
6) Continue developing the talent pool and management succession within the Center.

Standard 6: TRAINEES

1) Develop a system of analytical monitoring of the ratio between resources, human resource capacity and the student and learner contingent, including indicators of the workload of premises, equipment and trainers.
2) More clearly formalise the mechanism for taking into account the initial capabilities and characteristics of students and learners as an element of the admission policy and educational pathway.
3) Strengthen the digital integration of the Center's services with the unified information system of the University, including registration for training sessions, registration of learners and support for CPD programmes.
4) Expand the description and practical implementation of inclusive educational solutions, including the adaptation of scenarios, learning materials and forms of support for persons with disabilities.
5) Develop programmes for non-medical categories of the population in first aid skills training in accordance with social demand and state priorities.
6) Strengthen the marketing and information promotion of the Simulation Center's programmes among practical healthcare specialists and external learners.

Standard 7: PROGRAMME EVALUATION

1) Introduce a digital analytics system for simulation-based learning that allows tracking of individual learner progress, scenario-based results, typical errors and the dynamics of competency acquisition.
2) Expand the use of multidisciplinary and interprofessional scenarios involving interaction among physicians, nurses, pharmacists and other specialists.
3) Develop the practice of external independent programme evaluation with the participation of international experts, professional associations and external academic partners.
4) Strengthen the "closed-loop" feedback mechanism by regularly informing students, learners, teaching staff and employers about the specific changes implemented based on survey and monitoring results.
5) Expand the participation of students and learners in the design and updating of individual simulation modules, as well as in planning trajectories for the development of practical skills.
6) Develop a system for comparing the results of simulation-based learning with the results of clinical practice, which will allow a more convincing evaluation of the impact of simulation programmes on the final training of graduates.

Standard 8: INTEGRITY AND SAFETY

1) Formalize the recording of ethical incidents. Introduce a system for registering, analyzing and reviewing ethical situations, such as an incident log or register.

2) Develop a feedback system on ethics. Include regular surveys of students, learners and standardized patients on issues of ethics and safety.
3) Strengthen training in bioethics. Expand thematic modules, including cases and simulations of complex ethical situations.
4) Standardize psychological support procedures. Describe algorithms for action in stressful situations involving students and learners.
5) Update safety documents. Regularly review instructions, taking into account new technologies and equipment.

Standard 9: CONTINUOUS RENEWAL

1) Systematization of improvement processes. Strengthen the documentation and analytical processing of internal audit results, with the development of long-term plans for the development of the SC, including a roadmap with KPIs.
2) Expansion of stakeholder participation. More actively involve employers and professional associations in the review of educational programmes and competencies.
3) Development of the feedback system. Introduce digital tools, including online platforms and anonymous real-time surveys, for more prompt identification of problems and suggestions.
4) Formalisation of student and learner participation. Expand the participation of students and learners by including them in working groups of the SC with clearly defined roles and responsibilities.
5) Planning for resource renewal. Develop a medium-term strategy for updating the material and technical base, taking into account the projected needs of healthcare and new technologies.
6) Expansion of extracurricular activities. Increase the number of certification courses, master classes and interdisciplinary training sessions.

Приложение 1.

Профиль качества и критерии внешней оценки Симуляционного центра НАО «КазНМУ им. С.Д. Асфендиярова» на соответствие Стандартам аккредитации учебно-симуляционных центров в медицине и здравоохранении

Стандарт	Критерии оценки	Количество стандартов	Оценка		
			Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	7	4	3	0
2.	УПРАВЛЕНИЕ ПРОГРАММАМИ	8	8	0	0
3.	ОЦЕНКА КОМПЕТЕНЦИЙ И ДОКУМЕНТИРОВАНИЕ	4	4	0	0
4.	УПРАВЛЕНИЕ РЕСУРСАМИ	5	5	0	0
5.	ЧЕЛОВЕЧЕСКИЕ РЕСУРСЫ	4	4	0	0
6.	ОБУЧАЮЩИЕСЯ И СЛУШАТЕЛИ	5	2	3	0
7.	ОЦЕНКА ПРОГРАММ	4	4	0	0
8.	ЭТИКА И БЕЗОПАСНОСТЬ	3	2	1	0
9.	НЕПРЕРЫВНОЕ РАЗВИТИЕ	7	7	0	0
	Итого:	47			
			47		

