

To the Accreditation Council of
the Eurasian Center for Accreditation
and Quality Assurance in Education
and Healthcare
10.05.2024

**REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE
INSTITUTIONAL EVALUATION OF THE MSE “KARAGANDA REGIONAL
HIGHER NURSING COLLEGE” OF THE PHD OF KARAGANDA REGION
FOR COMPLIANCE WITH THE STANDARDS OF INSTITUTIONAL
ACCREDITATION OF MEDICAL COLLEGES**

period of external expert evaluation: 24.04.2024 – 26.04.2024

Karaganda, 2024

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare
WFMO	World Federation of Medical Education
MOH RK	Ministry of Health of the Republic of Kazakhstan
EA	Educational affairs
SCES	State compulsory education standards
KSA	Knowledge, skills and abilities
End-of-course assessment	End-of-course assessment
IDPT	Individual teacher development plan
CIS	Control and measurement tools
KRHNC	Karaganda Regional Higher Nursing College
MO	Medical organizations
MC	Methodological Council
NCIE	National Center for Independent Examinations
EP	Educational program
EP	Educational program
OSCE	Objective Structured Clinical Exam
PT	Practical training
IT	Industrial training
PP	Professional program
PC	Pedagogical Council
PW	Paramedical workers
IWS	Independent work of the student
TVET	Technical and vocational, post-secondary education
PHD of Karaganda region	Public Health Department of Karaganda region
EMCD	Educational and methodological complex of the discipline
AA	Academic Affairs
CMC	Cyclic methodological commission
CCE	Center for Continuing Education

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 13 dated April 05, 2024, an External Expert Commission (hereinafter referred to as EEC) was formed to conduct an external evaluation during the period April 24–26, 2024 as part of the institutional accreditation of the MSE “Karaganda Regional Higher Nursing College” of the Public Health Department of Karaganda Region (hereinafter referred to as PHD of KR) in the following composition:

№	Status as part of the EEC	Full name	Position
1	Chairman	Yestemesova Karlygash Amangeldievna	Candidate of Biological Sciences, Associate Professor, Dean of the School of Nursing Education of NJSC "Medical University of Karaganda"
2	International expert	Tukhtasinova Dilorom Safoevna	Director of the Center for the Development of Medical Education, Excellent Health Officer of the Ministry of Health of the Republic of Uzbekistan
3	Academic expert	Baigulzhina Zhazira Zabirovna	Deputy Director for Academic Affairs of the MSE on the REM “Pavlodar Medical Higher College “of the PHD of Pavlodar Region, Award “Excellence in Health Care of the Republic of Kazakhstan”
4	Expert employer	Eshkeeva Bagdat Izatovna	Specialist in the development and training of middle and junior staff of the MSE “Regional Clinical Hospital” of the PHD of Karaganda Region
5	Expert learner	Zhanatova Zhansaya Tolegenovna	4th year student in the specialty “Kazakh language and literature” of the MSPE “Karaganda Higher Humanitarian College”

The work of the EEC was carried out in accordance with the Regulations on the EEC. The EEC report contains a description of the results and conclusion of an external evaluation of the evaluation of the MSE “Karaganda Regional Higher Nursing College” of PHD of KR for compliance with the Standards of Institutional Accreditation of Medical Colleges (hereinafter referred to as the Accreditation Standards) and conclusions, recommendations of the EEC for improving core activities and recommendations for accreditation of the college for the ECAQA Accreditation Council.

2. General part of the final report

2.1 Presentation of the MSE “Karaganda Regional Higher Nursing College” of the Public Health Department of Karaganda Region (PHD of KR)

Name of the organization date of creation	Municipal state enterprise "Karaganda Regional Higher Nursing College" of the Public Health Department of Karaganda region, in December 1935
Legal form of ownership, BIN	state 990140002707
Location and contact details	Karaganda region, Karaganda st. Chkalova 9, tel: 8 (7212) 41-45-32

total area	8269 sq. m, including educational - 2528 sq.m
Availability of a supervisory board/board of trustees	Supervisory Board
Government	Public Health Department of Karaganda region
Full name of the first manager	Abdigulov Sattar Maratovich
State license for educational activities (date, number)	No. KZ32LAA00010295 dated 10/06/2017, as amended on 04/16/2021
Information about branches, subsidiaries (if any)	No
Total number of educational programs over the last five years (the current year is taken into account)	Technical and vocational education (TVET) programs - 7 Post-secondary education (PSE) programs - 1
Total number of educational programs in the current year	TVET programs - 7 duration of study 3 years. 10m; 2y. 10m; 1y 10m; 3y 6m. Post-secondary education programs - 1 duration of study 1.6 years
Total number of graduates since the beginning of educational activities	Students of TVET – 1896; Students of PSE – 267
Student population in the current academic year	Students of TVET - 1626; Students of PSE - 217
Quality indicators in TVET	The number of expulsions over a period of 5 years is 346, including 80 people for poor academic performance. Employment rate, % over 5 years: 2018 – 84% 2019 – 83% 2020 – 81.4% 2021 – 85.7% 2022 – 85%
Quality indicators in PSE	The number of expulsions over a period of 5 years is 158, including 10 people for poor academic performance. Employment rate, % over 5 years: 2018 -0 2019 -0 2020 – 100% 2021 – 100% 2022 – 88%
Year of commencement of the implementation of additional and non-formal education programs, total number of programs and number of students trained	Start year – 1999 The total number of additional education programs (CDP) is 104, with a volume of 60, 120 hours. The total number of non-formal education programs is 12, with a volume of 36, 600 hours. Over the past 5 years, more than a total of students have been trained 15,000, of which 217 are mentors.
Indicators of student training	The total number of students trained over 5 years is 9367, including 844 people this year - September-December 2023; January-April 2024 – 484 people.
Availability of a simulation room/department/center	Name – simulation center Area - 306.1775 sq.m.

	Number of phantoms/mannequins – 89
Availability of an office/testing center	Name – computer class - 1; computer class-2; computer class - 3 Area 150 m ² Number of seats – 56 Number of computers – 56 Availability of a proctoring system - yes
Full-time teachers/Part-time workers, incl. % sedate	The total number of teachers is 120, including full-time teachers - 85, part-time teachers - 35. Sedateness, % - 0.8% Categorization (medical), % - 10% Categorization (pedagogical), % - 40%
Number of scientific projects over 5 years	In just 5 years - This year -
Number of republican/international agreements on joint activities for 5 years	Republican treaties – 0 International treaties - 3
Number of clinical and industrial bases for training and practice of students	<ul style="list-style-type: none"> ✓ Clinical bases, total - 41, including state clinics - 8, polyclinics - 5, regional blood center - 1, regional emergency medical care station - 1, private clinics - 10, 2 laboratories, rehabilitation center - 1, regional obstetrics and gynecology center - 1, hematology center, military hospital, Department Sanitary and Epidemiological Control, Shakhty City Department of Sanitary and Epidemiological Control, National Center of Expertise. ✓ Private medical centers- 0 ✓ Bases for dental practice - 0 ✓ Bases for pharmaceutical practice, total - 4, including factories - 0, pharmacies - 0
Website Instagram Facebook with active pages	http://karmedkolledzh.edu.kz/ http://www.karmedkolledzh.edu.kz/ https://www.facebook.com/kovskkrg

2.2 Information about previous accreditation

In 2018, the medical college passed institutional and specialized accreditation for five educational programs in IQAA, the accreditation certificate is valid until March 31, 2023

2.3 Brief description of the report on institutional self-assessment MSE “Karaganda Regional Higher Nursing College” of the PHD of KR and conclusions on completion

The institutional self-assessment report (hereinafter referred to as the report) is presented on 139 pages of main text, 25 pages of appendices, copies or electronic versions of documents located at the link:

<https://docs.google.com/presentation/d/16lvXnWcpt09BTOrdsAStROxDNsGirrH0/edit?usp=sharing&ouid=112445350915567152586&rtpof=true&sd=true> director's presentation,,

<https://drive.google.com/drive/folders/1jYWs-WKn26flAPwyafICsBY8i1GvpI0r?usp=sharing> ;
https://drive.google.com/drive/folders/17Di6QApRr_gyZw7Y7XmcwL20wz-yyJh-?usp=sharing ;
<https://drive.google.com/drive/folders/1B7pxyB8Jf4WQcL3ijUMum4mXcss1F3UZ?usp=sharing> ;
https://drive.google.com/drive/folders/1vSE6ntT_BTswGLBjKpqUzUZUrczWRNot?usp=drive_link

The report is characterized by completeness (this wording is included in the report section as an example, since an educational organization can be admitted to the external evaluation stage only if the self-assessment report has a complete form and completeness in terms of content) of answers to all 9 basic accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for conducting institutional self-assessment of medical educational organizations, which were provided to the college by the accreditation center - ECAQA, as well as internal unity of information. The report is accompanied by a covering letter signed by the director of the college, Abdigulov Sattar Maratovich, Master of Business Administration (MBA), AIMAU doctor of the highest category, who confirms the accuracy of the quantitative information and information included in the self-assessment report.

The report contains a list of 23 members of the internal self-assessment commission, indicating the responsibilities of each employee, information about the representative of the organization responsible for conducting the institutional self-assessment of the college - Abdigulov S.M., Master of Business Administration (MBA), AIMAU, doctor of the highest category, director of the college.

Self-assessment of the college's educational activities, including additional and non-formal education, was carried out on the basis of the head's order No. 10 n/k dated January 22, 2024 "On the appointment of those responsible for preparing a self-assessment report within the framework of institutional accreditation" (write the real name of the internal order of the accredited organization).

All standards contain the actual practice of organizing education for preparing students in 7 specialties and students in 104 additional and 12 non-formal education programs. The description in the self-assessment report is quite complete and updated in terms of the number of students, listeners, teachers, administration, information about selection and admission, learning outcomes, results of assessment of knowledge and skills. Included is information about its own material and technical base with a total area of 4869.6 m², as well as information about clinical sites (41 in total), etc.

The report contains reasoned data, examples of the implementation of educational programs, national and international events, educational and methodological support, and a resource base, confirming compliance with the requirements of Standards of Institutional Accreditation.

The main indicators of the institutional quality of the college are the following*:

- 1) The college has a clearly defined Mission, Vision, and Quality Assurance Policy
- 2) Availability of 2 educational buildings with an area of 4869.6 m²
- 3) Availability of teaching and scientific potential of Academic staff
- 4) High-quality teachers
- 5) The digital Library "Aknurpress" is functioning.
- 6) Availability of a dormitory for nonresident students
- 7) 195 trained mentors were involved in the implementation of the college's EP
- 8) The college conducts training in the inclusive education program (educational program (EP) in the specialty "Masseur" for the visually impaired)
- 9) Social partnership with 41 medical organizations of the city and region
- 10) Consistently high percentage of employment (85% over the last 3 years).

The report is presented to ECAQA in a complete form, written in competent language, the wording for each standard is clear and understandable, and described in accordance with the criteria of the standards, tables, contain references in the text and are continuously numbered.

3. Description of external expert evaluation

External expert work as part of the institutional evaluation of the college was organized in accordance with the Guidelines for Conducting External Evaluation of Educational Institutions and Educational Programs of the ECAQA. Dates of visit to the organization: 04/24/2024

External evaluation is aimed at validating the data of the self-assessment report and verifying indicators indicating the degree of compliance with the criteria of accreditation standards.

