

**ANALYSIS
OF THE RESULTS OF INITIAL EVALUATION REPORT ON SELF-ASSESSMENT,
EXTERNAL EXPERT EVALUATION OF ORGANIZATIONS OF ADDITIONAL
EDUCATION (CPD) CONDUCTED BY THE NON-PROFIT INSTITUTION
"Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health
care" (ECAQA)
FOR THE PERIOD OF 14.05.2018 – 18.10.2019**

The results of the primary examination of reports on the institutional self-assessment of 22 organizations of additional education (CPD) are analyzed. Institutional accreditation of CPD organizations in healthcare has begun since the beginning of 2019 in connection with the introduction of the requirements of the Ministry of Education and Science of the Republic of Kazakhstan (amendments and additions to the "Law on Education of the Republic of Kazakhstan" dated July 4, 2018) and the Ministry of Health of the Republic of Kazakhstan (order No. 595 dated October 31, 18).

The institutional accreditation procedure included requirements for the writing of a self-assessment report, external expert evaluation and decision-making by the ECAQA Accreditation Board.

Considering that additional education in the Republic of Kazakhstan is not a licensed type of activity, and permits for the opening of private enterprises and institutions are freely issued by the Ministry of Justice of the Republic of Kazakhstan, there were no mechanisms for assessing the quality of training for health professionals, paramedics and non-medical workers before the introduction of the requirement for institutional accreditation. Previously, such organizations were not subjected to any checks, audits, examination of the quality of work and the adequacy of resources, including personnel, teaching and logistics.

Goal: analysis of the quality of the procedure for institutional accreditation of organizations of additional education.

Tasks:

1. Assessing the quality and completeness of writing institutional self-assessment reports;
2. Identifying problems in conducting institutional self-assessment;
3. Identifying problems when working with institutional accreditation standards;
4. Evaluation of the work of an external expert commission;

Methods:

1. Analysis of the content and design of reports on institutional self-assessment;
2. Examining the quality of expert reviews of institutional self-assessment reports;
3. Interviewing the members of the working group on the institutional self-assessment of the organization of additional education;
4. Analysis of the results of the questionnaire survey of employees of additional education organizations after the completion of the external visit;

During the self-assessment, the Standards for Institutional accreditation Organizations for Continuing Professional Development (Standards for Institutional accreditation Organizations for Continuing Professional Development (CPD) for Healthcare Professionals, 2015) in accordance with the institutional needs and priorities of the health care system of the Republic of Kazakhstan.

Institutional accreditation of organizations of additional education is carried out in accordance

with the main provisions and requirements of the above standards, taking into account the levels of their achievement and includes the following Standards:

1. MISSION AND OUTCOMES
2. EDUCATIONAL PROGRAMME
3. ASSESSMENT AND DOCUMENTATION
4. THE HEALTHCARE PROFESSIONALS
5. CPD PROVISION
6. EDUCATIONAL AND CPD ACTIVITIES
7. EVALUATION OF CPD ACTIVITIES
8. ORGANISATION
9. CONTINUOUS RENEWAL

Table 1 - The list of organizations of "additional education" accredited by NU "ECAQA"

#	Organization name	Date of EEC visit	Date of the decision on accreditation	Accreditation period in years
1.	LLP "International Institute of Postgraduate Education" (IPE)	January 16-17, 2019	30.01.2019	5
2.	Educational and clinical center "Astana"	12-13 February 2019	28.02.2019	5
3.	IE "Inspection"	February 23, 2019	28.02.2019	5
4.	LLP "International Progressive Academy" (IPA)	March 19-20, 2019	04/12/2019	5
5.	LLP "Medical Academy of Postgraduate Education" (MAPE)	April 26-27, 2019	05/24/2019	5
6.	IE International Educational Center "YES"	April 29-30, 2019	05/24/2019	5
7.	RSE "Hospital of the Medical Center of the Administrative Department of the President of the Republic of Kazakhstan"	3-4 May 2019	05/24/2019	5
8.	Educational-scientific-production complex "Kazakhstan Medical Institute for Advanced Studies" Parasat "	May 6-7, 2019	05/24/2019	5
9.	LLP "Institute of Continuing Education PROFESSIONAL"	May 20-21, 2019	05/24/2019	5
10.	LLP Training Center "Sapa Bilim"	June 18-19, 2019	05/24/2019	5
11.	Republican State Enterprise on REM "National Center for Public Health" (NCPH)	June 25-26, 2019	07/26/2019	5
12.	RSE on REM "National Scientific Center of Phthisiopulmonology" (NSCF)	June 26-27, 2019	07/26/2019	5
13.	Republican State Enterprise on REM "Kazakh Scientific Center for Quarantine and Zoonotic Infections named after Masgut Aikimbaev "(KSCQZI)	June 28-29, 2019	07/26/2019	5
14.	LLP Medical Center for Continuing Education "MEDICIN ALI"	July 3-4, 2019	07/26/2019	5