Приложение 2

Список документов, изученных членами ВЭК в рамках проведения оценки СЦ НАО «КазНМУ им. С.Д. Асфендиярова» на соответствие стандартам аккредитации учебно-симуляционных центров в медицине и здравоохранении

№	Наименования документов	Количество	Дата утверждение
1.	Лицензия на образовательную деятельность в сфере высшего и послевузовского образования	**1**	от 21.01.2026
2.	Выписка из протокола заседания УС НАО Казахский национальный медицинский университет имени С.Д. Асфендиярова	**1**	№12 от 26.05.2025 об утверждении ОП всех уровней образования на 2025-2026 гг..
3.	Выписка из заседания Ученого совета НАО «Казахский национальный медицинский университет имени С.Д. Асфендиярова» № 2 от 26.09.2025 г. Об Утверждение плана работы и состава Академического совета на 2025-2026 учебный год	**1**	№ 2 от 26.09.2025 г на 2025-2026 учебный год
4.	Выписка из протокола заседания Ученого совета НАО «Казахский национальный медицинский университет имени С.Д.Асфендиярова» № 13 от 30.05.2024 г. Об утверждении перечня образовательных программ высшего и послевузовского образования, подлежащих обновлению в Реестр ОП.	**1**	№ 13 от 30.05.2024 г.
5.	Правила внутреннего распорядка обучающихся в НАО «КазНМУ имени С.Д. Асфендиярова»	**1**	08.02.2024
6.	Кодекс чести профессорско-преподавательского состава и работников НАО «КазНМУ имени С.Д. Асфендиярова»	**1**	24.01.2021
7.	Кодекс академической честности обучающихся «КазНМУ имени С.Д. Асфендиярова»	**1**	24.11.2024
8.	Академическая политика «КазНМУ имени С.Д. Асфендиярова»	**1**	03.11.2023
9.	Коллективный договор на 2026-2030 года между работадателем и трудовым коллективом «КазНМУ имени С.Д. Асфендиярова»	**1**	2025
10.	Организационная структура «КазНМУ имени С.Д. Асфендиярова»	**1**	28.02.2025
11.	Карта взаимодействия СЦ	**1**	
12.	Выписка из протокола заседания Правления «КазНМУ имени С.Д. Асфендиярова» №32 от 20.11.2024 об	**1**	№32 от 20.11.2024

	«Организации образовательного процесса» СЦ		
13.	Организация образовательного процесса в симуляционном центре	**1**	20.11.2024
14.	Отчет о внутреннем аудите СЦ «КазНМУ имени С.Д. Асфендиярова»	**1**	12.04.2024
15.	Отчет СЦ 2021-2022 уч.год	**1**	2022
16.	Отчет СЦ 2022-2023 уч.год	**1**	2023
17.	Отчет СЦ 2023-2024 уч.год	**1**	2024
18.	Отчет СЦ 2024-2025 уч.год	**1**	2025
19.	Стратегический отчет2020-2021 уч.г	**1**	
20.	Стратегический отчет 2021-2022 уч.г	**1**	
21.	Стратегический отчет 2022-2023 уч.г	**1**	
22.	Стратегический отчет 2023-2024 уч.г	**1**	
23.	Стратегический отчет 2024-2025 уч.г	**1**	
24.	Планы Центра	**1**	годовой план 2021-2022
25.	Планы Центра	**1**	годовой план 2022-2023
26.	Планы Центра	**1**	годовой план 2023-2024
27.	Планы Центра	**1**	годовой план 2024-2025
28.	Планы Центра	**1**	годовой план 2025-2026
29.	Положение Симуляционного Центра	**1**	С 27.10.2020 по 27.10.2023
30.	Положение Симуляционного Центра	**1**	С 22.09.2022 по 22.09.2025
31.	Приказ о продлении Положение о СП и ДИ	**1**	Приказ № 2336 от 19.09.2025
32.	Положения о КОП,	**1**	№368 от 24.08.2020
33.	Положение-Академического-совета	**1**	УТВЕРЖДЕНО Решением Правления Университета от 12 октября 2022г. Протокол No17
34.	Положение-КОП-ФПО	**1**	Алматы - 2017
35.	Положение-о-КОК-рус	**1**	Утверждено Решением Правления от 8 октября 2025г. Протокол No 18
36.	Положение-о-комитете-образовательных-программ	**1**	Утверждено Решением Правления No 1 от 14.01.2026 г
37.	Положение-о-Сенате-НАО-КазНМУ-им.-С.Д.Асфендиярова-1	**1**	№8 Протокол от 23.10.2019

