

To Accreditation Council
Of the Eurasian Center for Accreditation
and Quality Assurance
in Higher Education and Health Care

**REPORT
OF THE EXTERNAL EXPERT COMMISSION
ON THE RESULTS OF THE ASSESSMENT
OF LLP "NATIONAL CENTER FOR POSTGRADUATE MEDICAL
EDUCATION ARU DƏRIGER " FOR COMPLIANCE WITH THE
STANDARDS OF INSTITUTIONAL ACCREDITATION OF
SUPPLEMENTARY EDUCATION ORGANIZATIONS (CONTINUING
PROFESSIONAL DEVELOPMENT)**

Period of external expert evaluation: November 10, 2020 - July 8, 2021

Almaty, 2021

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LIST OF SYMBOLS AND ABBREVIATIONS:

JSC "KazMUNO" - Joint Stock Company "Kazakhstan Medical University of Continuing Medical Education"

EEC - ECAQA external expert commission;

University - higher educational institution

DMS - Doctor of Medical Sciences

ECAQA - Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care;

ICT - information and communication technologies

CMS - candidate of medical sciences

Conflict of interest - a situation in which the personal interest of an expert affects the results of an external comprehensive assessment of a medical organization;

MoH RK - Ministry of Health of the Republic of Kazakhstan

R&D - research work

CPD - Continuing Professional Development;

NLA - Normative legal documents;

Aru Dariger - LLP "National Center for Postgraduate Medical Education Aru Dariger"

AT - Advanced training

PDC - profile disciplines of choice

WC - Working Curriculum

QMS - quality management system

IWL - Independent work of the listener

Listeners - participants of the curriculum;

QMS - Quality Management System

EMC - Educational and Methodological Council

EMCS - Educational-methodical complex of the specialty

EMC - Educational-methodical complex

1. Composition of the External Expert Commission

In accordance with ECAQA order dated June 23, 2021 No. 22 an External Expert Commission was formed to conduct institutional accreditation of the National Center for Postgraduate Medical Education Aru Dariger LLP in the period July 7-8, 2021, in the following composition:



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The work of the EEC was carried out in accordance with the Regulations on the EEC (Order of the Director general of ECAQA No. 4 dated February 13, 2017).

The EEC report contains an assessment of LLP "National Center for Postgraduate Medical Education Aru Dariger" for compliance with the Standards of Institutional Accreditation of Organizations of Continuing Education (Continuing Professional Development) (hereinafter - Accreditation Standards), recommendations of the EEC for further improving the activities of LLP "National Center for Postgraduate Medical Education Aru Dariger" ...

2. General part of the final report of the EEC

2.1 Representation of LLP "National Center for Postgraduate Medical Education Aru Dariger"

LLP "National Center for Postgraduate Medical Education Aru Dariger" (hereinafter - Aru Dariger) carries out activities for the implementation of programmes of additional professional education for specialists with medical education in dermatovenerology, with a component of dermatocosmetology.

Aru Dariger was registered with the Department of Justice of Almaty on November 17, 2020 on the basis of the Institute of Dermatocosmetology LLP (in 2009), which was later renamed to the Kazakhstan Institute of Postgraduate Education in Dermatovenereology and Dermatocosmetology LLP (in 2010).

Aru Dariger has a cycle of advanced training (hereinafter referred to as AT), which is carried out according to 2 specialties (54 - 216 hours), according to the cycles "Dermatocosmetology" for doctors and "Nursing care in dermatocosmetology" for paramedical workers ", as well as master classes, seminars, trainings for specialists with higher and secondary medical education. Until 2021, retraining programmes were implemented in the specialty "Dermatovenerology (adult, pediatric) with a component of dermatocosmetology.

Total for 2018-2020 218 students were trained.

2.2 Information on previous accreditation

Until now, the accreditation of the educational activities of Aru Dariger by organizations included in the register of recognized accreditation bodies of the Republic of Kazakhstan (hereinafter - RK) in the field of education has not been carried out.

2.3 Analysis of the self-assessment report of Aru Dariger for compliance with the Standards of institutional accreditation of organizations of additional education (Continuing Professional development)

Self-assessment report Aru Dariger for compliance with the standards of institutional accreditation of organizations of additional education (Continuing Professional development) (hereinafter - the Self-Assessment Report, Report), presented on 106 pages, 18 attachment files - copies and electronic versions of documents.

Aru Dariger's Self-Assessment Report provides complete answers to all 9 accreditation standards, with the exception of a number of points that were noted in the EEC Expert Reviews, Self-Assessment Report Analysis made in this Final Report.

The report is characterized by structuredness, taking into account the recommendations of the ECAQA Self-Assessment Guidelines, as well as by the internal consistency of information provided by Aru Dariger.

A cover document is attached to the Self-Assessment Report. a letter signed by the head Aru Dariger dated 06/18/2021 No. 1, confirming the accuracy of the information and data contained in the report.

The Self-Assessment Report contains a list of members of the internal self-assessment commission with an indication of the responsibility of each employee (7 employees of Aru Dariger, 2 representatives of employers and 4 representatives of listeners are also included), information about the representative of the organization responsible for conducting the institutional self-assessment - the head of the working group - the director of the LLP "National Center for Postgraduate Medical Education Aru Dariger" Zhumatova Gulnar Gabbasovna.