15.	RSE on REM "Republican Scientific and Practical Center for Mental Health" (KSCQZI)	July 18-19, 2019	07/26/2019	5
16.	LLP Russian-Kazakhstan Medical Institute (RKMI)	July 30-31, 2019	13.09.2019	5
17.	Center for Retraining and Advanced Training "NAZAR" LLP	28-29 August 2019	13.09.2019	5
18.	IE Training and educational center "INNOVATION"	September 12-13, 2019	04.10.2019	5
19.	RSE on REM "Research and Production Center for Transfusiology" (NPTsT)	September 17-18, 2019	04.10.2019	5
20.	RSE on REM "Republican Center for Health Development" (RCHD)	September 24-25, 2019	04.10.2019	5
21.	LLP "National Scientific Oncological Center" (NNOTs)	September 26-27, 2019	04.10.2019	5
22.	LLP Medical Educational Center "YRKEN"	1 - 2 October 2019	04.10.2019	5

The main forms of additional education are advanced training and retraining of medical and pharmaceutical personnel. The procedure for advanced training and retraining of medical and pharmaceutical personnel, as well as qualification requirements for organizations implementing additional medical and pharmaceutical education programs, are determined by the Ministry of Health of the Republic of Kazakhstan.

RESULTS

1. Assessing the quality and completeness of writing institutional self-assessment reports

Each accredited organization within a period of at least 1.5 months. prior to the expected date of the external visit, a report on Institutional Self-Assessment with Attachments, which underwent an initial technical and substantive review by an ECAQA employee and then sent to a "Continuing Education" organization for corrective action. The self-assessment reports were then submitted to accreditation experts (ECAQA database) for review and peer - review.

The main comments of the experts during the review of the reports were the following:

Standard 1

- the mission does not fully reflect the needs of domestic health care, points of social responsibility
- the organization's mission is not fully communicated to stakeholders and the health sector (1.1)
- data reflecting stakeholder participation in the development of mission and learning outcomes are not provided. In addition, provide evidence that the stated mission and end results are based on the views / suggestions of other stakeholders (1.4)
- insufficient awareness of trainees about the final learning outcomes in the respective programs

Standard 2

- the need to introduce elements of distance learning into advanced training programs
- substitution of the concepts of distance learning and online communication with students
- the forms of organization and independent work of CPD students are not clearly defined
- there is no clear understanding of which methodological materials accompany training sessions for retraining and which ones during advanced training
- work of an advisory and advisory body that considers and approves educational and methodological materials
- it is not defined by which document the organization is guided in the development of the EMCD and other methodological materials
- lack of some documents regulating the educational process

Standard 3

- the system for assessing the knowledge and skills of trainees is not clearly defined, especially short-term cycles and seminars
- point rating system

Standard 4

- introduction of incentive mechanisms for individual specialists
- trainee counseling system
- feedback from listeners
- individual development plans for students

Standard 5

- strict adherence to the requirements of regulatory legal acts in additional education
- close work with universities in the educational and scientific direction
- personnel policy needs improvement (the problem of the staff of the teaching staff)
- training employees in innovative teaching methods, certification of teachers in pedagogy

Standard 6

- effective use of information and communication technologies in the management system (electronic document flow);
- updating programs and updating bibliography (educational literature)
- use of online questionnaires
- insufficient use of new information technologies

Standard 7

- Improving the monitoring of the educational program with the subsequent introduction of changes.
- monitoring questionnaires to assess the effectiveness of the training program
- analytical reports based on feedback
- liaison with employers
- illustrated data from a survey of different participants in the educational process are not provided

Standard 8

- improvement of budget planning for educational direction
- availability of methodologists for the development of teaching materials and other materials
- availability of analytical annual reports on activities

