

To the Accreditation Council of
the Eurasian Center for Accreditation
and Quality Assurance in
Education and Healthcare
April 30, 2024

**REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE
EVALUATION OF “RESEARCH INTERNATIONAL INSTITUTE OF
POSTGRADUATE EDUCATION” LLP FOR COMPLIANCE WITH THE
STANDARDS OF INSTITUTIONAL ACCREDITATION OF ORGANIZATIONS
OF ADDITIONAL AND NON-FORMAL EDUCATION
(CONTINUOUS PROFESSIONAL DEVELOPMENT)**

period of external expert evaluation: April 10-11, 2024

Almaty, 2024

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LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
AMP	Administrative and management personnel
EEC	External expert commission
AE	Additional education
ECAQA	Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare
End-of-course assessment	End-of-course assessment
MOH RK	Ministry of Health of the Republic of Kazakhstan
MSHE RK	Ministry of Science and Higher Education of the Republic of Kazakhstan
MEO	Medical educational organization
RIIPE	Research International Institute of Postgraduate Education
STP	Scientific and technical program
CPD	Continuous professional development
NFE	Non-formal education
EP	Educational program
DPE	Department of Postgraduate Education
Academic staff	Academic staff
AT	Advanced training
mass media	Mass media
QMS	Quality Management System
SC	Simulation Center
IWS	Independent work of the listener
LLP	Limited Liability Partnership
AC	Academic Council

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 11 dated April 1, 2024, an External Expert Commission (hereinafter referred to as EEC) was formed to conduct an external evaluation during the period April 10-11, 2024, as part of the institutional accreditation of the “Research International Institute of Postgraduate Education” LLP in the following composition:

No.	Status as part of the EEC	Full name	Academic degree/title, position, place of work/place of study, course, specialty
1	Chairman	Asenova Lyazzat Khasenovna	Candidate of Medical Sciences, Associate Professor, Deputy Director of the “National Center for Continuing Education “PROFESSIONAL”” LLP
2	Foreign expert	Khakimkhodzhaev Zufar Shavkatovich	Candidate of Medical Sciences, Associate Professor of the Department of Urology, Andrology of the Kyrgyz State Medical Academy named after I.K. Akhunbaev, Chairman of the “Men's Health” Society in Kyrgyzstan, Full member of the European Association of Urologists, Member of the International Society of Endourologists
3	Academic expert	Ramazanova Sholpan Khamzaevna	Candidate of Medical Sciences, Associate Professor of the Department of Childhood Diseases named after N.A. Barlybaeva NJSC “Kazakh National Medical University named after S.D. Asfendiyarov”
4	Expert listener	Khadzhieva Aiman Berikkalieвна	Candidate of Economic Sciences, acting Associate Professor of the Department of “Health Policy and Organization” of the Al-Farabi Kazakh National University
5	Expert employer	Kalibekova Gulnara Zarkynbekovna	PhD, Master of Public Health, Deputy Chief Physician of the MSE on the REM "City Ployclinic No. 10"

The work of the EEC was carried out in accordance with the Regulations on the EEC.

The EEC report contains an evaluation of the “Research International Institute of Postgraduate Education” LLP for compliance with the Standards of Institutional Accreditation of Organizations of Additional and Non-Formal Education (Continuing Professional Development) (hereinafter referred to as the Accreditation Standards) and conclusions, recommendations of the EEC for further improvement of RIPE and recommendations for the ECAQA Accreditation Council for the period of

2. General part of the final report

2.1 Presentation of the “Research International Institute of Postgraduate Education” LLP

Name of organization, legal form of ownership, BIN	Limited Liability Partnership, "Research International Institute of Postgraduate Education", private - BIN-080540020581
Government	Ministry of Health of the Republic of Kazakhstan
Full name of the first manager	Rector Arai Magauiyanova Tolemisova
date of creation	01/29/2016
Location and contact details	Republic of Kazakhstan, Almaty, index: 050043, st. Toraigyrova 49/1, Tel/fax: 87273178607 Official website: mipo.kz
State license for educational activities - date, number (if applicable)	Not applicable
Information about branches, subsidiaries (if any)	-
Year of commencement of the implementation of additional and non-formal education programs, total number of programs and number of students trained	Start year: 01/29/2016 The total number of additional education programs is <u>124</u> , hours/credits 60/2, 120/4, 240/8 The total number of non-formal education programs is <u>15</u> with a volume of 30 credit hours Total number of students trained -10747 on AD
Number of listeners this year	78
Full-time teachers/ part-time workers involved in the implementation of additional education programs, incl. % sedate	The total number of teachers is <u>85</u> , including full-time teachers - <u>6</u> , part-time teachers - <u>79</u> . Sedateness % - <u>76</u> Categorization, % - <u>82</u>
Availability of a unit responsible for the educational process in additional and non-formal education	Name - Department of educational and methodological work Year of creation -2016 Head - Nurgazina Laura Bolatkhanovna
Number of scientific projects over 5 years	36
Number of international treaties over 5 years	28
Website Instagram Facebook with active pages	www/mipo.kz mipo.kz International Institute of Postgraduate Education
Information about accreditation as a medical organization (date, number, period)	Certificate of accreditation for a period of 3 years, with assignment of the first category, No. KZ35VEG00014006 dated December 20, 2023.

Strengths and achievements of “Research International Institute of Postgraduate Education” LLP for 5 years:

LLP "Research International Institute of Postgraduate Education" (hereinafter - RIIPE) is a medical education organization that provides additional medical education for practical healthcare specialists and scientific personnel.

1. In 2017, a quality management system was developed and implemented; on March 15, 2024, we received an update of the certificate of conformity of the Quality Management System in relation to educational services ST RK ISO 45001-2019 (ISO 45001:2018) "Occupational safety and health management systems. Requirements and guidelines for use" Scope of management system certification is educational activities, CCEA Code 85. 42.2

2. Own Clinic "MIPO", has a license to carry out medical activities dated November 7, 2019 No. 19022036, application for 26 types of medical activities. Certificate of accreditation for a period of 3 years, with assignment of the first category, No. KZ35VEG00014006 dated December 20, 2023.

3. In 2019, accredited and confirmed compliance with the Standards of Institutional Accreditation of additional education organizations (continuing professional development) of the Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare, certificate of institutional accreditation, valid for five years, registration number -IA00002, dated 03/04/2021.

4. On August 25, 2021, the Ministry of Education and Science of the Republic of Kazakhstan was accredited as a subject of scientific and scientific-technical activities for a period of five years (Accreditation Certificate Series MK 000211).

5. RIIPE Academic staff participate in international scientific and practical conferences, master classes, where they exchange advanced teaching technologies.

6. RIIPE employees published the results of scientific research in peer-reviewed publications Scopus – 166, Google Scholar-552.

7. Employees of RIIPE departments took part in republican and international scientific and practical conferences, congresses, to improve the educational programs taught.

8. Memorandums were signed on joint work with foreign specialists from South Korea, Turkey, Russia, Azerbaijan, Austria, Georgia, the Czech Republic, which allows for short-term seminars, exchange of experience, borrowing new technologies, improving management, improving diagnostic technologies and treatment of various diseases in level of primary health care.

9. To create comfortable conditions, obtain theoretical and practical skills, students of advanced training cycles have material and technical equipment. RIIPE has 5 equipped classrooms (capacity 30 people), 1 computer class, a library reading room with 80 seats (30 of them with computers with Internet access and access to international databases and electronic databases of the rental library); There is a conference room for 50 people, high-speed Internet 45 GB/s, a separate telephony system, and a WI-FI zone.

10. Educational and research activities of RIIPE are implemented in 25 departments in 124 educational programs in advanced training cycles for practical healthcare specialists and scientific personnel; in total, 10,747 students were trained during the period from 2016 to 2024.

Thus, RIIPE actively implements additional and non-formal education for specialists with higher medical and non-medical education, paramedical workers at the clinical bases of its own clinic and on a contractual basis with medical organizations and research centers, not only in the republic, but also in the near and far abroad,

2.2 Information about previous accreditation

In 2019, it was accredited and confirmed compliance with the Standards of Institutional Accreditation of additional education organizations (continuing professional development) of the Eurasian Center for Accreditation and Quality Assurance in Education and Healthcare, a certificate of institutional accreditation, valid for five years, registration number -IA00002, dated 03/04/2021 (information about accreditation is posted on the website: National Center for the Development of Higher Education: <https://enic-kazakhstan.edu.kz/ru/> (formerly the Center for the Bologna Process and Academic Mobility of the Ministry of Education and Science of the Republic of Kazakhstan)

2.3 Brief information about the report on institutional self-assessment of LLP "Research International Institute of Postgraduate Education" for compliance with the Standards of Institutional Accreditation of organizations of additional and non-formal (CPD) education and conclusions

The report on the institutional self-assessment of the “Research International Institute of Postgraduate Education” LLP (hereinafter referred to as the report) is presented on 95 pages of main text, 36 pages of appendices, electronic versions of documents located at <https://cloud.mail.ru/public/NLua/rjcgqYF8u>.

The report is characterized by the completeness of answers to all 9 main accreditation standards and criteria, structured taking into account the recommendations of the Guidelines for self-assessment of medical educational organizations of the ECAQA, provided (hereinafter referred to as the educational organization) by the accreditation center - ECAQA, as well as the internal unity of information. Attached to the report is a covering letter signed by Rector Arai Magaiyanovna Tolemisova, who confirms the accuracy of the quantitative information and information included in the self-assessment report.

The report contains a list of 8 members of the internal self-assessment commission, indicating the responsibilities of each employee, information about the representative of the organization responsible for conducting institutional self-assessment - Zhazira Orumbekovna Tertyubaeva - head of the Department of Postgraduate Education.

Institutional self-assessment was carried out on the basis of the order of the rector No. 3-P dated January 15, 2024 “On the creation of the Steering Committee and working groups for the institutional accreditation of the “Research International Institute of Postgraduate Education” LLP.”

All standards contain the actual practice of organizing education for training students in 124 additional educational programs and 15 non-formal education programs. The description in the self-assessment report is quite complete and updated in terms of the number of students, teachers, administration, information about selection and admission, learning outcomes, results of assessment of knowledge and skills. Includes information about our own material and technical base with a total area of 2973 m² and the number of beds - 48, as well as third-party clinical bases (total -1328 m²), contractual obligations with partners (universities, public and private medical organizations), financial information, development plans and improvement, etc.

The report is presented to the ECAQA in complete form, with data adjusted according to the above recommendations, written in competent language, the wording for each standard is clear and understandable and described in accordance with the criteria of the standards, tables and figures (diagrams, photographs) contain links in the text and are continuously numbered.

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

3. Description of external expert evaluation

External expert work as part of the institutional evaluation of the “Research International Institute of Postgraduate Education” LLP was organized in accordance with the Guidelines for Conducting External Evaluation of Educational Organizations and Educational Programs of the ECAQA and in accordance with the program approved on April 1, 2024 by the General Director of the ECAQA Sarsenbayeva S. S. and agreed with the director Tolemisova A.M. Dates of visit to the organization: April 10-11, 2024

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

The sequence of the visit over 2 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. The program is evidence of the implementation of all planned activities within the framework of external expert evaluation.