The sequence of the visit over 3 days is presented in detail in the Visit Program (hereinafter referred to as the program), which is located in the documentation of the accreditation center and in **Annex 3** to this report.

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

- interviews with management and administrative employees – 13 people in total;
- interviews with students – 62 people in total;
- meeting with listeners – 10 people;
- study the website www.karmedkolledzh.kz (write the address);
- interviewing 9 (number) employees, 45 (number) teachers;
- survey of teachers and students - 51 and 594, respectively;

observation of student learning: attending 4 (number) practical classes 1. “Technique for performing subcutaneous injections,” teacher - Minnekhanova A.R. EP “Nursing”, 2nd year, 12 students; 2. “Physiology of the postpartum period, principles of control and care of women who have given birth” teacher - Kaspakova A.A., EP “General Medicine”, 3rd year 12 students; 3. “Зәрдегі кетон денелері мен пигменттерің анықтау” EP “Laboratory diagnostics” 2nd year 11 students; 4. "Gastroprotectors". “Anti-Helicobacter drugs” teacher - Bespaeva Sh.A. EP “Pharmacy”, 3rd year, 12 students.

Review of resources in the context of meeting accreditation standards: 6 practice/clinical training bases were visited, including the MSE “Polyclinic #3” in Karaganda, the MSE “Regional Children’s Clinical Hospital” with a total bed capacity of 400 (20 departments); Municipal State Enterprise "Regional Blood Center", Municipal State Enterprise "Regional Clinical Base", MC "Multidisciplinary Hospital named after Professor H.Zh. Makazhanova" with a total bed capacity of 465, with multiple departments including several clinical and biochemical laboratories, pharmacies, and the Pharmacy chain of “Format KZ” LLP, where training is conducted in the 7th educational program with the participation of 85/35 full-time teachers/part-time teachers;

study of educational and methodological documents in the amount of 50 units both before the visit to the organization and during the visit to the departments (the list of documents studied is in **Annex 2**).

The team of the accredited college ensured the presence of all persons indicated in the visit program and according to the lists of interview sites (Table 1).

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

№	Position	Quantity
1.	Director	1
2.	Deputy Director for Academic Affairs	1
3.	Deputy Director for Educational and Industrial Affairs	1
4.	Deputy Director for Educational Affairs	1
5.	Chief Accountant	1
6.	Heads of departments	4
7.	Head of Education	1
8.	Head of the Center for Continuing Education	1
9.	Head of Information Technology	1
10.	Head of HR Department	1
11.	Methodist	1
12.	Educational psychologist	1
13.	Chairmen of the Cycle Methodological Commission (CMC)	6

14.	Teachers	45
15.	Students	62
16.	Graduates	8
17.	Employer representatives	13
18.	CCE listeners	10

On the last day of the visit to the organization, a meeting of EEC members was held based on the results of the external evaluation. Members of the EEC began drafting the final report of the EEC. Generalizations of the results of the external evaluation are made. The experts individually completed the “Institutional Quality Profile and external evaluation criteria of the MSE “Karaganda Regional Higher Nursing College” of the PHD of Karaganda Region for compliance with ECAQA Accreditation Standards.” There were no comments made by the members of the EEC (if there were any, please write). Recommendations for improvement for the organization of education were discussed and the chairman Yestemesova K.A. held a final open vote on recommendations for the ECAQA Accreditation Council for the accreditation period.

Comfortable conditions were created for the work of the EEC, and access to all necessary information and material resources was organized. The Commission notes the high level of corporate culture of the team and the prompt provision of information to members of the EEC. The interviews were organized strictly according to the Program; all declared participants, including employers and graduates, arrived at the college at the specified time without delay or disruption.

While conducting a survey of students, 57.07% rated the work of the External Expert Commission on Accreditation as positive, 20.28% as satisfactory. The majority of respondents (64.5%) believe that it is necessary to accredit educational organizations or educational programs.

According to 92.16% of teachers, the survey conducted by ECAQA is useful for developing recommendations for improving key areas of activity of an accredited educational organization.

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

4. Analysis of compliance with institutional accreditation standards based on the results of an external evaluation of the MSE “Karaganda Regional Higher Nursing College” of the Public Health Department of Karaganda region

Standard 1: MISSION AND OUTCOMES

1.1 Mission definition

The mission has been formulated and the final results of training programs for TVET and PSE, as well as additional education, have been determined, taking into account the proposals of stakeholders such as employers, students, and listeners. And the programs of additional and non-formal education are compiled on the basis of applications and proposals from medical organizations, and cosmetology and massage courses and issues of compulsory medical insurance are also relevant today.

The strategic plan of the organization for the period 2022-2025 was reviewed, including such areas as “Improving the quality of educational services”, “Development of the system of human resources and medical science (training and development of personnel)”, “Effective management system”, “Formation of a socially responsible personality graduates”, which confirms the fulfillment of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with students, it was established that before the start of classes, teachers inform about the mission, work plans of the educational organization, tell where to get the necessary information about the educational program, teachers, and training bases.

At the same time, when talking with students, listeners and employers, experts, a clear answer was not received to the question “Do you participate in formulating the mission and goals of the organization, educational program?”, “What is the personal contribution, for example, of students to

improving the educational program?” To these questions, students answered that they take part in various events, such as subject Olympiads, professional competitions, scientific and practical conferences at the city, regional, republican international levels, they know the mission of the college, they saw it on the MSE “KRHNC” website, and employers responded as follows: in discussing the educational and methodological process with teachers, as well as together with the college, they make efforts to prepare qualified graduates.

To verify **standard 1**, a meeting was held with the head of MSE “KRHNC” Abdigulov S.M. During the conversation, the experts asked the following questions: How are the directions and activities of the strategic plan discussed? What is the format of such discussions? Is there autonomy in the allocation of resources, including adequate remuneration for teachers? Where and how is information about college activities regularly published? What's new in college over the past three years? What new programs have been introduced over the past three years? During the answers, the director of the college Abdigulov S.M. gave a comprehensive answer to all questions, which was confirmed when studying the documents.

During the implementation of program activities, namely, based on the results of interviews with the director, members of the Pedagogical Council, in interviews with students and teachers, compliance with the criteria of **standard 1** was established. All participants in the educational process know the mission of the college, took part in the formation of proposals for formulating the mission, and the mission brought to the attention of potential students through the website, social networks, and information letters to medical organizations.

While conducting a survey of 564 students (on the resource <https://webanketa.com/>), out of 39 questions, a number were devoted to the quality of the educational process and educational program. It was found that 56.06% of students would recommend studying at this educational organization to their acquaintances, friends, and relatives. And 52.7% of respondents believe that educational program leaders and teachers are aware of students' problems related to learning. To the question “Do you think this educational organization allows you to acquire the necessary knowledge and skills in your chosen specialty?”, 68.35% of students answered positively, 6.4% were not sure about this, 16.3% could not answer this yet question and 5.4% would like to believe it.

1.2 Final learning outcomes

In the context of training, the college focuses on State Compulsory Educational Standards, which are regularly updated and approved by the Ministry of Health of the Republic of Kazakhstan. The contents of the State Compulsory Educational Standard determine the requirements for educational programs, teaching load, level of student preparation and duration of study. For 4th year students, the college adheres to the 2020 SCES, and for 1st, 2nd, 3rd year students - the 2022 SCES. The curriculum and programs are constantly adapted in accordance with the latest requirements and changes in the educational field.

In accordance with the Standards of Operating Procedures (SOPs), the lecturers and teachers periodically update the lecture contents and practical topics. To help students in obstetrics and gynecology, teachers post video materials on the YouTube channel <https://youtube.com/@user-hb5qm5cf6h?si=ptiA0MBspEcnVACg> .

MSE “KRHNC” has departments that are directly related to the educational process, which can be noted as the best practice in education, namely, the Simulation Center, which conducts all practical classes in the core disciplines of educational programs: “General Medicine”, “Midwifery”, “Nursing”, including the implementation of a program of inclusive education through training for the visually impaired.

Experts have established a clear continuity between the end results of students' prior learning and college education, and subsequent continuing professional development programs.

The results of studying the documentation demonstrate that the College's Strategic Development Plan for 2022 - 2025 corresponds to the stated mission and ensures the achievement of set goals in the field of education and the fulfillment of stakeholder requirements based on continuous improvement of

the quality of all areas of activity, and the educational process is built in accordance with the State Compulsory Educational Standards and Laws and Statutory Instruments (LSI).

The surveyed teachers responded that 33.3% were completely satisfied with the level of previous (school) training of students; 49.0% were partially satisfied.

Experts have established a clear continuity between the end results of students' prior learning and college education, and subsequent continuing professional development programs. The college has developed the following additional education programs: 104 additional education programs and 12 non-formal education programs, including for the specialties "General Medicine", "Midwifery", "Nursing", "Laboratory Diagnostics", "Pharmacy", "Hygiene and Epidemiology" " Students and listeners are informed about this.

86.3% of teacher respondents believe that students of this educational organization have a high level of knowledge and practical skills after completing the training program, and 13.7% partially agree with this.

During meetings with teachers, experts noted that one of the main problems is the weak basic knowledge of students, that students come with an insufficient level of knowledge acquired at school, which can create problems at the initial stage of training. However, despite this, college graduates demonstrate good results on the end-of-course assessment, which indicates the high-quality work of the educational institution in eliminating knowledge gaps and preparing students for professional activities.

The result is an effective training system, which includes correcting gaps in basic knowledge, and is also aimed at developing professional skills and competencies of students. Data from end-of-course assessment protocols and interviews with employers indicate that college graduates successfully apply the acquired knowledge in practice and are ready for employment. The employment rates of graduates over 3 years have been stable – 85%.

Conclusions of the EEC on the criteria. Complies with 10 basic standards: 10 completely.

Standard 2: EDUCATIONAL PROGRAMMES

2.1 Model of educational programs

To implement educational programs in the specialties "Obstetrics", "General Medicine", "Nursing", "Hygiene and Epidemiology", "Laboratory Diagnostics", "Pharmacy", "Nursing" applied bachelor's degree in the organization's documents includes EMCD, where the goal is defined, the integration of practical and theoretical components, and independent work are taken into account. Compliance with state standards and standard requirements has been established. By attending a practical lesson on the topic "Technique for performing subcutaneous injection", volume 6 hours, the experts received convincing evidence that the training is carried out according to plan, before the start of the lesson, students answer tests and an oral survey, receive feedback from the teacher, and have the opportunity to improve the skill according to standards : Standard "Technique for performing a subcutaneous injection", Standard "Rules for taking the prescribed dose of insulin into a syringe", discussion of the most common errors, and students also independently practiced practical manipulations in pairs, performing manipulations for assessment. Consolidation of the formed knowledge and skills was carried out in the form of solving situational problems. At the end of the lesson, to analyze the lesson and identify gaps among students, reflection was carried out in the form of a "Ladder of Success". Giving grades to the magazine was accompanied by commentary.