38.	Положение-об-образовательных-программ	**1**	Утверждено Решением Правления No 1 от 14.01.2026 г
39.	Резюме сотрудников	**19**	2026
40.	рецензия КИС КОП ШОМ-2_по тестам неотложные состояния в терапии 6 курс	**1**	2025-2026 уч.год
41.	рецензия СЦ_по тестам_ неотложные состояния в терапии	**1**	2025-2026 уч.год
42.	рецензия+на+КЭД	**1**	
43.	Рецензия+ОП++интернатура+терапия+3+	**1**	18.10.2019
44.	Рецензия+ОП++интернатура+терапия+6	**1**	14.10.2019
45.	Рецензия+ОП+интернатура+АиГ+2	**1**	26.09.2019
46.	Рецензия+ОП+интернатура+ОВП+2+	**1**	09.09.20219
47.	Рецензия+ОП+интернатура+педиатрия	**1**	17.19.2019
48.	рецензия+Психиатрия	**1**	22.05.2020
49.	Ссылки на соц.сети	**1**	
50.	**СТАТЬИ и ТЕЗИСЫ** 12_1 МЕДИЦИНСКИЕ НАУКИ 20.10.23_30стр	**1**	20.10.23
51.	12_3 МЕДИЦИНСКИЕ НАУКИ_9стр	**1**	Октябрь 2022
52.	12_3 МЕДИЦИНСКИЕ НАУКИ_50 стр	**1**	Октябрь 2022
53.	Виртуальные технологии в медицине 3-33-2022	**1**	№3-33-2022
54.	Виртуальные технологии в медицине 3-41-2024	**1**	№3-41-2024
55.	Виртуальные технологии в медицине 3-45-2025	**1**	№3-45-2025
56.	Интернаука статья	**1**	Часть 1-42(265) Москва
57.	РА неуточненный у детей	**1**	2023 - 2024
58.	Сбор МНЖ 30 АПР 2025 МЕД. НАУКИ_46стр	**1**	№ 4 30 АПРЕЛЯ 2025 Астана, Казахстан
59.	Возможности симуляционного центра в подготовке резидентов По специальности «неонатология»	**1**	Виртуальные технологии в медицине № 1 (35) 2023
60.	Симуляционное обучение в подготовке врача общей практики	**1**	Виртуальные технологии в медицине № 1 (35) 2023
61.	Conf 2023 Abstract Book_76стр	**1**	April 27-28, 2023 Baku, Azerbaijan
62.	Схема центра,план +фото	**1**	2026
63.	_Сертификат специалиста	**1**	
64.	ЕврАСим город Караганда 14 по 19 апреля 2026 года	**1**	
65.	Курсы ИДПО_приказы	**1**	
66.	Тренеры Сертификаты успешно прошла обучающую программу с тренажерами в	**1**	