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

- interviews with management and administrative employees – 6 people;
- meeting with listeners – 18 people;
- meeting with partners – 6 people;
- study of the website- www.mipo.kz;
- interviewing 4 employees, 14 teachers;
- survey of teachers and students - 37 and 25, respectively;

observation of the training of students: attending 4 practical classes (seminar: “Perinatal psychology”, teacher - Satybaldina M.B., contingent of students - psychologists (private clinic in Aktau; CP No. 1, Kokshetau; CP, Ust-Kamenogorsk ; Kazygul, Ayagoz; Family outpatient clinic - Almaty, Shymkent), midwives (Kazygul, Ayagoz), general practitioner (EKR - Family outpatient clinic; Kazygul, Ayagoz), social worker Family outpatient clinic - East Kazakhstan region), training was conducted at the RIIPE Clinic, on Toraigyrov street 49/1, 3rd floor, room. No. 312 conference room), AT cycle (“Algorithms for the provision of first emergency aid, BLS, ACLS, PALS, PHTALS”, teacher - Tashenov D.K., contingent of students - doctors and paramedical workers, City clinics No. 14, 25, 30, City Center of human reproduction in Almaty); AT cycle “Selected Issues of Medical Rehabilitation”, teacher - Myrzagulova A.O., students - rehabilitation doctors of private medical clinics; AT cycle “Current issues of clinical laboratory diagnostics”, teacher Ayapbergenova Zh.K. contingent of laboratory doctors CDL INVIVO.

- review of resources in the context of implementing accreditation standards: 4 bases visited internship/clinical training, including:

1. Scientific Center for Public Health SAQTASYN, st. Kapparova 167 (Al-Farabi 128/8), where training is provided in 2 educational programs with the participation of 2 part-time teachers;

2. Clinic RIIPE, branch on Gagarin Ave. 309/1 where training is provided in 3 educational programs with the participation of 2 part-time teachers;

3. Clinic RIIPE, st. Toraigyrova 49/1 where training is conducted in 27 educational programs with the participation of 38 part-time teachers;

4. City Clinical Hospital No. 7 on the street. Aspandiyarova, 78, where training is provided in 3 educational programs with the participation of 5 part-time teachers;

- study of educational and methodological documents in the amount of 47 units both before visiting organization, and during visits to departments (the list of documents studied is in **Annex 2**).

The team of the accredited organization 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

No.	Position	Quantity
1	Rector of RIIPE – Doctor of Medical Sciences, Professor Tolemisova A.M.	1
2	Vice-Rector for Science and Strategic Development - Doctor of Medical Sciences, Professor Doskozhaeva Saule Temirbulatovna	1
3	Head of the Department of Postgraduate Education - Tertyubaeva Zhazira Orumbekovna	1
4	Head of the Department of Educational and Methodological Affairs - Nurgazina Laura Bolatkhanovna	1
5	Methodologist of the Department of Educational and Methodological Affairs- Nazira Baynekova	1
6	Head of the scientific and clinical department - Ainabekova Perizat Dauletovna	1
7	HR and QMS Manager - Laura Nurgalieva	1
8	Employee of OC	1

9	Academic staff of RIPE	11
10	RIPE partners	6
11	Employers	10
12	Listeners	39
13	Staff of the RIPE clinic	5

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 criteria for external evaluation of the “Research International Institute of Postgraduate Education” LLP for compliance with the Standards of Institutional Accreditation of Continuing and Non-Formal Education Organizations (Continuing Professional Development) of the ECAQA. No comments were made by the EEC members. Recommendations for improvement of the organization of education were discussed and the chairman Asenova L.Kh. 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.

When conducting a survey of students, 99% rated the work of the External Expert Commission on Accreditation as positive, 1% as satisfactory. The majority of respondents (99%) believe that it is necessary to accredit educational organizations or educational programs.

According to 100% 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 evaluation as part of institutional accreditation to the management and employees of the educational organization.

4. Analysis of compliance with accreditation standards based on the results of an external evaluation of the “Research International Institute of Postgraduate Education” LLP

Standard 1: MISSION AND OUTCOMES

1.1 Mission

While implementing the activities of the visit program, namely, based on the results of an interview with the first head of the organization, members of the educational and methodological 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 educational organization, took part in the formation of proposals for formulating the mission, while the mission is brought to the attention of listeners through the website, social networks, through the media (interviews in newspapers, Internet resources), handouts in the form of a booklet, leaflet, information letters to medical organizations.

The organization's strategic plan for 2022-2026 was reviewed, including such areas as the introduction of innovative quality management systems in the field of postgraduate and continuous professional development of medical personnel in practical healthcare, the creation of an innovative full-cycle scientific, educational and diagnostic cluster with its own laboratory and clinical base, participation in matters of public policy for the further development of healthcare infrastructure on the basis of public-private partnership, continue international partnerships with the world's leading medical universities, research centers with technology transfer and prerequisites for the development of medical tourism, which confirms the implementation of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with students and graduates of additional education programs, 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.

During visits to departments, accreditation experts noted the strengths of the educational organization, including:

The “Research International Institute of Postgraduate Education” LLP has divisions directly related to the organization of student training, which can be noted as the best practice in education, namely, the Department of Educational and Methodological Affairs, the Department of Postgraduate Education and the Scientific Council. This conclusion was made because in order to improve the quality of training of specialists with the introduction of modern technologies in training, departments are working together to promote cooperation with higher educational institutions of the republic and other international universities to conduct joint projects, conferences, seminars, congresses, making proposals for concluding memorandums and contracts. This includes increasing the efficiency of the scientific potential of RIIPE, by organizing the research work of teachers, staff and students of the institute in order to stimulate interest in scientific activities and support the scientific initiatives of students and young employees. The department plans and organizes events aimed at enhancing the research work of faculty and students, focusing on the creation of multidisciplinary projects and joint publications with practical healthcare.

The results of studying the documentation demonstrate that the mission of the organization “Research International Institute of Postgraduate Education” LLP is aimed at training qualified medical personnel through continuous professional education of specialists with integration into the international educational space, and the educational process is built in accordance with Laws and Statutory Instruments (LSI) in additional education and health care. The mission of RIIPE was approved by the Academic Council after preliminary discussion in all departments and among RIIPE students. Interested managers of clinical sites and students of advanced training cycles were involved in the development and approval of the mission.

The mission is communicated to Academic staff, students, the public, health care organizations and other interested parties through posting on the RIIPE website (www.mipo.kz), through the media (interviews in newspapers, Internet resources).

1.2 Professionalism and professional autonomy

To verify **standard 1**, a meeting was held with the head of the organization “Research International Institute of Postgraduate Education” LLP. During the conversation, the experts asked the following questions: For what purpose was the organization created in the context of a large number of institutions providing educational services to improve the skills of healthcare professionals? What preceded the development of the mission? Can you give qualitative distinctive characteristics of the organization regarding services for advanced training of healthcare professionals? How does the organization collaborate with major health education institutions? From what sources is funding for the organization’s educational activities carried out, what sources dominate (state budget, local budget, paid services)? What motivational factors for attracting teachers and staff exist in your organization? Which representatives of practical health care, administration and teachers participated in the development of the mission?

During the answers, the rector of the organization confirmed that:

1. In constantly changing conditions and market needs, RIIPE quickly develops and implements innovative teaching technologies, studying abroad, focusing on strengthening the practical training of students, conducting the learning process using modern equipment and techniques. In order to improve the qualifications of specialists with higher and secondary education, RIIPE conducts additional on-site training, i.e. organizes visiting cycles not only on the territory of the Republic of Kazakhstan, but also in the near and far abroad. RIIPE quickly responds to the needs of practical healthcare, organizing AT cycles and short-term training seminars.

2. The development of the mission was carried out on the basis of an analysis of the current situation of continuous professional development in the republic, including abroad; in our

organization, in particular, surveys and questionnaires were conducted among healthcare representatives, students, and the needs in the healthcare industry.

3. The qualitative distinctive characteristics of RIIPE regarding services for CDP of healthcare professionals are a flexible schedule, convenient methods of payment for training, choice of clinic for attending practical classes, access to models at a time convenient for specialists.

4. RIIPE cooperates with large educational institutions in the field of healthcare by involving staff from medical universities and research centers in teaching, involving institute staff in reviewing programs, compiling control and measuring instruments, working closely with medical organizations and promoting their involvement in the educational process.

5. Financing of the educational activities of the organization are paid services and at the expense of the institute.

6. Motivational factors for teachers and staff are involvement in scientific and technical projects, nominations for awards for services in healthcare, and bonuses. The management of RIIPE supports the initiatives of Academic staff and uses the practice of encouraging the educational and scientific activities of teachers.

7. Representatives of practical healthcare, administration and teachers participated in the development of the mission:

Administration: Tolemisova A.M., Kulanchieva Zh.A. Nurgazina, Tertyubaeva Zh.O., Bakazhanova M., Baineikova N., Academic staff: Sidorenko O.A., Kulmagambetov I.R., Alieva T.D., Shashkin Ch.S., Rakhimbekova D.K., Tashenov D.K., Yeralina S.N., Representatives of practical healthcare: Baydalina G.T., Aliev Sh.T., Kazhygalikyzy R., Satybaldina M., Listeners: Kozhanazarova M.K., Seraliev A.T.

Professional autonomy at RIIPE in providing training opportunities and improving specific practical skills both in diagnosis and in the treatment process allowed us to independently develop 125 EP for advanced training cycles on the most pressing problems of practical healthcare in 25 departments.

While conducting a survey of 39 students (on the resource <https://webanketa.com/>), out of 22 questions, a number were devoted to the quality of the educational process and the variety of training programs. It has been established that 100% of students will recommend studying at this educational organization to their acquaintances, friends, and relatives. And 92.59% of respondents believe that managers and teachers are aware of the problems of students related to training; 7.41% partially agree with this statement. To the question "Do you think this educational organization allows you to improve the necessary knowledge and skills in your specialty?", 92.59% of students answered positively, 3.7% were partially satisfied.

During a face-to-face conversation with students, the following information was received, students are satisfied with the learning conditions and equipment of training rooms, classrooms at RIIPE, they are satisfied with the schedule of classes in additional and non-formal education, enough time is allocated for practical training to master practical skills in the specialty, there is access to equipment, teachers provide teaching materials, have access to electronic libraries, are satisfied with the methods of assessing knowledge and skills, use active and interactive teaching methods in teaching staff cycles, feedback from Academic staff is carried out in the form of interviews, work on mistakes, and questionnaires.

The 39 teachers surveyed (22 survey questions) also answered, 93.55% completely agree with the organization of the educational process at RIIPE, and 6.45% partially agree, to the question "In this educational organization, ethics and subordination are observed in relations between colleagues, teachers, management" 93.55% of respondents answered that they completely agree and 3.23% partially agree and there was no answer from 3.23%, 93.55% are satisfied with the organization of work and the workplace in this educational organization, and 6.45% partially agree 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 and questions from employees and teaching staff. In the questionnaire, 90.32% of teachers are satisfied with the

microclimate of the organization, and 3.23% are partially satisfied. According to 96.77% of the educational organization, they are satisfied with the work of the postgraduate education department.