The organization ensures compliance with ethical aspects in the implementation of the educational program, since experts have studied the "Code of Professional Ethics for Teachers," approved on December 17, 2023. Protocol 2 and during the interview, students responded that they were informed about the contents of this document.

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

The mentoring system, which is described in the document “Regulations on Mentoring,” was evaluated. 213 mentors have been trained at clinical sites to mentor college students. For the effective implementation of practices on the basis of concluded agreements and to monitor the completion of practices, mentors/mentors from clinical sites are appointed in the ratio 1:8 for TVET, 1:4 for applied ones. Mentors from practical healthcare provide the learning process and assistance in the implementation of practical skills and abilities of students at the clinic.

The principle of integration presupposes the interconnection of all components of the learning process at any stage of the educational process, ensuring its integrity and consistency. As a result of the implementation of the credit-module training system, hours for IWS are allocated for each discipline. Independent learning of students is presented as follows: preparation of essays, presentations, portfolios, etc.

The training of students is carried out in accordance with the current policy of the college, as it provides CDP for Paramedical workers in accordance with the legislative acts of the Republic of Kazakhstan.

Students can interact with each other and teachers through educational networks such as the Zoom platform.

The procedure for informing students and trainees about their rights and responsibilities is reflected in contracts for the provision of educational services.

This indicates compliance with standard 2 in terms of adapting training to the needs of students and trainees.

The qualification obtained as a result of mastering the TVET educational program corresponds to the 4th level and the applied bachelor's program corresponds to the 5th level of the national qualification framework in medical education and, therefore, the Qualifications Framework in the European Higher Education Area. **(ESG 1.2)**

The college is forming a contingent of students, developing work curricula, educational and methodological materials, and the college also adapts training to the needs and wishes of individual students, for example, conducting informal training in cosmetology and massage courses.

At the same time, along with the principles of quality and academic integrity, which are described in the document “Regulations for the implementation, preparation and defense of course work,” the organization does not have an anti-plagiarism system.

2.2 Structure, content and duration of educational programs

The organization’s documents contain work programs, EMCD, where the goal is defined, the integration of practical and theoretical components, and independent work are taken into account. Compliance with state standards and standard requirements has been established. By attending a practical lesson on the topic “Determination of ketone bodies and pigments in urine”, volume 6 hours, using the TBL method, experts received convincing data that the training is carried out according to plan, before the start of the lesson, students answer an oral survey, receive feedback from the teacher, and have the opportunity to improve skill in determining pigments and ketone bodies in urine. During the classes, the teacher used a multimedia presentation, supporting the cognitive activity of the group; all students were involved in the process. Basic knowledge is updated and students’ cognitive interest is activated.

The organization ensures compliance with ethical aspects in the implementation of the educational program, since experts have studied the code of ethics and the Student Code of Honor” approved on December 17, 2023. Protocol 2 and during the interview, students responded that they were informed about the contents of this document.

While attending a practical lesson on the topic “Physiology of the postpartum period, principles of control and care of women who have given birth”, volume 6 hours and talking with students, the experts saw that the organization promotes the development of practical competencies of college graduates, including on simulation equipment. During classes, teacher Kaspakova A.A. teaching methods were used - explanatory-illustrative, information-receptive, reproductive in nature, as well as active methods: discussion, work with clusters, solving situational problems, business games, SBL. At

the same time, students form and deepen their theoretical knowledge and develop communication skills.

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

2.3 Scientific method

With the introduction of the applied bachelor's degree educational program, the college paid special attention to teaching the fundamentals of scientific methodology, including the principles of analytical and critical thinking. College teachers, based on the general principles of situational learning, create their own models of educational situations, depending on the discipline taught, the number of allocated hours, and the material base.

Scientific methodology is used by teachers on various topics in the disciplines “Principles of planning and conducting research in nursing”, “Completing course work”, “Biostatistics and reporting the results of research work”, “Completing a diploma thesis”. Students are taught methods of scientific research, methods of searching literature on current topics in nursing and scientific literature, collecting and analyzing data, and their statistical processing. They learn to analyze, compare the data obtained and, based on the results of statistical processing, present the results in the form of graphs, diagrams and tables, which is necessary when writing term papers and presenting them.

While completing diploma and coursework on current issues in the nursing process, students conducted research in which the principles of analytical critical thinking were manifested. Students published the results of their research in the form of articles in printed publications, participated in scientific student conferences, and were published in collections.

MSE “KRHNC” provides students and listeners with access to updated scientific and clinical data, to scientific results, as research is carried out to prepare theses. Free access to practical experience is also provided.

While surveying students, it was found that the educational organization has access to students' participation in research work, and 41.1% of people completely agree with this, 25.7% partially agree, and 4.9% completely disagree.

Students should engage in research and development work, and in response to the questionnaire, 32.15% wrote that they are already engaged in research and development work, 6.22% are planning to start, 2.02% are looking for a research topic, 3.53% are not engaged.

2.4 Management of educational programs

The college has an organizational structure approved by the Head, which includes: the director, deputy director for academic work, head of practice and deputy director for educational work, as well as heads of structural divisions and all employees. Departments of specialties are responsible for the educational process, guided by the laws and rules of the educational institution. The work is provided by pedagogical, methodological councils, educational part, cyclic methodological commissions and a council of curators.

In order to ensure the effectiveness of the educational process in the college there are: Academic Staff, MC, educational part, CMC, council of curators, operating on the basis of approved annual plans. The activities planned in the plans of the above councils cover educational, methodological, educational work, their implementation is confirmed by the minutes of meetings and the annual report.

Heads of departments and group curators interact with the deputy director for educational work and the methodological service of the college on the participation of department students in various educational, competitive, scientific, public events, and social events. To achieve the quality of final results, teachers and students take part in ensuring the quality of training of specialists in accordance with the requirements of the State Compulsory Educational Standard. A plan is drawn up annually and approved by the deputy. director for sustainable development. At a meeting of the administrative council, the educational unit, issues of compliance with the internal regulations of students and other local regulations of the College regulating educational relations, organization of events at the department, results of intermediate certifications, retention of contingent, and employment issues are

considered. Curators and prefects present reports on progress and attendance in groups; students who have problems with their studies are invited.

Members of cyclic methodological commissions develop and implement educational and methodological documentation, study innovative teaching methods and improve their teaching skills. Work curricula are reviewed by teachers with the highest qualification categories and representatives of practical healthcare. Mentors from practice conduct evaluation interviews upon completion of industrial training and professional practice.

The structural units responsible for the implementation of the educational program are ready to modify training programs taking into account the requirements of practical healthcare. There is a constant connection with employers and graduates, which helps to adapt the educational process to future practical activities. Taking into account the implementation of the parameters of the Bologna process, the College, when developing educational programs, is guided by the European Directive on the recognition of professional qualifications 2005\36\EU and is working to introduce a competency-based approach. A high-quality level of organization and conduct of various types of practice in the specialty is ensured. The content of practice is determined by the work programs of the relevant disciplines and sections of practice. Classes are conducted under the guidance of mentors - experienced nursing staff of the highest and first qualification categories. Training at MO bases corresponds to level 5 of the European Qualifications System: training; ethics; communication and teamwork; health promotion; safety and quality; clinical competence - involves practice in clinical settings and medical organizations. A variety of teaching methods are used, including student-centered learning, which contributes to the personal development of students. Game and personality-oriented methods are used to develop communication skills. Much attention is paid to strengthening the material and technical base and modern equipment for conducting practical classes.

There are documents containing requirements for the structure and content of educational programs. The educational and methodological department is responsible for the selection and implementation of innovations in the educational process.

The content of work programs and the catalog of elective disciplines reflect the needs of the healthcare system.

For the successful implementation of educational programs of the 4th and 5th levels, the organization has the resources to organize the assessment of students' practical skills (there are 3 simulation centers equipped with modern clinical equipment).

Teachers provide students with methodological and didactic materials, additional literature to prepare for classes, in which 61.6% completely agree, 22.2% partially agree, 3.53% disagree.

Students of advanced training programs are also provided with the necessary educational and methodological literature.

MSE "KRHNC" has concluded 41 agreements with medical organizations. And to the survey question "There is sufficient time for practical training (managing and caring for patients, nursing rounds, work in laboratories, etc.)", 58.2% of students responded with complete agreement, 17.3% partially agree, 5.05% disagree. At the same time, 55.2% of students claim that after completing classes the teacher provides feedback (listens to your opinion, conducts a mini-questionnaire, works on mistakes).

Clinical training is provided in external multidisciplinary clinic settings, and staff coordinate training at these clinics to ensure that students acquire adequate training in various aspects of their chosen health care field.

At the same time, to the question "Do student representatives participate in the development of educational programs?", the experts received the following answer: students are members of collegial bodies, and also make their proposals through meetings of the "Zhiger" student parliament, through curators and teachers.

The students surveyed are fully satisfied with the schedule of classes (59,6%).

2.5 Relationship to practice and health system

To ensure high-quality training of specialists, strengthen practical skills and conduct production and professional practices, the College has entered into agreements on joint activities with 41 medical organizations taking into account the profile of specialties.

To conduct practical training, practical training programs are developed, which are reviewed and approved at meetings of the relevant CMC and Methodological Council. Practice programs are developed in accordance with the requirements of State Compulsory Educational Standards and LSI. The content of work programs for IT and PP reflects the educational and qualification requirements of this qualification; the timing of internships is regulated by the schedule of the educational process. Industrial and professional training is carried out at different periods, which allows rational use of clinical sites. The practice is managed by representatives of the medical college and medical organizations, including mentors who were trained at the College in the period from 2020 to 22, in the amount of 48 mentors. In 2024, applications were received from medical organizations for training of 16 mentors. The results of the IT and PP are heard at meetings with the director and meetings of the pedagogical council in accordance with the annual plans of the college, problematic issues are considered and directions are developed to improve the quality of professional training of students.

In order to train personnel, combining training at the College with mandatory periods of industrial training and professional practice at the enterprise with “Format.kz” LLP, “Dolgolet” LLP with the provision of jobs to students with equal responsibility of the enterprise, the College and the student, dual training is carried out. Currently, the College has 8 students from group 3 pharm, and 2 students from 2 pharm, who after graduating from the College will be employed full-time in the organization. For this period, they are employed at 0.25 rates.

Management of the educational process, reflected in the self-assessment report (**Standard 2**) and general approaches to management were confirmed during a visit to the educational and methodological department and a conversation with the Deputy Director for Practical Training M.M. Mailygulova. and the head of the department of “Applied Bachelor's Degree” Zharylkasynova A.M. At the same time, verification of **standard 2** showed that communication with practice and the healthcare system is established at the proper level, complying with all requirements of the regulatory legal acts.

The experts got acquainted with the work of the departments, including the library, classrooms for IMT, history of Kazakhstan, etc., a sports and recreation complex with a sports hall, a gym, a laboratory for chemistry, hygienic and pharmaceutical disciplines, a laboratory for practical classes in the EP “laboratory diagnostics”, CCE, medical office, simulation center, and interviews were held with all visited units.

When attending a practical lesson on the topic “Gastroprotectors”. “Anti-helicobacter agents”, a volume of 4 hours and a conversation with students, the experts saw that the organization promotes the development of practical competencies of students, including on simulation equipment. At the same time, students deepen their theoretical knowledge and develop communication skills.