	виртуальной реальности VR		
67.	Тренеры СЕРТИФИКАТЫ Academix3D ФПК сертификаты сотрудников СЦ	**1**	
68.	Пед. фак.-Акт внедрения_ по 6 навыкам	**1**	2026г.
69.	Стом.- Акт Внедрения_ по 6 навыкам	**1**	№2 от 14.02.2025
70.	ШОМ.- Акт Внедрения_ по 16 навыкам	**1**	2026 г.
71.	АОС по организации работы СЦ	**1**	2022_2023уч.г.
72.	Отчет по АОС обр. связь с потреб. услуг.	**1**	2023-2024 уч.год
73.	Отчет Анализ АОС	**1**	2024_2025гг.
74.	Анализ АОС	**1**	2021-2022 уч.год
75.	Анкетирование выпускников	**6**	26.09.2026
76.	Анкетирование обучающихся	**12**	2021-2025
77.	Анкетирование работодателей	**6**	2022-2025
78.	Выписка из протокола заседания Академического совета КазНМУ им. С.Д. Асфендиярова	**1**	№ 4 от 22.12.25г
79.	Выписка из протокола заседания Академического совета КазНМУ им. С.Д. Асфендиярова	**1**	№ 10 от 30.06.25г.
80.	Выписка из протокола заседания Академического совета КазНМУ им. С.Д. Асфендиярова	**1**	№ 3 от 26.11.2025г.
81.	Выписка АС №6.2 от 24.01.2024г. по обр. связи от стэйкхолдеров.	**1**	№6.2 от 24.01.2024г.
82.	Выписка КОП -По обратной связи от стейкхолдеров	**1**	№5 от 22.01.24
83.	Отчет по анкетированию ППС ШОМ-1	**1**	
84.	протокол №1 Совета Школы - обсуждение обратной связи	**1**	
85.	Качественный отчет результатов ОС Лиги академической честности от 22.06.2025	**1**	от 22.06.2025
86.	Презентация Результаты ОС ЛАЧ 24.06.2025	**1**	24.06.2025
87.	Стат.отчет ЛАЧ по организации ОС от 12.06.2025	**1**	12.06.2025
88.	Видео ютубе	**52**	2025
89.	Заявка СЦ на 2022-2026 годы	**5**	2022-2026
90.	СМЕТА СЦ 2023	**1**	13.12.2022
91.	СМЕТА СЦ 2024	**1**	22.12.23
92.	СМЕТА СЦ 2022	**1**	21.12.21
93.	СМЕТА СЦ 2025	**1**	2025
94.	СМЕТА СЦ 2026	**1**	2025
95.	Должностная инструкция сотрудников СЦ	**10**	с 22.09.2022- по 22.09.2025
96.	Инструкции к оборудованию	**66**	2018-2026
97.	Оборудование по категориям	**8 таблиц**	
98.	ОП НИМО Медицина.		УТВЕРЖДЕНО На заседании УС КазНМУ №12 от «27» июня 2023г.

99.	ОП Педиатрия		Утверждено на заседании УС КазНМУ 2023г
100.	ОП СТОМ		Утверждено на заседании Сената КазНМУ №12 от 27.06.2023г
101.	Отчет о посещаемости обучающихся СЦ за 2021-2025	**4**	за 2021-2025
102.	РУПЛ	**5**	2021-2026
103.	Силлабус 2021-2022 уч.год 6-7 курс ОМ	**2**	31.08.2021
104.	Силлабус 2022-2023 уч.год 6-7 курс ОМ	**2**	30.06.2022
105.	Силлабус 2022-2023 уч.год 6 курс ПЕД	**1**	25.11.2022
106.	Силлабус 2024-2025 уч год 6 курс Стом	**1**	04.06.2024
107.	Силлабус 2024-2025 уч год 7 курс ВОП	**1**	25.06.2024
108.	Силлабус 2024-2025 уч год 7 курс Пед	**1**	24.06.2024
109.	Силлабус 2025-2026 6 курс Терапия	**1**	12.09.2025
110.	Силлабус 2025-2026 3 курс СТОМ	**1**	19.06.2025
111.	Силлабус 2025-2026 7 курс ОМ(ВОП)	**1**	28.08.205
112.	Паспорт станции Коммуникативные навыки в практики врача	**1**	В СЦ №6 от 22.01.2026 КОП ШП №7 от 19.02.2026
113.	Паспорт станции ИВБДВ от 2 месяцев до 5 лет	**1**	
114.	паспорт Первичный патронаж новорожденного	**1**	
115.	Паспорт станции. АШ у детей	**1**	
116.	Выписка из Протокола КОП Педиатрия №7 от 19.02.2026	**1**	№7 от 19.02.2026
117.	Паспорта станций СТОМ (Введение инъекции, Геймлих, Ком.навык, Травма, ПХО, Academix VR)	**6**	В СЦ №6 от 23.10.2025 КОП ШС №6 от 14.01.2026
118.	Паспорта станций ШОМ-2 (КГ, ИВДБВ в раб ВОП, Ком.навык, ОКС, ОНМК,ПХО,Суд.синдром, Травма, УЗИ, Academix VR, Body Interact)	**11**	КОП №6 от 21.02.2026
119.	Поверка оборудования	**1**	2022-2023 2026-2028
120.	Выписка из протокола №7 заседания ЦС от 17 февраля 2020 года Пособие по СП	**1**	№7 заседания ЦС от 17 февраля 2020 года
121.	Программы дополнительного неформального образования	**1**	Алматы, 2020г.
122.	Прейскурант цен на оказание платных образовательных услуг по Программам ДНО от 16 ноября 2023	**1**	от 16 ноября 2023
123.	Расписание СЦ	**5 лет**	с 2021-2022 уч.г. по 2025-2026 уч.г
124.	Отчет о посещаемости обучающихся СЦ за 2020-2025	**5**	за 2020-2025