1.3 Final learning outcomes

The surveyed teachers responded that 64.52% were completely satisfied with the level of previous training of students, and 19.35% were partially satisfied, 3.23% were completely and partially dissatisfied.

Experts have established a clear continuity between the final outcomes of previous training and the continuous professional development programs offered in the accredited educational organization. The organization has developed 124 programs, with a volume of 60/2, 120/4, 240/8 hours of additional education, including 34 specialties: obstetrics and gynecology, hygiene and epidemiology, occupational pathology, anesthesiology and resuscitation, ambulance and emergency care, pedagogy and psychology, neurology, neurosurgery, phthysiology, surgery, pediatric surgery, pediatrics, neonatology, infectious diseases, childhood infectious diseases, dermatology and dermatocosmetology, allergy and immunology, general medical practice, cardiology therapy, rheumatology, oncology and cytology, hematology, radiation diagnostics, Ultrasound diagnostics, otorhinolaryngology, clinical laboratory diagnostics, adult and pediatric dentistry, maxillofacial surgery, medical rehabilitation, psychiatry and narcology, forensics, public health and management

Information about the number and variety of programs is carried out by posting a calendar and thematic plan on the RIIPE website, social networks, and information letters to medical organizations.

1.4 Participation in the formulation of mission and final results

The mission is formulated and the final learning outcomes for each educational program are determined, taking into account proposals from stakeholders such as representatives of the medical community, academic and administrative staff, authorized bodies for education and health care, professional organizations, associations, non-governmental organizations, medical scientific organizations, etc. For example, the program of additional education on the topic “Statistical analysis in the management of medical organizations” and non-formal education on the topic “Emotional burnout” were compiled on the basis of proposals from the MSE “District Hospital of the Beimbet Mailina District” of the Public Health Department of the Akimat of the Kostanay region, MSE “Zhambyl Regional Center for Social Assistance to Victims of domestic violence of the Department of Coordination of Employment and Social Programs of the Akimat of Zhambyl Region” since domestic violence is observed in the country among the weaker sex (children, women, old people). In this aspect, the study of training on social programs in the republic is considered one of the pressing problems.

At the same time, when talking with students and employers, experts, a clear answer was 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 content and methods of teaching?” To these questions, listeners answered that they participate in the formulation of the mission and goals of RIIPE, and employers responded as follows that they are involved in the development and approval of the mission and goals of RIIPE through participation in extended discussions and debates.

Conclusions of the EEC on the criteria. Complies with 9 standards: fully – 9.

Standard 2: EDUCATIONAL PROGRAMMES

2.1 Model of educational programs of additional and non-formal education

To implement educational programs of additional and non-formal education, the organization’s documents contain Programs that define the goal, take into account the integration of practical and theoretical components, and independent work. By attending practical classes in the advanced training cycle on the topic “Current issues in clinical laboratory diagnostics”, 120/4 hours in length, the experts received convincing evidence that the training is carried out according to plan, before the start of the lesson, students answer basic tests, receive feedback from the teacher, and have the opportunity

improve skills in laboratory diagnostics. The organization ensures compliance with ethical aspects in the implementation of educational programs, since experts studied the code of ethics dated 06/01/2022 and during the interview, students responded that they were informed about the contents of this document.

The 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 the educational program, and teachers used them in the classroom.

Independent training of students is presented in such a way that the ratio of time between the student's contact work with Academic staff and IWS is determined for all types of educational activities; the educational program allocates time and tasks for IWS (work with legal regulations, with reference and scientific literature, with automated information systems healthcare, presentation preparation).

Students are trained in accordance with the current policies of professional organizations, since RIIPE is mobile in organizing AT cycles according to the needs of specific organizations.

Students can interact with each other and teachers through educational networks, online format using information and computer technologies. Access to the Internet resources provided by RIIPE allows listeners with colleagues through educational networks and Open Educational Resources, such as <http://abvpress.ru>, <http://www.geotar.ru>, <http://www.phdynasty.ru>, <http://www.medpractika.ru>, <http://www.zdravkniga.net>. These resources contain links to professional literature, abstracts of scientific articles, and full versions of archival publications.

RIIPE encourages cooperation and mutual recognition through good principles of educational practice at the national, regional and international levels with educational institutions and organizations in the Republic of Azerbaijan, the Russian Federation, Turkey and South Korea, Georgia, Austria, the Czech Republic.

The quality policy of RIIPE is aimed at creating conditions for the provision of high-quality educational services that ensure CDP of practical healthcare specialists.

The procedure for informing students about their rights and responsibilities is reflected in the Academic Policy and the Student Guide. Through the official website of RIIPE, when registering for a cycle, a familiarization sheet.

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

Additional education (continuous professional development) is the main component of the process of continuous improvement of the knowledge and skills of healthcare professionals. This approach is consistent with international principles of professional development and the European Higher Education Area. (ESG 1.2).

RIIPE has adapted training to the needs and wishes of individual students, a flexible training schedule, it is possible to organize an evening group, for example: individual training has been organized at the Department of Anesthesiology and Resuscitation, according to the AT cycle "Clinical Transfusiology" Kuandykov Berik Maratovich and on-site cycles in the following specialties: clinical laboratory diagnostics, obstetrics and gynecology, communication skills, first aid, anaphylactic shock, etc.

At the same time, along with the principles of quality and academic integrity, which are described in the Academic Policy and the Student Guide, the organization has an annual subscription to anti-plagiarism systems, where students are provided with access (Antiplagiarism.ru).

2.2 Scientific method

RIIPE implements innovative Scientific and Technical Projects on the following topics: "Managed Access Program (MAP) for the drug ALPELISIB CBYL719"; "Center for Psychological Support of Minors with Suicidal Tendencies" of the MSE on the REM "City Polyclinic No. 3" of the Public Health Department of Almaty; "Assessing the awareness of medical personnel about Parkinson's disease", "The role of neutrophils and electro-bioluminescence in the therapeutic stage of medical rehabilitation of some malignant diseases."

The principles of scientific methodology, scientific research methods in medicine, evidence-based medicine, research experience and the results of scientific and technical progress are actively implemented by the Academic staff in the EP.

The educational programs include the scientific foundations and methodology of medical research (theme of the cycle: “Algorithm for early diagnosis of skin melanoma”, number of hours 120/4), including clinical research and clinical epidemiology (number of hours 120/4). While talking with students, experts learned that they use scientific data in their training and know the basics of evidence-based medicine.

Students have access to updated scientific and clinical data, since the educational organization has organized research on various scientific projects: “Scientific justification for a multidisciplinary approach to surgical diagnosis, possible surgical treatment and subsequent monitoring of patients with drug-resistant epilepsy (patientsselection)” (from February 2 2021 to December 31, 2021); Personalization of medical rehabilitation for socially significant diseases (malignant neoplasms, hepatitis, Post-COVID syndrome) (pilot study)" (2022); “Artificial intelligence in the early diagnosis of malignant neoplasms at the primary care level” (2022-20223). (*Internal funding*); Experience in introducing extracorporeal detoxification (plasmapheresis) during the rehabilitation of cancer patients"; Personalization of medical rehabilitation for socially significant diseases (malignant neoplasms, hepatitis, Post-COVID syndrome) (pilot study).” For young scientists. (2022-2023) (*Internal funding*); “Managed Access Program (MAP) for the drug ALPELISIB CBYL719.” (from 01.10.2022 to 01.10.2024). (*Internal funding*); “Assessing the awareness of medical personnel about Parkinson’s disease” (2023); "The role of neutrophils and electro-bioluminescence in the therapeutic stage of medical rehabilitation of some malignant diseases." (from 07/01/2022 to 11/30/2024-2023). (*Internal funding*); “Center for psychological support of minors with suicidal tendencies” of the MSE on the REM “City Ployclinic No. 3” of the Public Health Department of Almaty (from September 09, 2022 to May 2023).

Access to scientific results is organized, as research is being conducted on the topic of the scientific project: “Artificial intelligence in the early diagnosis of malignant neoplasms at the primary care level” and students can participate in projects in their main specialty, for example, oncologists, therapists, GPs. Free access to practical experience is also provided, since it has its own clinical base with 48 beds and specialized departments for oncology and radiology, surgery, ENT, rheumatology, and therapy.

Teachers contracted to RIIPE, as well as employees, participate in the implementation of scientific and technical projects, writing scientific articles and theses, and preparing speeches at international and national conferences. In 2023, with the support of the Akimat of Almaty, the director of the department of strategic development, QMS, work with personnel and the financial institution Kulanchieva Zh.A. is a grant holder of a project on the topic: “Launching a unique nano-immunological laboratory for early diagnosis of socially significant threats to public health.” Research is currently being actively carried out, and patients are informed through obstetrician-gynecologists at primary health care centers.

In both long-term and short-term training programs for students (CDP, seminars, trainings), RIIPE teachers introduced scientific approaches to teaching (interactive methods, the use of modern diagnostic equipment, innovative therapeutic techniques), and the results of modern scientific research are used. Thus, employees of the Department of Oncology published their achievements in the publication Intensive Care in Obstetrics Intensive Care in Obstetrics Integrative Approach to the Activation of Macrophages in Medical Rehabilitation of Oncological Patients After Chemo And Chemoradiotherapy Panov SA, Alipov GK, Panina AS, Baltabekov NT \ IJDMSR Journal, V 6 , I 1, Jan-Feb 2024 , P : 473-488.DOI : 10.35629/5252-0601473488

Thus, diagnostic equipment was purchased - PCR diagnostics Bioneer (South Korea), which is used for scientific research in close cooperation with the National Scientific Center for Phthisiopulmonology and dispensaries in Almaty.

Students, teaching staff and employees of RIIPE use free of charge the scientific platforms of

databases and resources Thomson Reuters, Springer, Scopus, provided by the “National Center for Scientific and Technical Information” JSC on the initiative of the Ministry of Education and Science of the Republic of Kazakhstan, on the basis of a national license. These platforms include universal abstract databases Web of Knowledge, Journal citation reports in English and Russian, with the help of which archives on medicine, biomedicine, biology, therapeutic techniques are searched, links to scientific journals, newspapers, periodicals on the use of information to assess the effectiveness and quality of scientific research, etc.

In addition, students and employees can use Springer electronic resources not only within the walls of RIIPE, but also online.

To improve scientific and clinical activities and exchange experience, RIIPE teachers participate in conferences, congresses, seminars, symposiums, congresses, meetings and forums held in the Republic of Kazakhstan, in near and far abroad countries, after which various events are held to introduce best practices in educational process. Students also participate in conferences at the republican and international level, if the timing of advanced training cycles coincides with these events. RIIPE stimulates the needs of students to attend scientific and practical conferences and master classes, organized free of charge.