The training of students in TVET and applied bachelor's programs is aimed at meeting the needs of practical healthcare, since when analyzing the shortage of mid-level specialists for 2023, a personnel shortage was identified. Therefore, the College is specialized in the Karaganda region, and provides a lot of opportunities and conditions for qualified training of specialists. Thus, during a conversation with the leadership of the organization, experts received information about a close connection with the MO, and teachers confirmed that students are trained directly in the clinical departments of the Karaganda City Hospital.

Continuity between its educational programs is applied by the example of an educational program in the specialty “Nursing” with the qualification “General Practitioner Nurse”, which is integrated with the educational program of applied and academic bachelor’s degree in nursing. In the 2020-2023 academic year, out of 284 graduates of the Applied Bachelor's degree, post-secondary education program, 67 people (25%) entered and continued their studies at the next level of education - an academic bachelor's degree at the Karaganda Medical University. The educational program of the applied bachelor's degree includes modules of specialized care, personnel management in nursing,

electronic systems in healthcare and others. Graduates of the nursing specialty can work as advanced practice nurses or occupy the positions of senior, chief nurse.

This is facilitated by the mentoring that is carried out in the organization.

Of the 594 students surveyed, 55.2% responded that teachers in the classroom use active and interactive teaching methods quite often, 10.1% believed that it was rare or sometimes 23.7%.

Interviews with 10 employers were conducted online and included questions such as: knowledge of the college's mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in student learning through mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, problems of interaction with departments, 85% employment of graduates upon completion of college, etc.

Conclusions of the EEC on the criteria. Comply with 15 basic standards (including 12 basic, 3 improvement standards): fully – 15.

Standard 3: ASSESSMENT OF STUDENTS

3.1 Assessment methods

The college provides student-centered education with the goal of preparing competent specialists who meet the requirements of the state and society. Assessment of learning outcomes is carried out through current and final monitoring of knowledge and skills, taking into account the requirements of the State Compulsory Educational Standard of the Ministry of Health of the Republic of Kazakhstan, the National Qualification Framework and professional standards. Control procedures are regulated by:

Since 2020, in the College, for all educational programs in accordance with the requirements of the SCES of 2020, a point-rating letter system for assessing the educational achievements of students has been introduced in accordance with the order of the Ministry of Education and Science of the Republic of Kazakhstan No. 125 dated March 18, 2008 “On approval of the Model Rules for ongoing monitoring of progress, intermediate and final certification of students in organizations of technical and vocational, post-secondary education” with additions dated 04/13/2023 for No. 96; subparagraph 19 of Article 5 of the Law of the Republic of Kazakhstan “On Education”; by order of the Minister of Health of the Republic of Kazakhstan dated December 11, 2020 No. RK MOH-249/2020. “On approval of the Rules for assessing the knowledge and skills of students studying the professional preparedness of graduates of educational programs in the field of health care and specialists in the field of health care”; “Regulations on conducting current and final control of knowledge.”

In college, the educational process and intermediate and final certification are carried out in accordance with the State Educational Standard. Schedules of the educational process and exams are posted on the information stand. Students can obtain up-to-date information from heads of departments, curators and teachers, and are also posted on the MSE “KRHNC” website:

- 1) “Regulations on intermediate, end-of-course assessment and ongoing monitoring of students’ progress” MSE “Karaganda Regional Higher Nursing College (KRHNC)”;
- 2) “Rules for appeals based on the results of exams of the MSE “Karaganda Regional Higher Nursing College”.

The forms for conducting intermediate certification are determined at a meeting of the CMC and the Methodological Council. The evaluation criteria for current control, midterm control, and intermediate certification are reflected in the syllabuses for each discipline.

At the beginning of the academic year, students are introduced to the schedule of the educational process and the knowledge assessment system. Teachers explain forms of knowledge control, assessment criteria and methods for testing knowledge. Control is carried out in accordance with work programs developed on the basis of SCES. Intermediate certification in general education disciplines is carried out at the expense of credits/hours allocated for the module/cycle “General education disciplines”. Tests, coursework, and exams are completed within established time frames, and course projects are completed upon completion of the material.

Current monitoring of students' progress is carried out by teachers in current classes by conducting questionnaires, testing, oral and written surveys, tests, solving situational problems and demonstrating practical skills using innovative teaching technologies.

Interim certification of persons with special educational needs at the College is carried out in the form of exams or tests. A pass or differentiated pass is awarded at the final lesson, and the results are provided to the head of the department on the same day.

The test results are provided to the head of the department on the day of delivery. Final grades in disciplines that are not subject to intermediate certification are assigned by teachers at the end of the course based on ongoing monitoring of progress.

Exams are conducted by ticket or in test form to the extent of the material studied. The texts of exam papers and assignments are reviewed at a meeting of the CMC, the Methodological Council and approved by the Deputy Director for Academic Affairs. At least a month before the intermediate certification, questions about the material submitted for the exam are brought to the attention of the student.

Schedules for transfer and state exams are drawn up in a timely manner, (examiners are appointed), who are approved by the Deputy Director for Academic Affairs. The graphs are available to students and are posted on the information stand (two weeks before the intermediate certification, one month before the end-of-course assessment)

Only one exam is planned for a given group on a given working day.

Interim certification is carried out by a teacher who conducted classes in a given discipline during a semester (six months), or on behalf of the director by a teacher who has qualifications corresponding to the profile of this discipline.

The end-of-course assessment of students is carried out after completing a full theoretical and practical course of study, completing professional practice within the period established by the current curriculum for the specialty.

Preparation and conduct of assessment of knowledge and skills of graduates (hereinafter referred to as assessment) within the framework of the end-of-course assessment in accordance with the NCIE Instruction Letter. Assessment of the knowledge and skills of students in medical colleges throughout Kazakhstan, the theoretical testing stage is carried out using a specially developed NCIE information system, which allows you to simultaneously connect to the exam from anywhere. The technical specifications of the test tasks were agreed upon by the Chairman of the EMA for the profile "Medicine, Pharmaceuticals", and approved by the Chairman of the National Center for Independent Examination.

The knowledge assessment (computer testing) consisted of 100 test tasks. Students' practical skills were assessed using a point system for each station. The result of assessing knowledge and skills is summed up from the points of the two stages and the arithmetic average is displayed and the final result is assessed using a 100-point system.

The results of passing the FSC in the 2021-2022 academic year are 83%, in 2022-2023 – 81.5%.

The study of control and measurement tools (300 tests, 120 tasks, including situational ones) showed that the college has implemented an appropriate assessment policy that allows for a comprehensive assessment of students' educational achievements. During interviews, students talked about forms of assessment, for example: they like it when the teacher evaluates through an interview, consultation, portfolio, self-assessment (IWS), OSCE and that they are satisfied with everything. And they also receive regular feedback from teachers. The system for appealing assessment results is reflected in the document "Rules for conducting appeals based on the results of the MSE "Karaganda Regional Higher Nursing College" and during the period of operation of the educational organization there were no precedents of appeal.

Thus, to verify the data of **standard 3**, the experts asked questions to the head of the educational department, T.K. Uataeva. and checked documents and methods for assessing students and trainees. KOVSK has 3000 tests, which are compiled for all disciplines studied and approved at a meeting of the Methodological Council (minutes 12/17/2023, protocol 2). Testing tools have been reviewed by

experienced educators and employers. questions, the head of the educational department answered that additions and updates to the CIS are discussed 2 times a year and supplemented as necessary.

Test tasks and OSCE tasks have been prepared for students.

During a visit to the organization and during an interview with an employee, Deputy Director for EA Kalieva G.A., the commission was convinced that there is a documentation system that is transparent and accessible to all teachers and staff, and includes documents such as annual operating plans, annual reports, regulations of departments, agreements with teachers and students, as well as all activities related to education and healthcare, and educational and methodological documentation (work program, working curricula, syllabuses, journals), assessment tools (checklists, statements), certificates, and certificates. A review of the website showed that its pages contain documents necessary for students and listeners, information related to additional and non-formal education and a price offer for advanced training services, certification cycles for the current academic year and a schedule of AT CCE courses. This information was obtained during an interview with the head of the CCE S.A. Knashina.

3.2 Relationship between assessment and learning

Increasing the effectiveness of feedback with students is facilitated by such feedback methods and tools as diagnostic surveys, entrance, intermediate, milestone, final papers, and essays on given topics. Feedback is used for analysis and psych correction of students' activities - surveys, questionnaires, group discussions, trust mail, reflection, student portfolio. Currently, new methods of feedback are used: email, forums, chats, blogs.

The results of student assessment are recorded in theoretical and practical journals, test reports, intermediate certification statements and grade books and are controlled by a specialist in the educational department, followed by discussion at a meeting of the educational department. At meetings of the educational part, issues of academic performance and quality of knowledge for the month, semester, and academic year are considered. The final results of the assessment of professional preparedness (final certification), taking into account the appeal, are displayed in the student's personal account in the information system - ISO and are provided to the College in the form of a summary protocol of the assessment results. The results of the Final Certification are documented by the minutes of the meeting of the Commission for the Final Certification, filed and stored for 5 years. The organization evaluates the reliability and validity of assessment methods by conducting and monitoring intermediate and final certification of students.

The organization evaluates the reliability and validity of assessment methods by analyzing the performance and quality of training and the results of intermediate and final certification.

When conducting interviews with 45 teachers regarding assessment methods, experts received convincing information that the teaching staff knows the principles and criteria for assessing learning outcomes. Students also shared their opinions about the timeliness of providing CIS, conducting counseling before exams, the clarity of the entire assessment procedure and its fairness. Listeners also expressed their opinion regarding assessment methods, that when enrolling in the cycle they are informed about the assessment criteria.

During the visit to the organization, management was asked the question: "Are external examiners involved in order to improve the fairness, quality and transparency of the assessment process?" And the answer was received *that the composition of the end-of-course assessment is 65% made up of representatives of the MO, and also during the end-of-course assessment of students, representatives of the NCIE are involved in assessing the knowledge, after carrying out industrial and professional practice, the assessment of knowledge and mastery of practical skills is carried out by representatives of clinical bases.*

The experts examined the resources for organizing the assessment of knowledge and practical skills, namely, classrooms, laboratories, preclinical training rooms, a simulation center, as well as the department of non-formal and additional education of Paramedic workers with a review of simulation equipment resources.

Interviewed 10 representatives of employers also indicated that the training of graduates corresponds to the modern development of medical practice, since the knowledge and skills of college graduates satisfy them. Employers said that they themselves participate in the assessment of students, since they are included in the final certification commission and among the examiners for intermediate certification. MSE “KRHNC” provides systematic feedback to them in the form of communication at round tables, through surveys, and through the employment of graduates. Employers believe that they wanted graduates to have the strongest skills, such as effective communication.

Conclusions of the EEC on the criteria comply with 5 basic standards (including 2 basic, 3 improvement standards): completely – 5.

Standard 4: STUDENTS

4.1 Admission and selection policy

MSE “KRHNC”, in accordance with material, technical, educational and methodological capabilities, determines the number of accepted students. Admission of applicants is carried out according to the state order and on a contractual basis (with full compensation of the cost of training).