125.	АК 2025-2026	**1**	Утверждено на заседании УС №8 от 29.01.2026
126.	Специализированных медицинских сценарии	**334**	
127.	Инвентаризация СЦ с 2021 г. по 2025 г.	**5**	с 2021 г. по 2025 г.
128.	ТМЗ Сим.Центр с 2021 г. по 2024 г.	**1**	с 2021 г. по 2024 г.
129.	Контингент по школам	**1**	25.12.2023-26.12.2025
130.	Ведомость_7 курс ОМ_2024-2025 осень	**28**	
131.	Ведомости 2025-2056 осень_ОМ 7 курс	**45**	
132.	ОМ_ЖМ_GM ведомость весна 2025	**48**	
133.	Педиатрия_ведомость весна 2025	**23**	
134.	Ведомости по практике _ 3 курс СТОМ.2025 осень	**1**	
135.	Веревкин А. Е._ обучение на Аполлоне	**16 видео**	18-19.10.2023
136.	Рипп Е.Г._Симуляционное обучение	**4 видео**	15 апрель 2021
137.	Практически занятия бакалавриата	**57 видео**	2026
138.	Практические занятия интернатура	**30 видео**	2026
139.	Журнал посещаемости	**3 журнал**	2023-2026
140.	Журнал технического обслуживания		2026
141.	Журнал учета использования роботов	**6**	С 2023г.
142.	Журнал выдачи свидетельств		С 19.11.2021 г.
143.	6 курс Терапия_2-3 уровень	**2-3 уровень в 3-х яз.**	2025-2026 уч.г
144.	7 курс ОМ (ВОП)_входного уровня	**17**	2025-2026 уч.г
145.	Журнал Регистрации инструктажа по безопасности и охране труда на рабочем месте	**1**	С 11.12.2020
146.	Нұсқаулық ӘБП, ПОҚ, зертхана қызметкерлері үшін ЕҚ және ҚТ бойынша	**1**	Басқарушы директор Жумадилов М.Ж. бекіткен 05.01.2026
147.	ВВОДНЫЙ ИНСТРУКТАЖ ПО БЕЗОПАСНОСТИ И ОХРАНЫ ТРУДА	**11**	2024
148.	План-конспект по ГЗ		2021
149.	Тренинги СЦ	**1**	С 2021-2022 уч.г По 2025-2026 уч.год
150.	ВЫПИСКА из Протокола № 1 от 22 августа 2024г. Заседание симуляционного центра	**1**	№ 1 от 22 августа 2024г.
151.	ИДПО_приказы симцентр 2023-2025	**18**	2023-2025
152.	ИДПО_Симцентр 2022-2025(Excel)	**1**	2022-2025
153.	Анализ соотношений форм ИК 2025-2026	**1**	2025-2026
154.	правила работы в симуляционных классах для обучающихся_		
155.	Фонд Научной библиотеки.	**1**	2025г
156.	Сведения о наличии учебной и научной литературы на цифровых носителях НАО казнму им. С.Д. Асфендиярова по состоянию на февраль 2026 г._	**1**	февраль 2026 г._

157.	Сведения о наличии фонда учебной, учебно-методической и научной литературы НАО КазНМУ имени С.Д.Асфендиярова (Excel)	**1**	
158.	Информация о Научной библиотеке	**1**	2026г
159.	Видеоканал “KazNMU Education Channel” (скрины страниц) и ссылка	**1**	
160.	Безлимитная академическая лицензия Microsoft 365	**1**	
161.	скрины антиплагиатной системы strikeplagiarism	**1**	
162.	скрины Портала ДОТ на Moodle	**1**	
163.	Скрины страниц портала ЦЦУ	**1**	
164.	СМК_ВА_приказы	**1**	Приказ №222 от 08.04.2024 № 703 от 14.10.2024 № Shyǵys03-06-1841 09.10.2025
165.	Взаимодействие процессов и видов деятельности системы менеджмента качества НАО КазНМУ имени С.Д. Асфендиярова	**1**	№10 от 09.12.2019 До 08.12.2023
166.	ДПК анализ со стороны Руков - 2019 прод, рус	**1**	№10 от 09.12.2019 до 08.12.2023
167.	Документированная процедура качества: Внутренний аудит	**1**	15.03.2024-15.03.2027
168.	Памятка внутреннего аудитора СМК	**1**	№2 от 05.07.2022
169.	Памятка работника СП во время ВА	**1**	№2 от 05.07.2022
170.	Руководство по качеству	**1**	15.04.2024-15.04.2027
171.	скан номенклатура дел 2025-2026 год	**1**	2025-2026 год
172.	Каталог оборудование-2026-год	**1**	2026
173.	Список видео навыков	**1**	
174.	Выписка заседания Правления №1_10.02.2024	**1**	№1_10.02.2024
175.	Выписка заседания Правления №3_05.02.2026	**1**	№3_05.02.2026
176.	Выписка заседания Правления №17_13.10.2022	**1**	№17_13.10.2022
177.	Выписка заседания Правления №30_23.10.2024	**1**	№30_23.10.2024
178.	Штатная расп_01.10.2024_на начало 2025 г действовал до 05.25г	**1**	01.10.2024
179.	Штатная расп_03.10.2022_на начало 2023 г действовал до 03.23г	**1**	03.10.2022
180.	Штатная расп_05.01.2026_на начало 2026 г	**1**	01.10.2024
181.	Штатная расп_10.01.2024_на начало 2024 г	**1**	_10.01.2024