2.3 Content of additional and non-formal education programs and their relationship with the provision of medical care

RIIPE Academic staff are responsible for the high-quality preparation of educational programs, and the management of the institute is responsible for the distribution of resources necessary for its implementation. The responsibility of the administration and Academic staff in drawing up the educational program is ensured through the procedure for reviewing and approving these programs: departmental meeting, EMC, which is confirmed by the minutes of meetings at the appropriate levels. Departments are also given freedom to change and supplement programs, which also allows the institute to make appropriate adjustments to the educational program.

There are documents (Recommendations for the organization and implementation of educational programs of additional education in the field of health care, approved by the RSE on the REM “National Research Center for Health Development named after S.Z. Kairbekova”, protocol No. 9 of May 26, 2021), containing requirements for the structure and content of educational programs, in including “Rules for the organization of educational and methodological affairs” at RIIPE from 2023. Responsibility for the selection and implementation of innovations in the educational process lies with the departments and educational and methodological departments.

The content of the work programs reflected the needs of the healthcare system, including the staff of the departments of GP, Obstetrics and Gynecology, Therapy and Cardiology, who developed 5 original topics for AT cycles, as well as the specifics of research work in and scientific achievements of teachers. These include the following topics: 1. “Issues of conducting effective preventive medical examinations”; 2. “Dynamic observation and management of patients with acute myocardial infarction at the primary care level”; 3. “Prehospital management of patients with acute myocardial infarction”; 4. “Clinical electrocardiography in emergency situations”, 5. “Features of diagnosis and management of pregnant women with extragenital pathology.”

Teachers provide students with methodological and didactic materials, additional literature to prepare for classes, with which 96.3% are completely satisfied, 3.7% are partially satisfied.

Students of CDP programs are also provided with access to library resources of rating, peer-reviewed sources of the republican and international level. Library with 80 seats (30 of them with computers with Internet access and access to international databases and electronic databases of the rental library). Integration of the educational process is carried out with expanded access to resources and technologies for self-education: the RIIPE rental library, which is connected to 3 electronic resources: Web of Science (Thomson Reuters); Kazakhstan National Electronic Library; Springer link.

The organization has its own clinical base with 48 beds and more than 80 outpatient visits, and has also entered into 28 agreements with medical organizations, including 18 foreign ones: South

Korea, Turkey (Ankara, Antalya, Istanbul), Austria, Sweden, Switzerland, Russia (Moscow, St. Petersburg, Samara, Volgograd), Georgia, Slovenia, Germany, Czech Republic, Azerbaijan, India).

And to the survey question “Is there enough time for practical training (supervision of patients, etc.)”, 92.29% of students responded with complete agreement, 3.7% partially agreed, 3.7% did not answer. At the same time, 96.3% of students claim that after completing classes the teacher provides feedback (listens to your opinion, conducts a mini-questionnaire, works on mistakes); 3.7% responded that sometimes they do.

Practical training is provided in external multidisciplinary clinic settings, and staff coordinate training at these clinics to ensure that trainees are adequately trained in various aspects of the relevant medical field. For example, cycles in medical rehabilitation in the SAKTASYN clinic, in leading institute clinics in Korea and Turkey, students can participate and directly assist in operations. Students also have the opportunity to take their patients to the clinical site and practice on their example.

At the same time, to the question “Do student representatives participate in the development of educational programs?”, the experts received the following answer: yes, they participate in the development of educational programs. The students surveyed are fully satisfied with the schedule of training sessions (100%).

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 conversations with the head and employees. At the same time, verification of **standard 2** showed that the information provided in the self-assessment report is reliable.

The experts got acquainted with the work of the departments, including the educational and methodological department, departments, clinical sites, etc. with 2 of RIIPE’s own clinics, a laboratory of its own clinic, a total of 5 meetings were held and during cross-interviews it was established that interaction is being carried out between RIIPE departments and clinical sites, conditions have been created for students and teachers.

While attending a practical lesson in a professional development cycle on the topic: “Current issues in clinical laboratory diagnostics”, volume 120/4 hours/credits and talking with students, the experts saw that the organization promotes the development and improvement of the practical competencies of healthcare professionals (laboratory doctors and laboratory assistant paramedic of a medical organization), including practice on new equipment in the laboratory of the RIIPE clinic. At the same time, students deepen their theoretical knowledge and develop communication skills.

Equipping the clinical bases of RIIPE allows for the effective implementation of active teaching methods (analysis of clinical cases, maintaining medical records, examination of the quality of medical care, patient management, attending medical conferences, consultations

Thus, during a conversation with the management of the organization, experts received information on conducting practical training for healthcare professionals at clinical sites with access to patients, where the patients are located and the students have access to equipment, and the teachers confirmed that the training of students is carried out directly in the departments and in all structural departments in accordance with the needs of the educational process, except for cases where the admission of students to the treatment process is not permitted by current legislation and/or the requirements of patients.

The evaluation of management decisions made is based on ethical principles towards patients, with particular attention to the safety and autonomy of patients in their presentation.

Of the 27 students surveyed, 96.3% responded that teachers use active and interactive teaching methods in the classroom quite regularly, 3.7% believed that sometimes. To the question “There is sufficient time for practical training (supervision of patients, clinical rounds, clinical reviews, assisting in operations),” 92.59% of respondents answered that they completely agreed, 3.7% partially and 3.7% doubted the answer.

While visiting an educational organization, experts noted that in the training programs for students in advanced training cycles, seminars, and trainings, RIIPE teachers introduced scientific

approaches to teaching (interactive methods, the use of modern diagnostic equipment, innovative therapeutic techniques), and the results of modern scientific research are used. Thus, employees of the Department of Oncology published their achievements in the publication Intensive Care in Obstetrics Integrative Approach to the Activation of Macrophages in Medical Rehabilitation of Oncological Patients After Chemo And Chemoradiotherapy Panov SA, Alipov GK, Panina AS, Baltabekov NT \\
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Also, diagnostic equipment was purchased - PCR diagnostics Bioneer (South Korea), which is used for scientific research in close collaboration with the National Scientific Center for Phthisiopulmonology and dispensaries in Almaty.

Conclusions of the EEC on the criteria. Complies with 13 standards: completely -13.

Standard 3: ASSESSMENT OF STUDENTS' COMPETENCIES AND DOCUMENTATION

3.1 Assessment methods

The policies and methods for assessing students are reviewed and approved at a meeting of the PGE, EMC and AC department. The general policy, principles, methods of assessing RIIPE students are reflected in the following internal documents:

- Policy for assessing the quality of implementation of work training programs for continuous professional development (protocol US No. 2 dated 02/07/23).
- Educational program

There are general assessment criteria, which mean treating all students equally and informing them of what is expected of them during assessment activities and in what form they will be carried out. The process of informing the student about teaching and assessment methods is reflected in the EP. The fairness of the assessment for each discipline is reflected in the survey questions, which ensures the reliability and validity of the assessment methods used.

The study of control and measurement tools (135 tests, 80 tasks, 65 clinical situations) showed that the organization has implemented an appropriate assessment policy that allows for a comprehensive assessment of the educational achievements of students. During the interviews, trainees reported that they were satisfied with the assessment forms, such as test questions, situational tasks and clinical situations. They also receive regular feedback from teachers.

The system of appealing assessment results is reflected in the document Rules on the organization of the educational process of RIIPE and during the period of operation of the educational organization there were no precedents for appeal.

Thus, to verify the data of **standard 3**, the experts asked questions to the head of the Department of Educational and Methodological Affairs and checked the documents and methods for assessing students. The organization has electronic testing in the amount of 135 test questions, which were compiled by the teaching staff and approved at the meeting of the EMC (minutes No. 2 of January 26, 2023). Control and measuring equipment were reviewed by the heads and professors of KazNMU named after S.D. Asfendiyarov and the Presidential Administration (PA). Head of the Education Department Nurgazina L.B. responded that additions and updates to the CIS are planned to be made in June 2024.

During a visit to the organization and during an interview with the director of the department of education Tertyubaeva Zh.O., the commission was convinced that there is a documentation system that is transparent and accessible to all teachers and employees, and includes documents such as annual operating plans, annual reports, regulations of departments, agreements with teachers and students and educational and methodological documentation (educational program, journals), assessment tools (statements), certificates. A review of the website showed that its pages contain the documents necessary for students: a calendar and thematic plan, the mission of RIIPE, a student's guide, a student's code of honor, and there is information that is regularly updated. This information was obtained during an interview with the director of the software department, Tertyubaeva Zh.O.

The results of the assessment of students are documented as follows: in the Policy for assessing the quality of implementation of work training programs for continuous professional development (protocol AC No. 2 dated 02/07/23), the Educational Program.

The organization evaluates the reliability and validity of assessment methods by matching the content of test items of additional education programs, as well as internal and external examination of test questions.

Teaching methods and final results of students are comparable. There are general assessment criteria, which mean treating all students equally and informing them of what is expected of them during assessment activities and in what form they will be carried out. The process of informing the student about teaching and assessment methods is reflected in the EP. The fairness of the assessment for each discipline is reflected in the survey questions.

When conducting interviews with 11 teachers regarding assessment methods, the experts received convincing information that the assessment of current and milestone controls in advanced training cycles is carried out through test questions and situational tasks in practical and seminar classes, i.e. During the learning process, the acquired knowledge and skills are assessed. Listeners also shared their opinions about the timeliness of providing tests, counseling before tests and certification exams, the clarity of the entire assessment procedure and its fairness. For example, students said that they were satisfied with the training in additional (CDP) and informal (seminars, master classes) education programs. Listeners also expressed their opinion regarding methods for assessing current and midterm monitoring of progress and final certification of students.

The experts examined the resources for organizing the assessment of knowledge and practical skills, namely, a computer class, a simulation center, a laboratory, and the OQUMED distance learning platform.

The interviewed 10 employer representatives also indicated that the training of students corresponds to the modern development of medical practice and science, since the acquired knowledge and skills meet their expectations, as well as during certification. Employers noted that the educational organization did not provide feedback to them.

3.3 Documentation of additional and non-formal education

RIIPE operates a documentation system, which includes the use of certificates and verifications in accordance with the established RIIPE model and is reflected in the “Rules for the organization of educational and methodological affairs and postgraduate education, GE RIIPE”

RIIPE has a list of cases that includes 6 sections. The nomenclature was approved at a meeting of the Academic Council, which reflects the new structure (Minutes AC No. 1 of 09.10.18).

Documentation is prepared in accordance with ISO requirements. RIIPE is certified for compliance with the Quality Management System in relation to educational services ST RK ISO 9001-2016 (ISO 9001:2015).

The main internal regulatory documents of RIIPE are posted on the organization’s website, including a list of further education programs, a calendar plan, and requirements for students when enrolling in training. A system has been introduced to monitor and control office work, document flow, and perform functional duties in accordance with the job description of each employee in accordance with the staffing table, which is within the powers of employees of the department of strategic development, QMS, work with personnel and financial departments (protocol AC No. 1 of 09.10.18).

The departments prepare student registration logs, attendance and academic performance logs, where the acquired knowledge and skills are assessed at the end of the cycle in accordance with the requirements of the “Rules for the organization of educational and methodological work and postgraduate education of RIIPE.” After completing the training cycles, students in CDP programs receive a standard certificate.