The selection procedure is carried out in accordance with the current Admission Rules. Psychometric testing is admission to the competition, admission is based on the average score of the certificate, applicants applying for admission to the applied bachelor's program undergo a psychometric testing procedure (admission) and an essay on current health issues.

The college began accepting students with disabilities from the 2023-2024 academic year. Currently, we have received a license for educational activities, and documents are being prepared to receive an application for special equipment and special literature. At the moment, 15 students (vision massage therapists) are studying under a grant at the expense of the regional administration, 1 student at the expense of the college.

Materials on student admission and teacher selection were studied and compliance with **standard 4** was established.

The executive secretary of the admissions committee, Zeynegabieva Zh.M., spoke about the student admission policy. Approaches to student admission are based on the requirements of the country and internal regulations, namely, the Law of the Republic of Kazakhstan “On Education”, Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 18, 2018 No. 578 “On approval of the Standard Rules for admission to study in educational organizations implementing educational programs of technical and vocational, post-secondary education”, Order of the Minister of Education of the Republic of Kazakhstan No. 261 dated 08/15/2023 "On approval of the size of the admission quota for admission to study in educational organizations implementing educational programs of technical and vocational, post-secondary and higher education", Standard of public service “Acceptance of documents in organizations of technical and vocational, post-secondary education.” For the period 2019-2023 2,684 students were admitted and successfully completed their 2020-2023 studies. 1502 people. At the same time, in 2023, out of 368 graduates, 57 people received “excellent” in the final exam, 297 - good, 13 - satisfactory.

Listeners are accepted in accordance with the legislative acts of the Republics of Kazakhstan.

A balance has been ensured between the existing potential of the educational organization and the opportunities for training and recruitment of students and listeners, since MSE “KRHNC” has simulation centers equipped with the necessary resources and a cooperation agreement with large clinics in Karaganda and the region.

Thus, experts validated the data according to **standard 4**. In general, all criteria are met. The experts familiarized themselves with the documentation for the admission of students, including the results of the psychometric exam and the order of admission to MSE “KRHNC”.

Experts surveyed students about the practice of academic advising, personal support for students and the development of not only professional skills. The College supports the creative activity of students and the intensification of the activities of the student parliament “Zhiger”. Students are

included in the following advisory bodies: Are there many active students in the college and what student organizations are functioning? Is advisory work carried out with students on the choice of elective disciplines, preparation for classes and other issues that arise for students? Are student representatives involved in the development, management and evaluation of educational programs, as well as other issues relevant to students? Are they satisfied with the living conditions in the hostel? Do they like the food in the cafeteria?

While asked if they like the food in the canteen? There were very dissatisfied remarks from the students regarding the provision of hot meals, the contents of the menu and unethical communication of the canteen staff.

On this issue, experts talked with the director of the College Abdigulov S.M. The director was aware of the above problem because... Canteen for an outsourcing tender contacted the city akimat, the issue is at the resolution stage.

4.2 Admission of students

The college regularly analyzes the number and profile of admitted students, taking into account its financial capabilities, the qualifications of teachers and the need for specialists in the region, and also carries out career guidance work throughout the year: preparation and release of information materials, publication of printed materials for distribution in schools of the city and region, conducting "Open Day", advertising and publication of materials about the activities of the college in the media on the official website of the College, on Instagram, speeches by college teachers in schools, holding organizational events - meetings with employers and job fairs.

During a conversation with the deputy for academic affairs, G.A. Kalieva. information was received that, as part of career guidance work, students take part in the city competition of creative projects "Exhibition of Professions of the Karaganda Region", as well as a round table with the participation of representatives of city colleges and the parent community on the topic "The right choice of profession is the path to your future."

Students of grades 9 and 11 from schools and gymnasiums No. 40, No. 86, No. 11, 39, 24, 65,15, 91 in Karaganda came to professional tests. Memorandums of further cooperation have been concluded with these schools. We took part in the regional competition for career guidance advertising for colleges in the region "Applicant-2023", where we took 2nd place in the nomination "In-demand profession on the labor market in the Karaganda region."

In June 2023, for career guidance, we went to the Mangystau region, as part of the implementation of the republican project "Zharkyn Bolashak". (June 9-10, the work was carried out in Zhanaozen, June 11 in Aktau). As a result, **23 students** were enrolled under the "Zharkyn Bolashak" project, and in 2023, for the first time, 15 students were admitted for inclusive education under the state educational order at the expense of the regional administration, 1 student is studying at the expense of the college.

There are admission quotas for orphans, children without parental care, and disabled children. Of the number of orphans and children left without parental care, 2 people were enrolled in college in 2019, 3 people in 2020, 7 people in 2021, 9 people in 2022, 10 people in 2023.

The formation of a group of students at MSE "KRHNC" occurs on the basis of government orders and applications from the MO, as well as on the basis of agreements with legal entities and individuals. After completing CDP and the certification cycle, students are issued a certificate of the established form.

4.3 Counseling and support for students

The college provides a system of academic advising and student support to improve the quality of education, create favorable learning conditions and social support. Students have access to individual and group consultations, as well as the opportunity to improve practical skills in the simulation center. Each student group is assigned a curator who helps resolve issues related to the educational process and extracurricular activities. The control and assessment schedule are introduced to students in the first lesson. Academic advising is also provided through career presentations, events, and career competitions.

A college teacher-psychologist is engaged in psychological diagnostics, prevention and counseling of students. The work is recorded in a journal, student data is confidential. Work is underway with parents, teachers and curators. Preventive work is being carried out, as well as a program for the adaptation of first-year students. To improve the health of students, training and educational activities are conducted. The college has a psychological club with classes on the development of personal qualities. Student assistance is based on the principles of confidentiality.

College students are provided with a preferential discount for active participation in student life and good academic performance. “Regulations on the provision of discounts (benefits)” have been developed. In addition to scholarships and travel compensation, financial assistance is provided for needy students. Information about support services is available through the guide. To resolve personal issues, students can contact the group curator, head. departments, deputy directors, and also leave complaints and suggestions in the trust box. Joint meetings with the administration are held where issues and problems can be discussed.

In order to satisfy the personal and social needs of students studying at the college, there are: a canteen with hot meals, a medical office, and a sports and recreation complex. To promote a healthy lifestyle, there are sports sections. Conditions have been created for students’ independent work: there is a reading room with 50 seats, a library equipped with computer equipment, as well as the necessary educational and scientific literature, including on electronic media, a digital library - “Aknurpress”, a co-working area where students can prepare to classes, discuss your questions and just relax, there is a corner of the electronic government of the Republic of Kazakhstan egov. For the purpose of consultation in the social and labor sphere with explanations of the current legislation of the Republic of Kazakhstan, representatives of the Youth Resource Center of the Karaganda Region are invited.

A discount on fees for the 2023-2024 academic year is provided to persons who provide the commission with all the necessary supporting documents. The amount of the discount provided is considered individually and is set by the commission. In the current academic year, preferential discounts for tuition are provided to the following persons: orphans 20% - 2 students, 10% - 4 students, and also from the disabled category 10% - 3 students; from the category of large families 20% - 3 students, 10% - 18 students and another 20% - 4, 10% - 2 students, as well as students from socially vulnerable segments of the population are provided with financial assistance for food and uniforms in accordance with the established standards of the Government of the Republic of Kazakhstan Resolution No. 320 dated March 12, 2012. According to the PPRK dated February 7, 2008. No. 116, a scholarship is paid to students under the state order, 2 times a year as a compensation for travel.

Field trips to rural areas of the region are very popular among the students of the CCE, and the necessary educational and methodological materials are also available to students.

4.4. Student representation

The MSE “KRHNC” Student Parliament is a permanent executive body of student government. Its goal is student participation in college governance and the development of a civic culture. Tasks include implementing youth policy, interacting with the administration, organizing cultural leisure and participating in public events. The Youth Policy Center was created to intensify work with students and develop personal qualities. Student organizations allow students to protect their interests and develop in various fields of activity.

Student self-government of the college ensures the participation of students in managing the educational process and life activities of students. The student council includes representatives of all groups who discuss issues of student life, make decisions and develop an action plan. The head of the student council is a 2nd year student of the “General Medicine” department, Utegenov B., who actively involves students in organizational work. At the meetings of the CYA, issues and problems of student life are discussed, decisions are made, a work plan for the main public events is developed, and proposals are developed for the college administration. To implement the main activities, an educational and scientific center operates as part of the Student Council.

Conclusions of the EEC on the criteria. Comply with 14 standards (including 8 basic, 6 improvement standards): fully – 14.

Standard 5: ACADEMIC STAFF/TEACHERS

5.1 Selection and recruitment policy

MSE “KRHNC” has developed and successfully operates a Personnel Policy, the purpose of which is the effective management and development of the college’s human resources. College employees are familiar with it when hiring. During a conversation with the head of the human resources department, D.S. Serikbolova. It turned out that when selecting employees for a job, they check their diploma, military ID, request a certificate of good conduct, then send them for an interview, after which the commission decides whether to hire the employee or not. The academic composition and qualifications of teachers meet licensing requirements

In order to verify the data of **standard 5**, external experts received an opinion on personnel policies and approaches to the development of teachers’ pedagogical competence and motivation to work with students. Experts have found that teachers initiate research topics for students within scientific student clubs, stimulate the need for additional training and independent work with literature and medical documentation

There are 120 employees in total, of which 85 are full-time teachers, 35 part-time teachers. They have the qualification category “teacher-researcher” - 16 (20%), qualification category “teacher-expert” - 7 (8.2%), “teacher-moderator” " – 15 (18%). One teacher has an academic degree of Candidate of Medical Sciences. The share of full-time teachers with an academic master's degree is 16 (19%).

The experts are familiar with the documents “Personnel Policy” approved on 08/31/2023, “Regulations on mentoring” approved on 12/15/2022”, “Regulations on the creative group of teachers” approved on 03/10/2023”, “Regulations on the competition of pedagogical skills of MSE “KRHNC” teachers” 12/15/2022, “Regulations on the School of Beginning Teachers” 12/15/2022, Regulations on individual teacher’s work plan” 12/15/2022, “Regulations on the School of Excellence” 09/04/2023

In order to verify the data of standard 5, external experts obtained the opinion of teachers on personnel policy, which includes: Basic principles of personnel policy; Corporate values and employee competencies; Basic directions and main indicators of the effectiveness of the Personnel Policy. Conversation with the head of the human resources department, D.S. Serikbolova included the following questions: when hiring employees, in addition to the Personnel Policy, what other documents are you guided by? Are individual contracts concluded with college employees? How do employees undergo a probationary period and is there one? From medical organizations, how many employees, including mentors, are involved in the educational process? and allowed experts to learn about approaches to attracting staff from clinical sites for teaching (in total there are 35 such teachers and 196 mentors), about the strategy and tactics of student recruitment, the information security of educational programs, and also to identify problems in the management and development of human resources, since the majority Part-time students at the beginning do not know teaching methods and are assigned mentors from experienced teachers, and methodological support is provided by the college’s methodologist G.R. Sagimbekova.

While surveying teachers, it was found that the majority (74.5%) were completely satisfied with the organization of work and the workplace in this educational organization, but 23.53% were partially satisfied. In this educational organization, teachers have the opportunity to engage in scientific work and publish the results of research work - 64.71% completely agree, 27.4% partially agree. Satisfied with the work of the HR (personnel) service - 88.2% completely agree, 9.8% partially agree. Satisfied with wages - 58.8% completely agree, 5.9% partially agree.