Standard 9

- the presence of a strategic plan for the development of the organization for 5 years
- systematic updating of documents
- implementation of QMS in activities
- implementation of electronic document management (for example, Bitrix)
- integration of education, science and practice
- image work
- branding (recognition)
- improving the content of the site and presence in social networks

General remarks:

- The reports often contain partial copying of tests from other people's self-assessment reports
- Frequent repetitions of texts in different sections of the report
- Inclusion in the description of standards of a large number of general tests, extracts from the literature, inappropriate definitions of a number of terms
- Not verified quantitative indicators, many grammatical and stylistic errors
- The text of the report is often not formatted, it looks messy (different borders, spacing. Fonts, styles of writing headers and tables, captions to figures and tables, etc.)
- Lack of strict adherence to standard criteria
- Applications are not fully populated
- The report looks like an "activity report"

2. Identifying problems in institutional self-assessment

To this end, ECAQA conducted an oral survey both at the training workshop and in consultation during the self-assessment. The following problems have been identified when conducting institutional self-assessment:

- 1) Administrators are invited to the training seminar, and to a lesser extent those who will be directly involved in the preparation of the self-assessment report
- 2) At the training seminar, participants are mainly interested in technical and organizational issues related to self-assessment and, to a lesser extent, the accreditation standards themselves
- 3) Problems in the organizational work of the group on self-esteem, disunity of actions of group members
- 4) The division of responsibility between individual employees of the accredited educational organization in terms of writing a report on 9 accreditation standards, and as a result, the lack of a single style of the report text
- 5) The members of the working group, as a rule, "read" only the standard that they are instructed to describe
- 6) Members of the working group do not fully study the self-assessment manual, but "read" selected sections
- 7) The chair or vice chair does not read the final report
- 8) Failure to meet deadlines for self-assessment and report writing (due to lack of a work plan)
- 9) The working group is usually limited to administrative staff and does not include all stakeholder representatives;

3. Identifying problems when dealing with institutional accreditation standards

Based on the results of a survey of organizations that have conducted institutional accreditation, the most difficult standards for describing institutional activities were identified: 1.4.1, 2.1.7, 4.4.2, 5.1.1, 5.2.2, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 6.4.2, 8.3.2, 8.3.3,

General remarks:

- understanding of differences in implementation of basic and improvement standards.

4. Evaluation of the work of the external expert commission (EEC)

Feedback form applied (Attachment 1). 16 out of 22 accredited organizations of additional education were interviewed. 2-5 completed questionnaires were received from each organization. In total - 52 questionnaires. The questionnaire contains 10 questions on the assessment of the external expert commission.

All 52 respondents (100%) were informed about the composition of the EEC, which is due to the fact that the question was mainly attended by administrative employees of the organization or teachers directly involved in the preparation of the self-assessment report. 100% of respondents are completely satisfied with the selection of experts both in terms of their professionalism and in the experience of conducting institutional accreditation. 88% were fully satisfied with the EEC visit program, partially 12%, which was largely due to the difficulties in moving the commission from one clinical base to another, the duration of the interview, the need to separate the employees of the accredited organization from their main work.

With regard to communications with members of the EEC, all respondents spoke positively, noting the tact of the experts when checking the documentation, the ethics during the interview, visiting the divisions and bases of the organization, the correctness and clarity of the formulated questions. Trainees consider the accreditation procedure necessary in 77% of cases and understand its purpose as "ensuring the quality of education" in 88% of cases.

In general, all respondents (52) were satisfied with the content of the survey and the methodology for conducting feedback, at the same time, 30% said that such a survey should have been carried out directly in the accredited organization at the end of the EEC visit and to cover a larger number of stakeholders (teachers, students, employers).

On the whole, 100% of the respondents are satisfied with the work of the EEC. The recommendations of the EEC were understood by 89.5% of the respondents and 83% agreed with

most of the recommendations voiced by the chairman of the commission at the last meeting with the management and the collective accredited organization, but 10% had some doubts and 7% did not accept some recommendations.