Conclusions of the EEC on the criteria comply with 10 standards: completely -10.

Standard 4: HEALTH PROFESSIONALS (INDIVIDUALIZED PROFESSIONAL

DEVELOPMENT)

4.1 Motivation

The formation of a contingent of students of “RIIPE” LLP is carried out by accepting applications from a medical organization, individual applications (legal entities and individuals).

The organization has a policy for the recruitment and admission of students, which is called “Rules on the organization of the educational process” (dated March 14, 2022). The head of the Department of Postgraduate Education, Tertyubaeva Zhazira Orumbekovna, reported on the policy for enrollment of students. Approaches to accepting students are based on the requirements of the country and internal regulations, namely, on the basis of the Order of the Minister of Health of the Republic of Kazakhstan dated December 21, 2020 No. 303 “On approval of the rules for additional and non-formal education of specialists in the field of healthcare, qualification requirements for organizations implementing educational programs of additional and non-formal education in the field of healthcare, as well as rules for recognizing learning results obtained by healthcare professionals through additional and non-formal education” and the local regulatory document: “Rules on the organization of the educational process” (dated 03/14/2022), document “Policy for assessing the quality of implementation of work training programs for continuous professional development” (Minutes of the AC No. 1 of 09.10.18).

For the period 2019-2023 10,747 students were admitted to 130 additional and 18 non-formal education programs. All 10,747 students successfully completed the training. For example, the most popular programs were 32 programs, which admitted 48% of students in 2023.

At the same time, a balance is ensured between the existing potential of RIIPE and the opportunities for training and recruitment of students, scientific and technical activities, since RIIPE has the capabilities of patient-oriented training at clinical sites with highly qualified specialists. RIIPE has its own clinical base, located at Toraigyrov street 49/1, as well as 8 Agreements on joint activities - (Rakhat Clinic (Polyclinic Service); Rakhat Clinic (inpatient); Rakhat Clinic (maternity hospital); State Public Institution “Almaty Multidisciplinary Clinical Hospital”; MSE on the REM “City Clinical Hospital No. 7”, Almaty; Academy of Cosmetology “BeautyTechnology”; JSC “National Scientific Center for Surgery named after A.N. Syzganov”; Scientific Center for Public Health - SAQTASYN).

While selecting students, applicants' abilities are considered, such as responsibility for participation in programs and activities of continuous professional development.

In general, all criteria of standard 4 are met. The experts familiarized themselves with the documentation for the enrollment of students, including the “Rules on the organization of the educational process” (03/10/2022), “Reference guide for students” (10/21/21, “Academic policy in the field of CPD of healthcare professionals” (10/24/23). The experts had no comments on the documents compiled.

To assess the practice of academic counseling, personal support for students and the development of not only professional skills, the experts had a conversation with Tertyubaeva Zh.O., head of the Department of Postgraduate Education and asked students at 4 clinical bases that information about Calendar plan for advanced training cycles for specialists with higher and secondary medical pharmaceutical education (<https://mipo.kz/raspisanie/>). The PGE department of RIIPE provides advisory assistance to students of advanced training cycles when choosing a program topic. The educational programs of AT and seminars contain information about the forms and methods of training used in the implementation of the programs. During the training process, teachers motivate students to learn by conducting introductory and final monitoring of students' knowledge, using patient-centered training, and interactive forms of training.

The motivation system for students to enroll in additional and non-formal education programs is the high professionalism of the teaching staff, affordable tuition fees, training in on-site cycles not only in the territory of the Republic of Kazakhstan, but also in international programs in the near and far abroad, with the issuance of certificates and certificates of established sample, availability of clinical sites, incl. own, conducted in a hybrid format with elements of Distance learning, i.e. implementation

of the educational process through the OQUMED portal (medical service center) Portal of distance and face-to-face training for medical workers, students' access to an electronic library, constantly updated on the website and social networks (Instagram, Facebook) full information on the RIIPE website about additional and non-formal education.

RIIPE provides students with academic counseling and assistance in choosing educational programs and continuous professional development activities developed and approved by a collegial body. The Department of Postgraduate Education provides advisory assistance to students in determining the direction of CDP and choosing the duration of the cycle, and familiarizes them with the RIIPE Guide. In order to inform potential consumers of services, information letters are regularly sent to medical organizations offering training services for doctors and non-medical workers. Academic consulting: provision of reliable information about the quality of educational services, professional guidance of students, information about learning conditions, learning resources and monitoring of educational services is provided by internal regulatory documents. "Student Support Service" of RIIPE, developed in accordance with the requirements of the EP of additional education, provides students with academic counseling to provide reliable information about the quality of educational services, professional guidance for students, information about learning conditions, learning resources and monitoring of educational services. The calendar and thematic plan for advanced training cycles for specialists with higher and secondary medical and pharmaceutical education is annually posted on the website (<https://mipo.kz/raspisanie/>). When choosing program topics for applicants for advanced training cycles, the department of postgraduate education provides advisory assistance. RIIPE introduced on-site advanced training courses for practical healthcare workers in remote regions of the Republic of Kazakhstan. Short-term seminars and trainings were introduced in 15 specialties from 2019 to 2023, 1,403 students were trained.

To attract students, systematic work is carried out, positive feedback from employers, students, the exchange of positive information among specialists who have previously completed training at RIIPE, creates a positive image and reputation.

4.2 Teaching strategies

RIIPE in its development strategy promotes the development of the potential of each student's ability to systematically plan, implement and document training, based on practice, professional development, an individual plan for the further development of the student through implementation in practical healthcare (acts of implementation) with the participation of Academic staff, which is reflected in internal regulatory documents "Rules of educational and methodological work and postgraduate education of RIIPE" and "RIIPE Guide".

Educational strategies, learning and teaching methods include interactive and distance technologies, individual approach and serve to achieve the mission and final learning outcomes. During the training process, students develop the ability to systematically plan, carry out and document their learning, achievements, and mastery of skills, based on a practice-oriented approach using an individual approach based on digital technologies and programs. When organizing training, modern educational strategies are used - active learning methods, elements of distance learning, patient-centered learning and modern technologies. At the end of the training, students undergo end-of-course assessment using remote and digital technologies. While implementing EP in teaching, teachers use video lectures, Skype conferences, elements of telemedicine, zoom conferences, webinars, etc. Thus, the staff of the Department of Obstetrics and Gynecology and Therapy successfully implemented innovative treatment approaches in the educational process. The teaching staff has developed a monograph: "Gestational diabetes mellitus: simple about the complex: risk factors, diagnosis, prognosis and prevention. Step-by-step management algorithm." Authors: Nishanova F. P., Tozhieva I. M., Alieva T. D., Khaidarova F. A. (11/29/23, No. 10); "Fetal cardiotocography: simple about the complex", MD, Alieva T.D. (23.08.23, No. 7) and a master class on the topic: "Basics of ozone therapy" within the framework of non-profit educational institutions, 30 hours / 30 (credits) / 1 credit."

RIIPE implements distance learning through the OQUMED portal (medicine service center), a portal for distance and face-to-face training of medical workers. In general, educational programs

using distance technologies received positive feedback from students and were noted as convenient and accessible during the experts' visit.

4.3 Participation and influence of students in additional and non-formal education programs

At RIIPE, students of additional and non-formal education cycles are included in working groups, issues related to the mission, learning outcomes, educational program model, assessment methods, program evaluation and management, teachers, graduate students participate in the EMC (AC Protocol No. 1 from 10.09.18).

Students are provided with equal independent access to continuous professional development programs. In the form of academic counseling, issues related to the choice of study programs are considered, and employees of the Department of Science and Education individually advise potential students on the choice of topics and study conditions. Experts are convinced that "RIIPE" LLP provides support to students, focused on social, financial (discounts on training) and personal needs (a flexible training schedule is built for a specific student), support for professional guidance and career planning (through the content of advanced training programs, assistance in employment using the capabilities of RIIPE partners), as well as assistance in case of a professional crisis (application to a psychologist).

Meetings are regularly held with employers and heads of clinical sites to clarify the needs and requests of practical healthcare and update educational programs.

Experts noted that students are involved in the planning and implementation of continuous professional development through the construction of individual training, focusing on specific issues of the educational program, and mastering a specific practical skill. Issues related to learning outcomes, educational program models, assessment methods, program evaluation and management are discussed through survey feedback. During the interviews, students noted that after completing their training, they always have the opportunity to contact the teachers of RIIPE for advice on a specific patient or clinical situation.

RIIPE invites health professionals to participate in working groups to discuss issues related to mission, learning outcomes, educational program model, assessment methods, program evaluation and management.

Participation in and influence on additional education programs is carried out through a survey of students, on the RIIPE website, as well as through the educational and methodological council at various meetings.

4.4 Working conditions

Material and technical equipment of RIIPE has 5 equipped classrooms (capacity 30 people), 1 computer class, a library reading room with 80 seats (30 of them with computers with Internet access and access to international databases and electronic databases of the rental library). Hall for a conference for 50 people, high-speed Internet 45 GB/s, separate telephony system, WI-FI zone. RIIPE has created comfortable conditions for students of advanced training cycles to obtain theoretical and practical skills.

RIIPE teachers provide an individual approach in developed educational programs for CDP of medical and pharmaceutical personnel, which can design training in accordance with the characteristics of a specific clinical base (clinic or research center) and its resource capabilities (highly specialized care or primary care). The concluded agreements between RIIPE and accredited medical organizations indicate the provision of safe working conditions.

In all specialties, computer programs and individual assignments are widely used; the development of advanced education and non-formal education programs is carried out using various forms of training, with separation or partial separation from production. Non-formal education of healthcare personnel at RIIPE is carried out in the form of: seminars, master classes, trainings, webinars, online courses, internships, the duration of training is determined by the MEO independently. Practice bases are equipped with modern equipment, practical classes are conducted by specialists from clinical bases.

The experts concluded that RIIPE has created favorable conditions for training students, including practical training, has its own clinical base, 8 agreements on joint activities with leading clinics in Almaty.

“RIIPE” LLP has created safe conditions for independent learning, there is an opportunity to participate in consultations, professional conferences and discussions. Instructions are provided on safety precautions and compliance with all internal regulations.

Conclusions of the EEC on the criteria. Complies with 11 standards: completely -11.

Standard 5: Academic Staff

5.1 Faculty Admission Policy

The human resource consists of 85 Academic staff employees working under a service agreement, of which 24 are professors, 42 associate professors, 19 assistants.

Educational and research activities of RIIPE are implemented in 25 departments in 125 educational programs in advanced training cycles for practical healthcare specialists and scientific personnel. In total there are 116 Academic staff, of which are Doctor of Medical Sciences – 26, Ph.D. – 42, Master – 8.

Experts are familiar with the personnel policy of RIIPE (dated 01/09/23), which is aimed at continuous development and training at the expense of RIIPE, development of selection criteria, training of personnel and rewarding them; formation and strengthening of corporate culture, motivation and stimulation of employees. **The policy of activity, development and promotion of employees taking part in the implementation of educational programs meets the requirements for Academic staff** complies with the Charter and the Personnel Policy Program of RIIPE.