5.2 Staff and Faculty Development Policy

The main wealth of the college is “human resources”. The college administration believes that competent specialists do not come “out of nowhere”; they are formed by the team itself. Management creates conditions and fully supports the professional development and growth of employees.

The methodological service, together with the personnel department, monitors the improvement of professional qualifications of teachers. At the beginning of the school year, a plan is drawn up to organize advanced training for teachers. At the end of the year, requests are made to the Regional Education Department and the Educational and Methodological Center for Educational Development to coordinate the conduct of advanced training courses for the calendar year. In the last 3 years, all teachers with 3 or more years of experience in MSE “KKRHNC” have completed CDP courses.

Teachers of special disciplines traditionally update their knowledge in their specialty at AT courses at NJSC "Medical University of Karaganda", ALE "Union of Medical Colleges of Kazakhstan", LLP "Republican Medical Academy", Karaganda regional branch of LLP "Educational and Clinical Center "Astana", LLP "Republican Center for Professional Development "Sanat", National Center for Medical Education, etc., and are also students of courses on the teaching profession at “Talap” LLP, “Karaganda Advanced Training Center” LLP, branch of the “National Advanced Training Center "Orleu" , EMC RO for CO.

In order to verify the data of standard 5, during a meeting with the head of the human resources department and during interviews with teachers, experts received an opinion on approaches to developing the pedagogical competence of teachers and their motivation to work with students and trainees.

The experts received answers about the teacher training program, which is conducted annually and 50 teachers participating in the implementation of the educational program were trained for the 2023-2024 school year. These events are funded by the university. The expert checked teacher certificates on such topics as: “Development and improvement of teachers' IT skills”, teachers of general education disciplines - “Updating the content of secondary education in the Republic of Kazakhstan in the subject”, and teachers of special disciplines at medical organizations - “Features of care for patients with Covid19. Compliance with infection control”, “Sanitary and epidemiological safety in the context of the new coronavirus infection COVID-19”.

Experts have found that teachers initiate research topics for students, stimulate the need for additional training and independent work with literature and medical documentation

There is an opportunity for career growth and development of teacher competencies in the organization - 72.5% of surveyed teachers responded, and 23.5% partially agreed with this. Studied in professional development programs - 62.7% less than 1 year ago, 13.7% within a given year, 17.65% more than 3 years ago, 3.92% more than 5 years ago and 0% responded “I don’t remember when it was.”

The organization implements social support programs for teachers - 68.6% answered that “yes, there are such programs”, 5.9% “I have already taken advantage of this”, ___% of respondents answered that there are no such programs, and 13.7% of respondents don't know about it.

Conversation with Deputy Director G.A. Kalieva included questions such as: How are part-time teachers/mentors rated? How is teacher workload calculated? How is IPRP controlled? allowed experts to learn about approaches to attracting staff from clinical sites for teaching, and the information security of educational programs.

Interviews with 45 teachers, including 41 full-time teachers, showed that there are both successes and problems in the management of education, depending on the specific base (student access to equipment, a sufficient number of case patients, time to maintain medical records, independent work). The experts received answers about the teacher training program, funding for this training, and whether teachers are certified in teaching methods.

Conclusions of the EEC on the criteria. Complies with 4 standards (including basic, 2 Standard improvements): fully – 4.

Standard 6: EDUCATIONAL RESOURCES

6.1 Material and technical base

MSE “KRHNC” includes: 2 educational buildings with an area of 3353.9 sq.m. on the street

Chkalova 9, 2-storey building built in 1935 and 4869 sq.m. on the street Yermekova 87, built in 1970, consists of two four-story buildings with a total area of 3786.8 sq.m., and 1028 sq.m. m.

To conduct the educational process, there are 77 rooms, of which 26 are preclinical practice rooms (rooms: - 4 internal medicine rooms, 3 pediatric diseases rooms, 6 surgery rooms, 4 obstetrics and gynecology rooms, 1 neurology and psychiatry room, 1 infectious diseases room, 4 nursing technology rooms, 3 pharmacy rooms), 4 laboratories (rooms: chemical laboratory, laboratory technology, microbiological research), 51 general educational and general professional disciplines, 2 reading rooms, 13 rooms operate at clinical bases. Offices and laboratories are equipped in accordance with equipment sheets and resource standards. Anatomy classrooms are equipped with 4 skeletons, a torso with dismountable internal organs, sets of bones, anatomical models and models, and there is also an apparatus for simulating circulatory circles and other visual teaching aids. The availability of classrooms and laboratories in the College as a whole is 92%, including in the following specialties: "General Medicine" - 91%; "Nursing" - 95%; "Pharmacy" - 90%; "Laboratory diagnostics" - 90%.

There is an assembly hall with 160 seats, a conference room with 70 seats equipped with modern multimedia and music equipment. The college's musical and multimedia equipment is actively used in cultural events.

In order to provide meals to students and staff of the college, there is a fully equipped buffet - a dining room, designed for 50 seats, with a total area of 76 sq.m. on the street Chkalova 9. There is also a buffet on the street Yermekova 87 on the 3rd floor of the main building with a total area of 77 sq.m., with 50 seats, where students are provided with hot meals. The buffet-dining room is equipped with the necessary kitchen equipment (electric ovens, refrigerators, refrigerated display cases, dishes).

The college library has a separate room with a total area of 173 square meters. The library has three outlets: a reading room, a subscription room, and an electronic library with a coworking zone. The number of seats in the reading room is 50.

A review of resources showed that they correspond to the goals and objectives of educational activities, for example, the clinical bases of the MSE "Polyclinic #3" in Karaganda, the MSE "Regional Children's Clinical Hospital" with a total bed capacity of 400 (20 departments) were visited; Municipal State Enterprise "Regional Blood Center", MH "Multidisciplinary Hospital named after Professor H.Zh. Makazhanova" with a total bed capacity of 465, with multiple departments including several clinical and biochemical laboratories, pharmacies, the Pharmacy chain of "Format KZ" LLP, and employees of the educational organization ensure collegial and ethical relations with medical staff, management of the clinical base to achieve the final results of students. A sufficient number of thematic patients, modern equipment is provided and demonstrates accessibility to students, and employees who simultaneously perform the roles of teachers and curators (mentors) provide high-quality training in compliance with ethics and deontology. Before starting the corresponding discipline of the educational program, the student receives a syllabus from the teacher and knows what skills he must acquire and develop during his studies.

6.2 Resources for hands-on learning

During a visit to clinical sites, where experts examined the resources, their compliance with training programs, accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical healthcare. The experts obtained evidence of compliance with standard 6, as well as validation of the self-assessment report information.

A review of resources showed that they correspond to the goals and objectives of educational activities, for example, the clinical bases of the "Regional Children's Clinical Hospital" with a total bed capacity of 400 (20 departments) were visited, and employees of the educational organization ensure collegial and ethical relations with the medical staff, the management of the clinical base for achieving the final results of students. A sufficient number of thematic patients, modern equipment is provided and demonstrates accessibility to students, and employees who simultaneously perform the roles of teachers and curators (mentors) provide high-quality training in compliance with ethics and deontology. Before starting the corresponding discipline of the educational program, the student

receives a syllabus from the teacher and knows what skills he must acquire and develop during his studies.

Students receive teaching materials such as lectures and online lesson materials. During a visit to clinical sites, where experts conducted a resource survey.

During a visit to clinical sites, where experts examined the resources, their compliance with training programs, accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical healthcare. The experts obtained evidence of compliance with standard 6, as well as validation of the self-assessment report information.

In order to validate the implementation of the self-assessment report data and obtain evidence about the quality of the programs, interviews were conducted with students in the specialty. The experts asked questions about satisfaction with the training, what medical documents they have read, what they know about Damumed, satisfaction with teaching methods and qualifications of teachers, social and moral support for students in need, and availability of electronic library resources. In general, students are satisfied with the training, assessment methods, and purposefully entered this organization, because they believe that the educational organization has good resources, image and international connections.

The students showed their commitment to the organization of education, were active in answering questions from external experts, demonstrated their judgment on the organization of training, assessing their skills, advisory support, the opportunity to participate in research work, financing, demonstrated proficiency in English when answering questions from foreign expert Tukhtasinova D. C. students showed their commitment to the organization of education, were active in answering questions from external experts, demonstrated their judgment in organizing training, assessing their skills, advisory support, and the opportunity to participate in research. Experts examined students' documents, including personal cards and practical training magazines.

6.3 Information technology and library resources

The college library is located on the second floor, has a separate room with a total area of 173 m²; book storage area is 90 m², the number of seats in the reading room is 50; the number of delivery points is 3, there is an electronic hall with a working area, a subscription, a reading room, and a book storage of the main stock.

The general library collection numbers 75,898 copies (including 26,147 copies in the state language). The library's collection on electronic media is 3968 copies (including 1284 in the state language). The library collection of the college library is formed in accordance with the profile of each specialty. In 2023, educational literature was purchased in accordance with the State Educational Standards in the amount of 3195 copies (including 1540 copies in the state language) in the amount of 32,645,562 tenge according to the application for core disciplines.

In 2024, the library subscribed to 14 titles of newspapers and magazines (including 6 in the state language). Readers receive the most up-to-date, advanced information about new achievements in medicine, healthcare organization, education, public life from newspapers and magazines: “Nursing”, “Densaulyk”, “Methodist”, etc.

The electronic hall of the library is equipped with 22 computers with Internet and local network connections, copying equipment, printers, scanners, video-audio equipment. Since 2020, the library's electronic hall has provided users with free access to the remote electronic library system (ELS) “Aknur Digital Library” of the “Aknur” publishing group. ELS provides access via the Internet to electronic versions of educational, scientific literature and additional materials, which is an innovative tool for students and teachers.

To organize independent work of students and convenient search for information, library staff, together with college teachers, created an electronic “Student Portfolio”, which contains lectures, presentations, video lessons from college teachers; recommended textbooks and teaching aids, video and audio materials on the disciplines studied. To keep pace with new, rapidly changing mobile technologies, to popularize books and encourage reading, library staff have begun work on creating a “Mobile Library” using QR codes.

6.4 Health research and scientific advances

The college believes that the research work of teachers should be of an applied nature, because a teacher, first of all, is a practitioner and should be guided by the problems of our educational institution, in particular, the focus on improving the teaching and educational process. Therefore, in MSE “KRHNC” R&D is the study of a phenomenon or problem with the aim of creating the final product.

The college employs 16 masters who continue to work on selected topics of dissertation work, which is expressed not so much in the continuation of research work, but in methodological developments and supervision of student research work. Teachers actively participate in scientific and scientific-practical conferences at various levels, where they demonstrate both methodological findings and their own research activities, which are presented in the table.

Participation of teachers in research work (2019-2023)

№	Conference status	VB&ST	CD	SD	GPD	GED	SED
1.	International	12	7	6	6	7	5
2.	Republican	8	6	16	6	18	9
3.	Regional	0	0	3	1	10	13
4.	In college	4	3	4	4	4	3
5.	Total	24	17	29	17	39	30

R&D unites subject clubs and student research projects. The percentage of participation of students engaged in research activities in circles from the total number. Over the past 3 years it has varied from 25% to 39%. The college has 19 clubs, 8 sports sections and 8 factions of the student parliament “Zhiger”.