182.	Положение о стимулировании публикационной активности и научно-исследовательской деятельности	**1**	Утверждено Решением Правления Протокол № 3 от 23.02.2023
183.	Правила обучения и профессионального развития персонала НАО КазНМУ им. С.Д.АВсфендиярова	**1**	Утверждено Решением Правления Протокол № 9 от 11.11.2019
184.	Положение о наградах НАО КазНМУ имени С.Д.Асфендиярова	**1**	Утверждено Решением Правления Протокол № 18 от 21.12.2020
185.	Договора. Платные курсы СЦ	**48 договор**	
186.	Остепенность	**к.м.н.- 4 д.м.н. - 1 м.м.н. - 2**	**д.м.н. Талкимбаева Н.А. - 30.09.2010 к.м.н. Рослякова Е.М.-30.11.2006 к.м.н. Бейсебаева У.Т. -07.01.1999 к.м.н. Курманаева Б.М. - 09.10.1992 к.м.н.Нурмаханова Ж.М. - 23.09.2010 д.м.н. Каныбекова А.А.-24.06.2022 д.м.н.Колбаев М.Т. - 01.07.2016**
187.	Отчет ИА 2024-2025 уч.г презентация ПЕД	**1**	2025
188.	Сравнительный анализ ИА презентация ПЕД_деканат	**1**	2025
189.	Отчет ИГА 2024-2025 уг.Интернатура ОМ_деканат	**1**	2025
190.	Отчет ИГА 2023-2024 уг. Интернатура ОМ_деканат	**1**	2024
191.	Отчет председателя ИАК_2022-2023_деканат	**1**	2023
192.	Положение о проведениии текущего контроля успеваемости, ПА и ИА обучающихся НАО КазНМУ	**1**	25.08.2022 - 25.08.2027
193.	Правила документирования, управления документацией и использования эл.документооборота в НАО КазНМУ	**1**	27.08.2025 - 27.08.2028
194.	СОП: Орг. и проведение псиьменного экз.в дистанционном режиме	**1**	Утверждено на АС №3 от 26.11.2025
195.	СОП: Орг. и проведение в форме тестирования (в том числе дистанционном режиме)	**1**	Утверждено на АС №3 от 26.11.2025
196.	Договора по СП на 2024-2025г.	**14**	2024-2025

197.	Договора по СП на 2023г.	**4**	2023
198.	Договора по СП на 2025-2026г.	**12**	2025-2026
199.	Отчет по СП в ИАС_23.02.2026		23.02.2026
200.	Номенклатура дел_2021-2026	**5**	2021-2026г
201.	Область применения и границы СМК КазНМУ	**1**	Утверждены Решением Правления №24 от 02.11.2023
202.	Отчет о внутреннем аудите СМК	**4**	06.10.2022 10.05.2023 27.10.2020 12.04.2024
203.	Документированная процедура «Оценка удовлетворенности потребителей»	**1**	с13.08.2024- по13.08.2027
204.	Сертификат МС ИСО 9001	**1**	
205.	СТ РК ИСО 9001-2016. 46	**1**	
206.	Цели и задачи НАО КазНМУ им. С.Д.Асфендиярова в области качества на 2024-2028	**1**	С 15.03.2024 По 31.12.2028