Persons who meet the qualification requirements for staffing are allowed to conduct additional and non-formal education, which are approved by order of the Minister of Health of the Republic of Kazakhstan dated December 21, 2020 No. RK MOH-303/2020 “On approval of the rules for additional and non-formal education of specialists in the field of health care, as well as the rules recognition of learning outcomes obtained by health professionals through additional and non-formal education.”

In order to verify the data of standard 5, experts obtained the opinion of teachers on personnel policy, which includes conducting an analysis of staffing levels, revising qualification requirements for personnel and job descriptions. A conversation with the HR and QMS manager L. Nurgalieva provided the experts with documents on the criteria for selecting employees, forms of incentives and rewards for work. The experts came to the conclusion that the strategy and tactics for admitting Academic staff and the information security of the educational process are carried out at a high level. *At RIIPE teachers have the opportunity to engage in scientific work and publish research results.*

When surveying teachers, it was found that the majority (93.55%) were completely satisfied with the organization of work and the workplace in this educational organization, 6.45% were partially satisfied. In this educational organization, teachers have the opportunity to engage in scientific work and publish the results of research work - 90.32% completely agree, 6.45% partially agree.

5.2 Faculty Commitment and Development

In order to verify the data of standard 5, during a meeting with the head of the HR department and during interviews with teachers, experts received an opinion on approaches to developing the pedagogical competence of teachers, motivation to work with students, and mentoring, which includes training, development, support and evaluation of teachers’ activities. The management of RIIPE supports the initiatives of Academic staff and uses the practice of encouraging the educational and scientific activities of teachers. The administration uses means of moral encouragement (gratitude).

The experts received answers about the program for advanced training of teachers, which is carried out annually, and teachers participating in the implementation of educational programs of additional education, as well as the development of teachers’ competencies (methods, technologies). Experts are presented with certificates and programs where employees participating in training are proficient in teaching methods.

Experts have found that teachers develop in students 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 - 87.1% of surveyed teachers responded, and 12.9% partially agreed with this. Studied in professional development programs - 25.81% during a given year, 51.61% from 1 to 5 years ago, 3.23% over 5 years ago and 3.23% answered "I don't remember when It was".

The organization implements social support programs for teachers - 74.19% answered that "yes, such programs exist", 16.13% "I have already taken advantage of this", 3.23% of respondents answered that no, and 6.45% of respondents don't know about it.

Conclusions of the EEC on the criteria. Complies with 9 standards: fully – 9.

Recommendations for improvement:

- 1) To plan and conduct training for teachers on teaching qualifications.

Standard 6: EDUCATIONAL RESOURCES

6.1 Material and technical base

To implement additional education programs, RIIPE owns two buildings located at st. Toraigyrova 49/1 – 6-storey building of 2443 m² and in the "Comfort" residential complex 530 m²

RIIPE has 5 fully equipped classrooms (with a capacity of 30 people or more), 1 computer class, a library reading room with 80 seats (30 of them with computers with Internet access and access to international databases and electronic rental library databases).

RIIPE has a lecture hall - 18 m²; auditoriums for practical and seminar classes - 3, scientific and methodological rooms equipped with 10 new generation computers, printers, scanners, 3 multimedia projectors, united by a local network and connected to the Internet. The classroom area in educational buildings is 287.3 m². There is a conference room for 50 people, high-speed Internet 45 GB/s, a separate telephone system, and a WI-FI zone.

There is a canteen and a dormitory. RIIPE has its own laboratory.

RIIPE has permission to handle pathogenic biological agents III dated December 5, 2023. KZ75VM00006101.

Students, teaching staff and employees of RIIPE have the opportunity to use free of charge the scientific platforms of databases and resources ThomsonReuters, Springer, Scopus, provided by the "National Center for Scientific and Technical Information" JSC at the initiative of the Ministry of Education and Science of the Republic of Kazakhstan, on the basis of a national license. In addition, students and employees can use Springer electronic resources not only within the walls of RIIPE, but also online. The rental library of RIIPE is connected to 3 electronic resources: Web of Science (Thomson Reuters); Kazakhstan National Electronic Library; Springerlink.

Students' practical skills are trained in the Simulation Center on the basis of its own clinic, the total area of which is more than 200 m², 530 m² in the "Comfort" residential complex.

At the end of training cycles and seminars, an anonymous survey of students (feedback) is carried out on questions of satisfaction with the educational process: compliance of material and technical equipment at clinical sites, training conditions, use of modern technical teaching aids, analysis of the need for subsequent training on the basis of RIIPE. 98% of students are satisfied with the material and technical base.

6.2 Training bases

Experts believe that the clinical bases of RIIPE fully provide the necessary conditions for students to master practical skills.

A review of the resources showed that they are modern and correspond to the goals and objectives of educational activities in continuous professional development. The experts visited the clinics of the RIIPE, the Scientific Center for Public Health - SAQTASYN, and City Clinical Hospital No. 7.

Employees demonstrate collegial and ethical relationships with medical staff, management, and students to achieve the final results of student training (this fact was confirmed by a survey of teachers and students). Experts noted a sufficient number of thematic patients and modern equipment.

During the visit to RIPE, students were asked questions about satisfaction with training, sufficient time to develop practical skills, satisfaction with teaching methods and qualifications of teachers, social and moral support for students in need, and availability of resources from international databases of professional literature. In general, students were satisfied with the training, assessment methods, and purposefully wrote an application to this organization, because they believe that the educational organization has good resources, image and international connections.

Experts studied such student documents as 8 personal files of students of advanced training cycles on the topics: “Current issues of medical rehabilitation in medical practice”, “Methodology of medical education”, “Modern aspects of diagnosis and treatment of gynecological diseases”, “Disinfection, disinsection, deratization”, examination papers.

6.3 Information technology

RIPE has a computer class with 6 seats, a lecture hall with 25-30 seats, and an electronic library room with 6 seats.

RIPE has an official *website* (www.mipo.kz). The website reflects general information about the institute, mission, goals and objectives, information (Academic Council) (branches, departments, etc.).

Program of distance and face-to-face training for medical workers on the OQUMED platform (medical service center) Internet technologies are used in organizing independent work for students (familiarization with theoretical materials, performing independent work). A computer class has been created for computer monitoring when students are tested during the end-of-course assessment.

6.4 Interaction with colleagues

RIPE students manage patients in the advisory and rehabilitation department, work in the emergency department, supervise patients at the level of a day hospital, ambulatory surgery center, 24-hour hospital, participate in advisory examinations of patients from other medical institutions, in weekly workshops and scientific and practical conferences, work in multidisciplinary teams, which provides them with sufficient experience of working in a team, both with colleagues in their main specialty and with specialists from other areas of healthcare.

During the interview, all teachers noted that students have free access to patients of RIPE and all conditions for improving practical skills.

Students have free access to patients at clinical sites and all conditions for improving their practical skills - 92.59% of teachers completely agree with this, 3.7% partially agree, 3.7% did not answer.

6.5 Formal and non-formal types of learning

RIPE has concluded agreements with medical centers and universities, and foreign clinics: State-financed health institution “Volgograd Regional Clinical Perinatal Center No. 2” Russia; MIOT Privat Limited India Chennai; Institute of Genetic Resources under the National Academy of Sciences of Azerbaijan; AC institute of international education Chudenicka 30, Prague 10 Czech Republic; Russian Cancer Research Center named after N.N. Blokhin, Russia; Bremerburg company Germany; North-Western State Medical University named after I.I. Mechnikov, Ministry of Health of the Russian Federation St. Petersburg; ISU ISTINYE UNIVERSITETI, HISAR INTERCONTINENTAL HOSPITAL; LIV HOSPITAL; “Memorial” Medical Center Türkiye (Istanbul); Emazing, spletnestoritve, d.o.o. Slovenia; Scientific Research Institute of Clinical Medicine of Tbilisi; Federal State Budgetary Educational Institution of Higher Education "Samara State Medical University"; Private educational institution of higher education "St. Petersburg Medical and Social Institute"; University of Wissen, Zurich Switzerland; Open Bridges Education and Consulting.U. Austria; Soon Ghun Hyang University hospital Seoul Korea.

6.6 Research and scientific achievements

In order to improve the educational process, RIPE has been holding a scientific and practical conference since 2022 on the topic: “Women’s health is the health of the nation.” RIPE employees are

members of the EMC of Additional and Continuing Professional Education.

On March 15, 2024, RIIPE received a certificate of conformity for the Quality Management System in relation to educational services ST RK ISO 45001-2019 (ISO 45001:2018) "Occupational safety and health management systems. Requirements and guidelines for use" Scope of management system certification is educational activities, CCEA Code 85. 42.2.

Stimulation of employee work is carried out through mechanisms of material and non-material motivation.

6.7 Training in alternative educational organizations

RIIPE, in accordance with signed memorandums, implements training for students abroad. So, from 2019 to 2023. 134 practical healthcare doctors were trained: in South Korea – 8 doctors in the specialty "Obstetrics and Gynecology", in South Korea and Turkey 56 doctors in management; There are 4 ultrasound doctors in Turkey.

Conclusions of the EEC on the criteria. Correspond to standard 15: completely -15.

Standard 7: EVALUATION OF COMPLEMENTARY AND NON-FORMAL EDUCATION PROGRAMS

7.1 Mechanisms for monitoring and evaluating educational programs

The system for monitoring the quality of continuing education programs at "RIIPE" LLP is carried out continuously and is adjusted in accordance with the requests and professional interests of stakeholders (students, employers, partners, heads of clinical sites). Examination, monitoring and improvement of EP is carried out by EMC. Assessment of students' achievements in the EP is carried out through basic, current and final control, which is confirmed by test reports, and to adjust the topics in the EP, a survey is carried out. The results obtained are discussed at EMC meetings. The scientific and technical activities of "RIIPE" LLP are based on the Certificate of Accreditation of the Ministry of Education and Science of the Republic of Kazakhstan dated August 25, 2021. 2 EPs have specialized accreditation. Also, a quality management system has been developed and implemented in relation to educational services, which is confirmed by the Certificate ST RK ISO 9001-2016 (ISO 9001:2015) and indicates the quality of the educational process.

7.2 Feedback

At "RIIPE" LLP, feedback (form surveys) is carried out regularly (at the end of training in EP programs) in order to assess the level of student satisfaction. During the period of training (2019-2023), 89 students were interviewed and at the end of 2023 it was found that 90% of students were satisfied with the topics of the EP, new knowledge was obtained - 92%, saturation of relevant information - 90%, the volume of material presented was sufficient - 91%, easy comprehension of the material - 66%, satisfaction with the work of Academic staff - 84%, level of consultation from teaching staff and employees - 91.9%. There is a "Book of Reviews" for listeners, where everyone can voluntarily leave their feedback. On the website of "RIIPE" LLP there is a blog of the rector for requests for improvement of EP programs and thanks. There are no negative reviews or information. The presence of feedback contributes to a better understanding of the current needs of students and teaching staff, and is systematic when making changes to AE programs. Feedback is also provided through official sources (information and analytical reports, oral wishes) and informal ones (surveys, conversations with listeners, collection of complaints and suggestions, forum and blog information, etc.).