Interviews with 45 teachers, including 41 full-time teachers, showed that there are both successes and problems in the management of education, depending on the specific base (student access to equipment, a sufficient number of case patients, time to maintain medical records, independent work).

6.5 Educational exchange

In order to expand the scope of professional cooperation, develop scientific, educational and cultural contacts, increase the competitiveness of graduates in the labor market, the Karaganda Regional Higher Nursing College actively cooperates with foreign educational and healthcare institutions. The college has concluded bilateral agreements and memorandums: Chelyabinsk Medical College (Russia); Grodno Regional Clinical Perinatal Center (Belarus); 1-Republican College of Public Health named after Abu Ali ibn Sino (Uzbekistan) within the framework of MC, a large number of training seminars, scientific and practical online conferences, master classes, meetings on issues in the field of personnel training, professional skills competitions, competitions of small scientific projects are held, competitions of educational and methodological materials.

The examination is carried out in the form of an analysis of the needs for specialists, an analysis of student teaching methods, and the results allow us to draw conclusions about the quality of innovative changes in postgraduate education.

Students have free access to patients at clinical sites and all conditions for improving their practical skills - 70.6% of teachers completely agree with this, 21.6% partially agree, 3.92% found it difficult to answer.

Conclusions of the EEC on the criteria. Complies with 9 standards (including 5 basic, 4 improvement standards): fully - 6, partially – 3.

Recommendations for improvement:

- 1) To introduce electronic document management to optimize the institutional activities of the College (6.1);
- 2) To continue the development of the material and technical base for the implementation in the process of simulation training of logistics chains that simulate the work of medical institutions in several specialties (6.2);

- 3) To carry out scientific publications in the field of medical education, conduct international Olympiads and conferences (6.4).

Standard 7: EVALUATION OF EDUCATIONAL PROGRAMS

7.1 Program monitoring and evaluation mechanisms

The college conducts systematic monitoring of the educational process to maintain its quality and relevance. Studying programs, student workload, the effectiveness of assessment methods and student satisfaction identifies potential problems in a timely manner and develops measures to solve them.

The participation of all stakeholders, including teachers, representatives of the MO and students in various Collegiate bodies, in the process of evaluation and monitoring of programs provides a comprehensive picture of the quality and relevance of educational programs, which contributed to the development and implementation of appropriate changes to improve the educational process.

The overall system of monitoring and evaluation of educational programs at the College demonstrates a serious attitude towards maintaining educational standards and a desire for continuous improvement of the educational process.

7.2 Feedback between teacher and student

The College pays special attention to the continuous improvement of educational programs and ensuring their relevance and compliance with modern requirements. The use of internal quality assessment and examination mechanisms makes it possible to maintain training standards and respond to changes in the educational environment.

Assessment of the quality of educational programs by students and employers is an important element of feedback, which helps to identify the strengths and weaknesses of the program and make adjustments to improve them. Annual monitoring of the quality of knowledge and participation of students in scientific events contribute to the development of their personal and social competencies.

Incentive mechanisms for students, such as financial incentives and rewards for active participation and achievements, create additional motivation for active learning and professional growth. Supporting the best graduates and providing them with the opportunity to participate in international and professional competitions contributes to their professional development and successful career.

Incentive conditions for teaching staff, including material and moral incentives, help maintain a high professional level and motivation of staff. Early certification and encouragement of successful teachers also help improve their professional status and recognition of their work.

In order to validate the implementation of the self-assessment report data and obtain evidence about the quality of the programs, interviews were conducted with students of the following specialties: “General Medicine”, “Nursing” at the TVE levels, PB, “Midwifery”, “Hygiene and Epidemiology”, “Pharmacy” , “Laboratory diagnostics”, experts asked questions about satisfaction with training, whether there is sufficient time for practical training (managing and caring for patients, nursing rounds, work in laboratories, etc.), about satisfaction with teaching methods and the qualifications of teachers, social and moral support for students in need, participation in scientific work, availability of international databases of professional literature as a resource.

Students showed their commitment to the organization of education, were active in answering questions from external experts, demonstrated their judgment on the organization of training, assessment of their skills, advisory support, the opportunity to participate in research work, funding when answering questions from foreign expert Tukhtasinova D.S. Experts examined student documents, certificates of participation in events, student assessment results, and survey results.

7.3 Academic achievements of students and graduates

The college analyzes the educational achievements of students and graduates in relation to the stated mission and final learning outcomes, the provision of resources, their previous experience (high school) and conditions, including social, economic, cultural conditions, as well as taking into account the requirements for admission to the college.

According to the results of the analysis, college students actively participate in competitions at various levels, competitions, project and research activities.

Over the past 3 years, MSE “KRHNC” has held 8 Scientific and Practical Conferences in medical fields, where students, under the guidance of teachers, actively took part and presented reports. The percentage of participation of students engaged in research activities in clubs from the total number. Over the past 3 years it has varied from 25% to 39%. The college has 19 clubs, 8 sports sections and 8 factions of the student parliament “Zhiger”.

Employment of graduates is one of the factors for the effective operation of MSE “KRHNC”; over the past 3 years, the employment rate of graduates has been consistently 85%.

Stakeholder Engagement

The college has a well-organized educational program evaluation process, which includes the participation of all stakeholders. The participation of management, faculty and students in program evaluation allows different perspectives and needs to be taken into account, which contributes to the creation of a completer and more adaptive educational environment. Constant control and monitoring by the administration and teachers help ensure high quality education, as well as quickly respond to emerging problems and improve training programs. Including students in program evaluation not only promotes their active participation in the educational process, but also helps identify their needs and preferences, which allows programs to be tailored to their needs. Ongoing analysis and evaluation of the program allows areas for improvement and development to be identified. This process helps create more relevant and effective educational programs that meet modern requirements and challenges. The cooperation of all stakeholders contributes to the creation of a favorable educational environment where everyone can contribute to achieving the common goal of successful learning and development of students.

The interview with 10 employers was conducted online and included questions such as: knowledge of the university’s mission, participation in the development of the mission and proposals for the strategic plan, participation in the work of advisory bodies, satisfaction with the basic knowledge and skills of students, participation in the training of applied undergraduate students through mentoring, providing students with the necessary resources for practical training and the formation of clinical thinking, about the problems of interaction with practice bases in general, 85% of employment of graduates of educational programs, etc.

So, in 2021, the average employment rate for graduates of TVET programs is -%, and applied bachelor's programs -%.

Conclusions of the EEC on the criteria. Complies with 10 standards (including 6 basic, 4 improvement standards): fully - 9, partially - 1.

Recommendations for improvement:

- 1) To develop a system for assessing the effectiveness of teachers, etc. (7.1);
- 2) To develop an algorithm for selecting electives from CED (7.2).
- 3)

Standard 8: MANAGEMENT AND ADMINISTRATION

8.1 Management

During a visit to the organization and during an interview with employee S.M. Abdigulov, director of the college, the commission made sure that there is a documentation system that is transparent and accessible to all teachers and staff, and includes documents such as annual operating plans, annual reports, department regulations, agreements with teachers and students, bilateral agreements with clinical sites, practice bases for educational programs, with three schools/gymnasiums in Karaganda, memorandums of international cooperation, an agreement with “Kypshak Sarbazy – A” LLP, and educational and methodological documentation (work program, work curricula, syllabuses, journals), assessment tools (checklists, statements), evidence, certificates and verifications. A review of the website showed that its pages contain the documents necessary for students: Mission, strategic development plan of the college, organizational structure of the college, educational process schedule, class schedule, guide for students, Internal educational regulations, advertising of the college for

applicants, order admission, publication of materials about the activities of the college, as well as information about the compliance service. In general, the college website is developing and has a new modern design.

This information was obtained during an interview with the head of the information technology department A.A. Kenbaeva. During the visit, documents were studied, regulations on structural units, job descriptions that ensure the college's compliance with state requirements in the field of education and healthcare. The management and heads of structural divisions of MSE "KRHNC" are responsible for compliance with relevant regulatory requirements and ensure the fulfillment of obligations to teachers, students and graduates of the educational program. Members of the expert commission were able to obtain appropriate evidence of compliance with this section of the accreditation standard.

8.2 Academic leadership

The governance structure of the college, including its organizational structure and management system, which complies with legislation and established requirements.

The college conducts a systematic assessment of the activities of academic leadership to ensure effective execution of the mission and achievement of the goals of the strategic plan. This assessment includes several important aspects:

1. To assess progress towards achieving goals and objectives, academic management reviews work plans and progress reports.

2. Reports and results of the work of the academic leadership are discussed at pedagogical and methodological councils, the CMC, which allows you to receive feedback and suggestions from colleagues.

3. The college develops and implements plans for intra-college control, including monitoring the activities of academic leadership, which helps to identify problems and shortcomings in the work and propose measures to eliminate them.

4. To obtain an objective assessment of the work of the academic leadership, a survey of students, parents, teachers and staff, as well as employers is conducted, which allows taking into account the opinions of all stakeholders and making adjustments to the work of the college.

In 2023, the college for the first-time admitted EP 09130100 "Nursing" 3W09130102-"Masseur" and accepted 15 people to train vision massage therapists.

Thus, the assessment of the performance of academic leadership in a college is comprehensive and includes both internal control and monitoring mechanisms and external feedback from stakeholders. This process helps ensure high quality educational services and effective management of the college.

The 51 teachers surveyed (question 26 of the survey) also answered that 74.51% were satisfied with the organization of work and workplace in this educational organization, and 23.53% partially agreed with this statement. Experts determined that the organization has a healthy microclimate, since the manager is quite accessible to both students and employees and responds promptly to requests. In the questionnaire, 72.55% of teachers are satisfied with the microclimate of the organization, and 25.49% are quite satisfied. According to 82.35%, in an educational organization, a teacher has the opportunity to realize himself as a professional in his specialty. For your information, a total of 51 people responded (there are 85 in total), with 27.45% having teaching experience of up to 5 years, 9.8% having up to 10 years, and 62.75% having more than 10 years of teaching experience.

To the survey question "Do the heads of the organization listen to your opinion regarding issues related to the educational process, research work, clinical work," 70.59% of teachers answered that systematically, 23.53% answered "sometimes", 1.96% "quite rarely", 1.96% "never".

8.3 Training budget and resource allocation

The annual and long-term plan for the distribution of financial resources of MSE "KRHNC" is drawn up on the basis of applications from the heads of structural units. The distribution of financial resources is carried out in accordance with the estimate of income and expenses for the current year. The main source of financial resources for the educational process are funds from educational and other paid services of the Center for Continuing Education. When developing financial plans, the

college is guided by the Law of the Republic of Kazakhstan “On Education”, decrees of the Government of the Republic of Kazakhstan on the approval of the state educational order for the training of specialists with technical and vocational education, orders of the Ministry of Education and Science of the Republic of Kazakhstan, the Ministry of Health of the Republic of Kazakhstan on financial standards.