The wishes of the respondents to improve the work of the EEC included the following:

- Attendance at practical classes should be accompanied by a survey of students;
- Provide more time for interviews with listeners;
- Recommendations of a foreign expert should be presented in a separate document and for each standard;

5. Characteristics of the recommendations of the EEC for educational organizations

The following are the most frequent recommendations of the EEC, voiced to accredited organizations and testifying to the existing shortcomings in the activities of organizations involved in professional development:

- Ensure the involvement of a wider range of stakeholders (students, teachers, employers) in the development of a mission, a strategic plan for the development of the organization and discussion of issues of improving education;
- Improve the awareness of students, teachers and other stakeholders about the stated mission;
- Develop and implement standardized forms and procedures for managing the educational process, including feedback from all stakeholders;
- Strengthen interaction with professional national and international organizations for reviewing educational programs of additional education;
- Develop joint educational programs on CPD with foreign partners, taking into account the needs of practical healthcare in the Republic of Kazakhstan;
- Unify teaching materials and reporting documents;
- Continue work to improve the level of pedagogical skills of teachers involved in training;
- To more widely involve stakeholders in the development and improvement of educational programs;
- Improve the system for assessing the competencies of students through the development of regulations (provisions) on assessing the competencies of students and to specify the reflection of the final learning outcomes in educational materials;
- Develop a policy for evaluating continuing education programs;
- Strengthen work on participation in research projects;
- To stimulate the participation of teaching staff in research projects;
- Introduce elements of distance learning into continuing education programs;
- Introduction of electronic document management, including for documenting the assessment of students' educational achievements;
- Update and expand Internet resources (website, access to international scientific and educational sites);
- Expand access to international databases and the library collection of professional literature;
- Make more active use of information and communication technologies as an integrated part of training and assessment of the formation of students' competencies (computer testing);
- Expand international cooperation with foreign organizations of additional education.

Thus, the most significant shortcomings in the work of organizations of additional education were the lack of unification and the quality of preparation of educational and methodological documentation; lack of research and development and inactive international cooperation; outdated library resources and lack of access to international databases of professional and scientific literature; lack of a sufficient number of full-time teachers.

Conclusion.

Institutional accreditation of organizations implementing additional education programs started at the beginning of 2019 and, unlike the accreditation of higher and postgraduate education, is a new event in the field of quality assurance.

The lack of control measures at the state level has led to an increase in the number of private institutions involved in retraining and advanced training of health professionals. This was accompanied by a decline in the quality of continuing education services. The introduction of institutional accreditation is one of the mechanisms to ensure quality and guarantee that students receive the expected knowledge and skills in an adequate learning environment.

The analysis of both the accreditation tools (standards) and the external assessment procedure led to a number of conclusions:

1. Accreditation standards for continuing education organizations (CPD) developed by ECAQA based on the WFME International Accreditation Standards are applicable to assess the quality of continuing education in the Republic of Kazakhstan;
2. The training of the working group of the accredited organization responsible for conducting self-assessment should be strengthened by a deeper analysis of the criteria for accreditation standards, especially standards 2,5,8 and technical requirements for the preparation of the report;
3. Consultative work during self-assessment and writing a self-assessment report should be strengthened by clarifications on the list, form and content of educational and methodological documentation;
4. The structure and activities of the ECAQA EEC Program comply with the requirements for the external evaluation procedure of the organization;
5. To organizations of additional education with a term of activity of less than 3 years, apply a period of institutional accreditation limited to 3 years and strengthen post-accreditation monitoring with a visit of an ECAQA expert to an accredited organization.

Director General Sarsenbaeva S.S.

Heard at a meeting of the Expert Board
Protocol No. 4 dated 25.10.2019

Application form

Dear colleagues, you are the participants of the survey conducted by the Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care (ECAQA) in order to assess the degree of satisfaction with the work of the ECAQA External Expert Commission. You need to take 5-7 minutes to answer the questionnaire. The results of the survey will be useful for improving the approaches to the formation of the composition of experts and the organization of the work of the External Expert Commission. Thank you for your cooperation.

Instructions for filling in: put in front of the choice "V" or "+"

Name of educational organization (abbreviation): _____

Position in the organization:

Top management	AMP	teacher	support staff	learner
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criteria for evaluation	completely satisfied	partially satisfied	completely dissatisfied	partially dissatisfied	I doubt the answer
Informing about the composition of the External Expert Commission					
Selection of experts based on professional competence					
Selection of experts taking into account the competence in conducting accreditation					
EEC visit program					
Availability of communication with members of the EEC					
Compliance with ethics by EEC members					
Clarity and validity of the questions of EEC members					
Feedback (questionnaire)					
In general, the assessment of the work of the EEC					
Recommendations of the EEC members					

Your wishes for improving the organization of work of the External Expert Commission in the accredited educational organization

Date of filling _____ 20 ____.