To identify the compliance of the educational program with the real requirements of the labor market, and opportunities for its improvement, RIIPE assesses the degree of satisfaction of employers in training specialists in advanced training cycles. Thus, as a result of feedback from employers, specialists who have completed training are assessed at their workplaces for the degree to which their competencies correspond to their positions and receive 100% positive ratings.

The interview with 8 employers was conducted online and included questions such as: knowledge of the mission of the educational organization, 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 training students through mentoring, providing the department and students with the necessary resources for practical training and the formation of clinical thinking, about the problems of interaction with teachers in particular, and with the organization as a whole, etc.

Conclusions of the EEC on the criteria. Comply out of 10 standards: fully - 9, partially - 1, do not comply - 0

Recommendations for improvement:

- 1) To ensure wider involvement of stakeholders in the evaluation of educational programs.

Standard 8: ORGANIZATION

8.1 Do Documentation and needs for planning additional and non-formal education

RIIPE has a process for managing the educational process, which is provided by structural divisions. The organizational structure is reviewed and updated annually and the planned update will be in December 2024. A structural unit - the Department of Postgraduate Education - is directly responsible for additional and non-formal education. During the work of the EEC, a meeting was held with the Scientific and Clinical Department, the QMS department, with managers and some employees and Academic staff of clinical bases. EPs are analyzed and regularly revised with the participation of listeners, the opinions of employers and other interested parties. The information is summarized, the EP is adjusted and improved to ensure its relevance. Current aspects of the EP are brought to the attention of listeners. The process of managing the educational process is confirmed by the “Rules for organizing the educational process”, regulations, contracts, orders, protocols of decisions of the AC and EMC, EP, CTP, work plans of structural units, job descriptions of Academic staff and employees.

For the EP, policies and procedures have been developed to attract, admit and retain a contingent of students, the conditions for admission to the EP and the conditions to access to the EP have been formulated. Self-supporting cycles are carried out in an on-site format on the basis of agreements with health care facilities, educational organizations, individuals, etc., and individual training schedules are created as applications are received from medical organizations.

Completion of training is confirmed by records of the issuance of certificates and certificates, which are recorded in the “Journal of records and issuance of certificates.” EP are continuously (annually) improved and updated taking into account the needs of the labor market and the requests of employers. “RIIPE” LLP has introduced principles and approaches to annual assessment of management and employees regarding the achievement of the mission.

8.2 Academic leadership and administration

The Department of Postgraduate Education is engaged in additional and non-formal education and the implementation of EP of additional education. And this is demonstrated by the indicators from 2019 to 2023 - 10,747 students were trained in 30 EP cycles of AT: 2019 – 3001; 2020 – 1383; 2021 – 2679; 2022 – 968 and 2023 – 2716. EPs undergo discussion and examination at the level of the department and the EMC. The development plans of all departments correspond to the mission, strategy, policy and are determined by the organizational structure and staffing table, which makes it possible to meet the needs for solving a set of key issues and implementing processes.

To the survey question “Do the leaders of the organization listen to your opinion regarding issues related to the educational process, research work, clinical/practical work,” 80.65% of teachers answered that systematically, 12.9% answered “sometimes,” 3.23% “quite rarely”, 0% “never”.

8.3 Allocation of budget and resources for training

The financial and economic activities of “RIIPE” LLP are built on the basis of the Accounting Policy and are aimed at ensuring financial stability and solvency for its obligations, increasing income, stability of salaries of employees and teachers, strengthening the material and technical base and is carried out in accordance with the legislation of the Republic of Kazakhstan. The financial strategy of RIIPE corresponds to the strategic development plan and provides financial

resources for activities related to the implementation of educational programs in all areas. Budgeting is discussed at AC meetings. Ensuring the implementation of the EP consists of the salary fund of teachers, providing students with educational resources (educational and scientific literature, access to the Internet and international information databases, information and communication technologies), strengthening the program through invited foreign teachers, the opportunity for students to participate in international and republican conferences, seminars. Income is generated from revenues from paid types of educational services. Expenses are formed from wage payments, settlements with the budget for mandatory types of payment, costs of maintaining the institute, purchasing scientific and methodological literature, assets, business and other costs.

Analysis of financial indicators showed insufficiency for the provision of material and technical equipment and the development of information networks. During the EEC, we were familiarized with contracts, training orders, and prices for available equipment.

8.4 Management of educational programs

The process of administering educational activities and the process of managing additional and non-formal education programs at “RIIPE” LLP is monitored by the Department of Postgraduate Education and the AC and is carried out annually by making adjustments to the EP in terms of elective disciplines of specialties. Stakeholders are involved in the process of monitoring and evaluating EP, the results of “feedback” from students, Academic staff, and employers are analyzed in order to timely eliminate deficiencies, further improve programs, and make management decisions. All types of reporting: reports on the implementation of the operational and strategic plan, analysis by management, on the efficiency and effectiveness of processes, etc. are brought to the attention of all stakeholders at management meetings. The process of interaction and continuity between different departments, clinical bases (MIPO Clinic, Almaty Multidisciplinary Clinical Hospital, Almaty Emergency Hospital, “Rakhat” stretch of clinics (dentistry, pediatrics, obstetrics and gynecology), City Clinical Hospital No. 7, Institute Surgery, Scientific Center of Public Health - SAQTASYN) is carried out on the basis of Agreements on joint activities and EP on priority AT topics. This process is based on a multidisciplinary approach and meets the requirements of practical healthcare and the needs of students.

Conclusions of the EEC on the criteria. Complies out of 10 standards: completely – 10.

Recommendations for improvement:

- 1) Additional targeted funding for the development and improvement of activities.
- 2) Optimization of the management model of educational programs taking into account the principles of academic leadership.

Standard 9: CONTINUOUS RENEWAL

In accordance with the Mission and Strategic Development Plan, RIIPE envisions further development with international organizations in the field of additional professional education and development of EP. The renewal process is based on adapting the mission and goals to the level of socio-economic and cultural development of society, on improving the EP management model, on incorporating new knowledge, concepts, teaching methods, assessing knowledge and excluding outdated ones, on improving student training and personnel policies, strengthening educational resources, to improve the processes of monitoring and evaluation of programs, management structure, taking into account an accredited own clinic. Memorandums on joint work with foreign specialists from South Korea, Turkey, Russia, Azerbaijan, Austria, Georgia, the Czech Republic were signed, which allows RIIPE to conduct short-term seminars, exchange experiences, borrow new technologies, improve management, improve technologies for diagnosing and treating various diseases at the PHC. The EP is adjusted annually taking into account the needs of the healthcare system and society. Monitoring of the implementation of the EP is carried out by analyzing the annual reports of the departments and through a survey of stakeholders. This is reflected in the changes and additions to the

CTP for specialty disciplines. The Academic staff and the AC initiate procedures for regular review and revision of the structure of the EP and the management functions of the EP for the future year.

Conclusions of the EEC on the criteria. Compliant out of 5 standards: fully – 5.

Recommendations for improvement:

- 1) Development and implementation of educational programs for certification courses.
- 2) To develop the OquMed portal for both face-to-face and distance learning


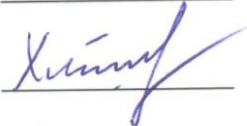


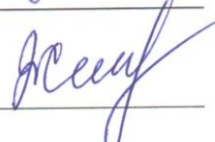
Thus, while conducting an external institutional evaluation, out of 92 accreditation standards, compliance with 91 accreditation standards was established, including 62 basic standards and 29 improvement standards. 62 basic standards and 1 standard improvement were partially implemented. No non-compliance with standards has been identified. Compliance with improvement standards testifies to the achievements of RIPE in such areas as an innovative full-cycle scientific, educational and diagnostic cluster with its own laboratory and clinical base, participation in public policy issues on the further development of healthcare infrastructure based on public-private partnerships, international partnerships with the world's leading medical universities, research centers with technology transfer and prerequisites for the development of medical tourism, which confirms the implementation of the accreditation standard and demonstrates the goals, objectives and prospects of the organization.

5. Recommendations for improving the institutional activities of the “Research International Institute of Postgraduate Education” LLP:

1. To plan and conduct teacher training on teaching qualifications.
2. To ensure wider involvement of stakeholders in the evaluation of educational programs.
3. Additional targeted funding for the development and improvement of activities.
4. Optimization of the educational program management model taking into account the principles of academic leadership.
5. Development and implementation of educational programs for certification courses.
6. To develop the OquMed portal for both face-to-face and distance learning.

6. Recommendation to the ECAQA Accreditation Council

The members of the EEC established the compliance of the main activities of the “Research International Institute of Postgraduate Education” LLP with the Accreditation Standards and came to a unanimous opinion to recommend that the ECAQA Accreditation Council, to accredit this organization for a period of 5 (five) years.

Chairman	Asenova Lyazzat Khasenovna	
Foreign expert	Khakimkhodzhaev Zufar Shavkatovich	
Academic expert	Ramazanova Sholpan Khamzaevna	
Expert listener	Khadzhieva Aiman Berikkalievna	
Expert employer	Kalibekova Gulnara Zarkynbekovna	

Профиль качества и критерии внешней оценки организации образования
(обобщение)

Standard	Критерии оценки	Количество стандартов	Базовые стандарты/ Стандарты улучшения	Оценка		
				Полностью соответствует	Частично соответствует	Не соответствует
1.	МИССИЯ И КОНЕЧНЫЕ РЕЗУЛЬТАТЫ	9	7/2	7/2		
2.	ОБРАЗОВАТЕЛЬНЫЕ ПРОГРАММЫ	13	9/4	9/4		
3.	ОЦЕНКА КОМПЕТЕНЦИЙ СЛУШАТЕЛЕЙ И ДОКУМЕНТАЦИЯ	10	7/3	7/3		
4.	СПЕЦИАЛИСТЫ ЗДРАВООХРАНЕНИЯ (ИНДИВИДУАЛЬНОЕ ПРОФЕССИОНАЛЬНОЕ РАЗВИТИЕ)	11	8/3	8/3		
5.	ПРЕПОДАВАТЕЛИ	9	4/5	4/5		
6.	ОБРАЗОВАТЕЛЬНЫЕ РЕСУРСЫ	15	10/5	10/5		
7.	ОЦЕНКА ПРОГРАММ ДОПОЛНИТЕЛЬНОГО И НЕФОРМАЛЬНОГО ОБРАЗОВАНИЯ	10	5/5	5/4	0/1	
8.	ОРГАНИЗАЦИЯ	10	7/3	7/3		
9.	НЕПРЕРЫВНОЕ УЛУЧШЕНИЕ	5	5/0	5/0		
	Итого:	92	62/30	62/29	0/1	
				92		