Own financial resources are formed mainly from educational activities. The college calculates the cost of education per student for the upcoming academic year, which takes into account all costs of the educational process. The financial stability of the college makes it possible to increase the wage fund for the reporting period.

8.4 Administrative staff and management

During the interview, it was noticeable that the College actively involves teachers, students and employers in participating in the management and organization of the educational process, which made it possible to create a more open and democratic environment; all stakeholders contributed to the development and effective functioning of the educational institution.

The participation of teachers in various Collegial bodies and commissions allowed them to take an active part in the process of making management decisions and developing educational programs, as well as exchanging ideas, discussing best practices and improving their professional level.

8.5 Interaction with the health sector

The College works in close partnership with the healthcare sector, which is a key aspect of preparing students for their future careers. The participation of representatives of the MO in the pedagogical council and other governing bodies of the college ensures the integration of current requirements of the healthcare sector into the educational process. Inviting experienced healthcare professionals to mentor students allows them to gain real-world experience and skills, as well as learn to apply theoretical knowledge in practice. Regular surveys of representatives of the MO on the quality of graduate training and subsequent monitoring of the survey results demonstrate the desire for continuous improvement of the educational process. The development and implementation of measures to improve the quality of student training based on these results helps to improve the level of education and its compliance with the needs of real practice.

Effective interaction between MSE “KRHNC” and the healthcare sector contributes to high-quality training of specialists and improvement of the quality of medical services.

Conclusions of the EEC on the criteria. Comply with 11 standards (including 6 basic, 5 improvement standards): fully - 11.

Standard 9: CONTINUOUS RENEWAL

MSE “KRHNC” constantly monitors the alignment of goals with the development of society and healthcare through research and monitoring. The main attention is paid to improving the quality of the educational process, developing human resources, and modern educational technologies. Particular attention is paid to the development of the simulation center, as well as active interaction with employers and representatives of the healthcare system. The college administration is working to implement tasks related to developing infrastructure, providing quality education and meeting the needs of the labor market. The effectiveness of programs is assessed through feedback from students and stakeholders, as well as analysis of educational achievements. The college staff is engaged in solving specific problems aimed at improving the work of the college and meeting the needs of all stakeholders. Over the past 5 years, significant positive changes have occurred: a simulation center was opened at the college, in 2023 a new additional building was allocated with a total area of 3800 square meters at the address: st. Yermekova 87, teachers’ salaries have been increased, the “Bilim al” electronic platform is being introduced, and the number of students under the state educational order is increasing. Joint Stock Company "Ozenmunaigas" with the support of the national company "KazMunaiGas", together with government agencies, as part of social responsibility, launched the "Zharkyn Bolashak" project, where 23 students from the western region of our republic are studying

under this program, the number of places in the dormitory has increased. So, conclusions over the last 5 years:

- EPs have a clearly defined mission, goals and objectives;
 - The college occupies certain positions in the educational services market in accordance with the stated mission, goals and objectives;
 - The strategic plan clearly outlined the main directions of the College's educational activities;
 - Close integration with practical healthcare;
 - Effectively operating student support service;
 - Conditions have been created for the realization of the creative potential of teachers;
 - Consistently good percentage of graduates' employment;
- There is a simulation center for practicing practical skills on simulators and phantoms.

Conclusions of the EEC on the criteria. Complies with 4 standards (including 1 basic, 3 improvement standards): fully - 4.

CONCLUSION:

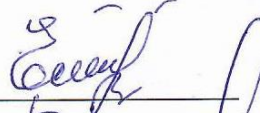
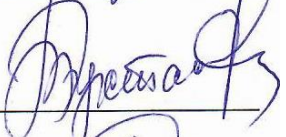

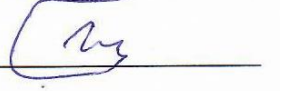

While conducting an external institutional evaluation, it was found that out of **82 standards**, 78 accreditation standards demonstrate full compliance, and 4 show partial compliance. No non-compliance with standards has been identified.

5. Recommendations for improving the activities of the college:

- 1) To introduce electronic document management to optimize the institutional activities of the college (6.1);
- 2) To install an electronic management system - online administration with website modernization (access to student databases, class schedules, attendance records, video archive, educational materials, modules, test tasks (6.1);
- 3) To continue the development of the material and technical base for the implementation in the process of simulation training of logistics chains that simulate the work of medical institutions in several specialties (6.2);
- 4) To increase the area of the reading room in the academic building (6.3);
- 5) To carry out scientific publications in the field of medical education, conduct international Olympiads and conferences (6.4);
- 6) To develop a system for assessing the effectiveness of teachers, etc. (7.1);
- 7) To develop an algorithm for students to select electives from the catalog of elective disciplines (7.2).

6. Recommendation to the ECAQA Accreditation Council

The members of the EEC established the compliance of the main activities of the MSE “Karaganda Regional Higher Nursing College” of the Public Health Department of Karaganda region with the Standards of Institutional Accreditation of medical colleges and came to a unanimous opinion to recommend the ECAQA Accreditation Council, to accredit the above-mentioned college for a period of 5 years.

Chairman	Yestemesova Karlygash Amangeldievna	
International expert	Tukhtasinova Dilorom Safoevna	
Academic expert	Baigulzhina Zhazira Zabirovna	
Expert employer	Eshkeeva Bagdat Izatovna	
Expert learner	Zhanatova Zhansaya Tolegenovna	

Приложение 1.

Институциональный профиль качества и критерии внешней оценки колледжа
(обобщение)

стандарт	Критерии оценки	БС/СУ*	Всего стандартов	Оценка		
				Соответствует полностью	Соответствует частично	Не соответствует
1	МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	10/0	10	10		
2	ОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ	12/3	15	15		
3	ОЦЕНКА ОБУЧАЮЩИХСЯ	2/3	5	5		
4	ОБУЧАЮЩИЕСЯ	8/6	14	14		
5	АКАДЕМИЧЕСКИЙ ШТАТ/ПРЕПОДАВАТЕЛИ	2/2	4	4		
6	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	5/4	9	6	3	
7	ОЦЕНКА ОБРАЗОВАТЕЛЬНЫХ ПРОГРАММ	6/4	10	9	1	
8	УПРАВЛЕНИЕ И АДМИНИСТРИРОВАНИЕ	6/5	11	11		
9	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	1/3	4	4		
	Итого	52/30	82	78	4	
	*БС- базовый стандарт, СУ- STANDARD УЛУЧШЕНИЯ					

**Список документов, изученных членами ВЭК
в рамках проведения внешней оценки КОВСК**

№	Наименования документов	Количество	Дата утверждение
1.	Программа развития КГП «Карагандинский областной высший сестринский колледж» на 2022-2025 годы	1	21.01.2022
2.	Положение выполнения, оформления и защиты курсовой работы	1	02.09.2022
3.	«Положение о предоставлении скидок (льгот)»	1	15.10.2022
4.	Договор на оказание образовательных услуг по подготовке специалиста с ТиППО с корпоративным фондом «Bilim Foundation» в рамках программы «Жаркын болашак»	1	01.09.2023
5.	Договор о сотрудничестве на проведение ПП с КГП «Поликлиника 3» г.Караганды	1	15.10.2022
6.	Договор о сотрудничестве на проведение ПП с КГП МД 3	1	15.10.2022
7.	Договор о сотрудничестве на проведение ПП с Международным научно-производственным холдингом «Фитохимия»	1	15.12.2023
8.	Договор о сотрудничестве на проведение ПП с ТОО «Городской центр ПМСП»	1	01.10.2021
9.	Договор о сотрудничестве на проведение ПП с ТОО МФ «Гиппократ»	1	27.03.2023
10.	Доп.соглашение к договору о гос.закупках услуг с ТОО «Қыпшақ сарбазы-А»	1	25.09.2023
11.	Кадровая политика	1	31.08.2023г
12.	Кодекс чести студента	1	17.12.2023г.
13.	Кодекс профессиональной этики педагога		17.12.2023г.
14.	КЭД	1	2023-2024 уч. год
15.	Лицензия на образовательную деятельность	1	06.10.2017
16.	Меморандум о взаимном сотрудничестве с «1-Республиканский техникум общественного здоровья имени Абу Али ибн Сино», Узбекистан	1	30.01.2024
17.	Меморандум о взаимном сотрудничестве с ОУ «Челябинский медицинский колледж», Россия	1	30.01.2024
18.	Меморандум о взаимном сотрудничестве с УЗ «Гродненский областной клинический перинатальный центр», Белоруссия	1	30.01.2024
19.	Политика в области качества	1 пр 1	04.09.2023
20.	Положение о конкурсе педагогического мастерства преподавателей КОВСК»	1	15.12.2022
21.	Положение о наставничестве	1	15.12.2022 г.
22.	Положение о промежуточной, итоговой	1	15.12.2022 г.

	аттестации и текущем контроле успеваемости обучающихся «Карагандинский областной высший сестринский колледж»		
23.	Положение о творческой группе педагогов» утв.10.03.2023 г.	1	10.03.2023
24.	Положение о Школе начинающего педагога 15.12.2022 г.,	1	15.12.2022
25.	Положение о Школе передового опыта» 04.09.2023 г.	1	04.09.2023
26.	Положение об индивидуальном плане работы преподавателя	1	15.12.2022
27.	Правила проведения апелляций по результатам экзаменов КГП «Карагандинский областной высший сестринский колледж»	1	07.12.2023
28.	Приказ о создании рабочей группы по проведению самооценки в рамках подготовки к ИА КОВСК № 10к	1	22.01.2024
29.	Приказ: Педагогтерге тәлімгерлікті ұйымдастыру туралы/ О назначении наставников педагогам	1	05.09.2023
30.	Приложение к гос. Лицензии на мед.деятельность, подвиды: ПМСП, доврачебная помощь	1	09.11.2017
31.	Приложения к лицензии для занятия образовательной деятельности	7	06.10.2017
32.	Справка о гос. перерегистрации юридического лица	1	21.09.2017
33.	Ынтымақтастық туралы келісім А.Байтұрсынұлы атындағы ЖББ мектеппен	1	15.11.2023
34.	Ынтымақтастық туралы келісім М.Жұмабаев атындағы гимназиямен	1	03.05.2023
35.	Ынтымақтастық туралы келісім С.Сейфуллин атындағы гимназиямен	1	20.05.2023
36.	Положение о ежегодной итоговой научно-практической конференции обучающихся колледжа	1	15.12.2022
37.	Положение о научно-исследовательской работе студентов	1	10.03.2023
38.	Календарные планы циклов повышения квалификации и сертификационных курсов	4	
39.	Планы работы ЦНО	1	
40.	Календарные планы циклов повышения квалификации и сертификационных курсов	4	
41.	Журнал учета посещаемости и успеваемости слушателей	1	
42.	Журнал регистрации и выдачи свидетельств	1	
43.	Журнал выдачи дубликатов свидетельств	1	
44.	Штатно-списочный состав работников отделения		
45.	Заявки на циклы повышения квалификации, сертификационных курсов и неформального образования средних медицинских работников	2	

46.	Свидетельства о прохождении цикла повышения квалификации	10	
47.	Листы взаимно посещений преподавателей	5	
48.	Рабочие учебные планы	5	
49.	Рабочая программа дисциплины ...	1	
50.	Ведомости групп	5	