**Список документов, изученных членами ВЭЖ в рамках проведения внешней оценки
организации образования**

№	Наименования документов	Количество
1.	Стратегический план на 2022-2026 гг.	Утвержден 29.11.2021г.
2.	Приказы ректора «О составе Ученого совета»	№5 от 25.04.2022г.
3.	Сертификаты аккредитаций клинических баз	Клиника МИПО – аккредитация от 20.12.2023 г. НЦОЗ Сактасын – готовятся к аккредитации Институт хирургии – от 14.06.2023г. Клиника Рахат – от 24.12.2021г. ГКБ № 7 – от 29.09.2021г. ГП №17- 29.09.2021г. ГБСНП – 24.12.2021г.
4.	Устав ТОО НИМИПО	Утвержден 08.02.2021г.
5.	Свидетельство о государственной перерегистрации юридического лица	19.02.2021г.
6.	План работы Учебно-методического отдела на 2024 г.	Утвержден 28.12.2023г.
7.	Отчет о деятельности института	Протокол УС № 13 от 20.12.2023г.
8.	Организационная структура	Утверждена Протокол УС №13 от 20.12.2023г.
9.	Правила об организации образовательного процесса	10.03.2022г.
10.	Академическая политика в области НПП специалистов здравоохранения	Протокол УС №9 от 24.10.2023г.
11.	Кодекс этики НИМИПО	01.06.2022г.
12.	Должностная инструкция заведующего кафедрой	21.10.2021г.
13.	Должностная инструкция доцента	21.10.2021г.
14.	Должностная инструкция ассистента	21.10.2021г.
15.	Положение о кадровой комиссии НИМИПО	09.01.2023г.
16.	Личное дело проректора по науке и стратегическому развитию Доскожаевой С.Т.	2024 г.
17.	Личное дело Личное дело заведующего кафедрой Алиевой Т.Д.	2016 г.
18.	Справочник путеводитель для слушателей	21.10.2021г.
19.	Положение о научно-клиническом совете	28.04.2022г.
20.	Образовательная программа: ОКС	23.02.21 г.
21.	Образовательная программа: Интенсивная терапия острой кровопотери, в т.ч. в акушерской практике	23.02.21 г.
22.	Образовательная программа: Врачебный контроль в реабилитации и спортивной медицине	23.02.22 г.
23.	Образовательная программа: Базовый курс по дентальной имплантологии	27.08.23 г.
24.	Журнал инструктажа по ТБ	2023 г.

25.	Протокол заседания учебно-методического совета по обсуждению и утверждению Отчета и плана по учебно-методической работе	№ 10 от 22.12.23 г.
26.	Договор о совместной деятельности НИМИПО с ТОО Клиника МИПО	№ 2 от 09.01.23 г.
27.	Договор о совместной деятельности НИМИПО с Городской клинической больницей № 7 г. Алматы	№ 38 от 01.02.23 г.
28.	Договор о совместной деятельности НИМИПО с ТОО «Научный центр общественного здравоохранения SAQTASYN (САКТАСЫН)»	№ 2 от 01.02.23 г.
29.	Договор о совместной деятельности НИМИПО с ТОО «Институт хирургии»	№ 46 от 25.12.23 г.
30.	Договор о совместной деятельности НИМИПО с ТОО «Клиника Рахат»	№ 48 от 09.02.23 г.
31.	Зачетная ведомость повышения квалификации: Общие сестринские технологии	09.12.23 г.
32.	Зачетная ведомость повышения квалификации: Актуальные вопросы медицинской реабилитации в практике врача	25.12.23 г.
33.	Зачетная ведомость повышения квалификации: Современные аспекты диагностики и лечения гинекологических заболеваний	25.12.23 г.
34.	Образец сертификата по семинару BLS (Базовая сердечно-легочная реанимация)	№ 0209 от 17.05.23 г. (10 ЗЕ, 30 кредитов)
35.	Приказ о зачислении слушателей на цикл повышения квалификации «Замануи қоғамдық денсаулық сақтау», 120/4	№ 26 от 08.08.23 г.
36.	Приказ о зачислении слушателей на цикл повышения квалификации «МСАҚ деңгейінде ішкі ағзаларын диагностикалау мен емдеудің замануи әдістері», 120/4	№ 112-П от 11.12.23 г.
37.	ОП: «Методология медицинского образования». Кафедра Педагогика и психологии: 26.02-11.03.24 г. Продолжительность: 120/4	2023 г.
38.	Отзыв от слушателя Жантеевой Л.А. по циклу ПК «Методология медицинского образования»	11.03.2024 г.
39.	ОП: «Современные аспекты диагностики и лечения гинекологических заболеваний». Кафедра Акушерское дело: 13.11-25.11.23 г. Продолжительность: 120/4	2023 г.
40.	Личное дело слушателя: Балтаева М.Е.	Цикл ПК: Актуальные вопросы медицинской реабилитации в практике врача, 26.09-09.10.2023г.
41.	Личное дело слушателя: Калиева М.М.	Цикл ПК: Актуальные вопросы медицинской реабилитации в практике врача, 26.09-09.10.2023г.
42.	Личное дело слушателя: Кусымжанов С.М.	Цикл ПК: Методология медицинского образования, 26.02.2024-11.03.2024г.
43.	Личное дело слушателя: Макажанов М.А.	Цикл ПК: Методология медицинского образования,

		26.02.2024-11.03.2024г.
44.	Личное дело слушателя: Иманкулова А.П.	Цикл ПК: Современные аспекты диагностики и лечения гинекологических заболеваний, 13.11-25.11.2023г.
45.	Личное дело слушателя: Байбулекова Д.Т.	Цикл ПК: Современные аспекты диагностики и лечения гинекологических заболеваний, 13.11-25.11.2023г.
46.	Личное дело слушателя: Атакельдиева Б.К.	Цикл ПК: Дезинфекция, дезинсекция, дератизации
47.	Личное дело слушателя: Гумеров Т.М.	Цикл ПК: Дезинфекция, дезинсекция, дератизации

Программа
посещения Внешней Экспертной Комиссии НУ «Евразийского Центра Аккредитации и обеспечения качества образования и здравоохранения» (ЕЦА) ТОО «Научно-исследовательский Международный институт последипломного образования» в рамках институциональной аккредитации на соответствие Стандартам институциональной аккредитации организаций дополнительного и неформального образования
г.Алматы, ул.Торайгырова 49/1
даты внешней оценки: 10-11 апреля 2024 года

Время	МЕРОПРИЯТИЕ	ПРИМЕЧАНИЕ
День заезда членов ВЭК – 09 апреля 2024 г.		
Первый день визита – 10 апреля 2024 г. (среда)		
08:40	Сбор членов ВЭК в НИМИПО. Комната для совещаний членов ВЭК (каб.№ 306 малый конференц зал)	Транспорт, встреча и сопровождение
09:00-09:15 (15')	Совещание членов ВЭК Обсуждение программы и графика посещения в 1-й день визита <i>ул.Торайгырова 49/1, 3 этаж, каб. № 306 малый конференц зал</i>	Стандарты аккредитации
09:15-10:00 (45')	Встреча с руководством НИМИПО. Презентация работы НИМИПО за 5 лет. Стратегия, наука, перспективы развития. Финансирование образовательного направления. Обзорная презентация – Тертюбаева Жазира Орумбековна – руководитель департамента последипломного образования <i>ул.Торайгырова 49/1, 3 этаж, каб. № 312 конференц зал</i>	<i>Стандарты 1,2,3,4,5,6,7,8,9</i>
10:00-10:30 (30')	Беседа с руководителем Ректор, д.м.н., профессор Толемисова Арай Магауияновна <i>ул.Торайгырова 49/1, 3 этаж, каб. № 306 малый конференц зал</i>	
10:35-11:15 (40')	Встреча с преподавателями НИМИПО <i>ул.Торайгырова 49/1, 3 этаж, каб. № 312 малый конференц зал</i>	
11:20-12:00 (40')	Обзор ресурсов для образовательных программ <i>ул.Торайгырова 49/1, 3 этаж, каб. № 306 малый конференц зал</i>	
12:00-12:20 (20')	Встреча с проректором Доскожаевой С.Т. д.м.н., профессор, заведующая кафедрой инфекционных болезней и детских инфекции	

	<i>ул.Торайгырова 49/1, 3 этаж, каб. № 306 малый конференц зал</i>	
12:20-12:35 (15')	Совещание ВЭК. Обмен мнениями.	
12:35-13:00 (25')	Видеовстреча с партнерами НИМИПО	
13:00-14:00	Перерыв на обед	
14:00-15:00 (60')	Посещение клинической базы Научный центр общественного здравоохранения-SAQTASYN (САКТАСЫН) Повышение квалификации «Основы физической медицины и реабилитации», Мырзагулова А.О. <i>ул.Каппарова 167 (Аль-Фараби 128/8)</i>	Трансфер в клинику
15:00-15:30 (30')	Изучение документации в соответствии со стандартами аккредитации	
15:30-16:05 (35')	Интервью со слушателями Посещение практического занятия Семинар «Перинатальная психология», Сатыбалдина М.Б. <i>ул.Торайгырова 49/1, 3 этаж, каб. № 312 конференц зал</i>	
16:10-16:40 (30')	Интервью с работодателями слушателей НИМИПО	
16:40-17:10 (30')	Международное сотрудничество и интеграция в образовательный процесс	
17:10-17:25 (15')	Анкетирование обучающихся и преподавателей (проводит наблюдатель от ЕЦА)	
17:25-18:00	Завершение 1-го дня внешней экспертной оценки. Обмен мнениями.	
Второй день визита – 11 апреля 2024 г. (четверг)		
08.40	Сбор членов ВЭК	
09:00-09:15 (15')	Совещание членов ВЭК. Обсуждение программы и графика визита во 2-й день	
09.15-9.45 (30')	Клиника МИПО, посещение клинических баз. Посещение лаборатории.	
09:45-10:45 (60')	Посещение клинической базы «Городская клиническая больница №7» <i>ул. Аспандиярова 78</i>	Трансфер в клинику
10:45-11:00 (15')	Совещание ВЭК. Обмен мнениями.	
11:00-11:30 (30')	Изучение документации и встречи с сотрудниками НИМИПО по запросу членов ВЭК	
11:30-12:30 (60')	Посещение клинической базы «Клиника МИПО» Посещение практического занятия Повышение квалификации «Алгоритмы оказания первой неотложной помощи, BLS, ACLS, PALS, PHTALS», Ташенов Д.К.	Трансфер в клинику

	<i>ул.Гагарина 309 ЖК Комфорт</i>	
12:30-13:00 (30)	Проектирование отчета ВЭК: разработка рекомендаций Заполнение индивидуально каждым членом ВЭК Профиля качества и критериев внешней оценки НИМИПО на соответствие стандартам аккредитации ЕЦА. Обсуждение рекомендаций ВЭК.	
13:00-14:00	Обед	
14:00-14:20 (20')	Библиотека, сайт, социальные сети	
14:20-15:00 (40')	Заполнение индивидуально каждым членом ВЭК Профиля качества и критериев внешней оценки НИМИПО на соответствие стандартам аккредитации ЕЦА. Обсуждение рекомендаций ВЭК.	
15:00-15:30	Ознакомление руководства НИМИПО с результатами работы экспертов и рекомендациями по аккредитации	
15:30	Завершение работы внешней экспертной комиссии	