Institutional self-assessment was carried out on the basis of the order of the head Aru Dariger "On the approval of the composition of the self-assessment commission (subcommittee) for undergoing institutional accreditation" dated October 17, 2020 No. 2.

The working group for the preparation of the Self-Assessment Report: analyzed the key directions of institutional activities in the field of additional education, tasks for the implementation of educational programmes, data are reasoned, examples of the implementation of educational programmes, events, methodological support of educational programmes, confirming compliance with the requirements of accreditation standards.

The description of the key activities of Aru Dariger is quite complete and updated in terms of the number of students, teachers, administration, information on admission, training results, results of knowledge and skills assessment, material and technical base, agreements with partners, plans for development and improvement, etc.

Collected the necessary information in accordance with the ECAQA accreditation standards; analysis, updating and addition of methodological and educational materials was carried out, their content is reflected in the Self-Assessment Report. The content of the Self-Assessment Report is structured in accordance with the ECAQA Accreditation Standards and includes a description of strengths, areas for improvement for each of the 9 standards.

Appendices are presented in sufficient volume, consistently and there are references to them in the text of the Self-Assessment Report.

2.4 General assessment of Aru Dariger for compliance with the Standards of Institutional Accreditation of Organizations of Continuing Education (Continuing Professional Development)

Based on the analysis of the Self-Assessment Report by external experts, it was determined that its content was structured in accordance with the ECAQA accreditation standards and the recommendations of the Self-Assessment Guidelines.

The self-assessment report is written in a competent language, concisely, the wording for each standard is clear and understandable, the tables contain links in the text and are consecutively numbered. Consistency and logic are observed in the description of standards.

There are links to normative legal acts (hereinafter - NLA), rules, regulations, educational and methodological documents, website pages www.arudariger.kz...

Standard 1: MISSION AND OUTCOMES

Based on the standards of institutional accreditation of organizations of additional education (Continuing Professional development) (hereinafter - CPD) and in accordance with the Self-Assessment Report, the mission of the organization is defined and reflected in the Strategic Development Plan of Aru Dariger for 2021-2025.

The development of the mission was carried out in accordance with the NLA, the priorities in the health care of the Republic of Kazakhstan, and the training of specialists in the field of dermatovenereology and dermatocosmetology was directed.

The mission, according to the Self-Assessment Report, was developed taking into account the current health situation. The final version was approved by Aru Dariger at a meeting of the EMC.

Aru Dariger's mission, vision and values are published on the official website www.arudariger.kz, as well as, according to the Self-Assessment Report, are placed on the stand in the office of Aru Dariger, in educational and methodological materials, voiced at meetings, round tables, conferences, meetings and practical exercises.

The mission of Aru Dariger is based on an assessment of the needs of practical health care and society, as well as taking into account the State Programme for the Development of Health Care, and is to provide high-quality, affordable additional education for health care professionals in accordance with international practice through the integration of advanced educational, research and medical technologies.

According to the Self-Assessment Report, Aru Dariger in his activities ensures a balance between general and specific activities, training of trainees is the main activity. The mission and strategic goals of Aru Dariger encourage and support students in their persistence and desire to develop their practice. Continuous support of the students is carried out both during the training period, as well as their monitoring and after their training.

Aru Dariger's additional education programmes are aimed at improving the theoretical knowledge, practical skills of specialists in the field of dermatovenerology and dermatocosmetology.

According to the Self-Assessment Report, the final learning outcomes are reflected in the Work Curriculum and syllabuses, the students are informed about them in the first lesson of the cycle.

Aru Dariger identified the main stakeholders are health and education authorities, health and medical education organizations, professional medical associations, the public. According to the Self-Assessment Report, feedback from stakeholders was taken into account in the mission approval process.

The report identifies the strengths of Standard 1:

1. The presence of a developed and approved mission, vision, goals and strategic directions for the development of activities.

2. Experience in the implementation of educational programmes since 2009, as the successor of LLP "Institute of Dermatocosmetology" and LLP "Kazakhstan Institute of Postgraduate Education in Dermatovenerology and Dermatocosmetology".

3. Availability of its own (Founder's) clinical base to ensure the educational process.

Conclusion: The description of Standard 1 in the Self-Assessment Report meets the criteria for institutional accreditation, but at the same time is defined

areas for improvement:

1. "NCPME Aru Dariger" should ensure that their management and colleagues are informed about the final learning outcomes of trainees in Continuing Professional development programmes (1.3.3).

2. The organization should base its mission on an assessment of the needs of practical health care and society - the need for training and retraining of specialists in this profile is not reflected (clause 1.1.3.).

3. The organization should define in its programmes the expected learning outcomes - the end results and ways of achieving them are not reflected (paragraph 1.3.1).

4. It should describe how the mission and outcomes of the study programme are consistent with the representatives of the main stakeholders. With the representatives of which medical organizations, in addition to the main stakeholders, the medical educational organization consults, and how it involves them in the process of improving the formulation of the mission, goals and end results of the training of the residency programme within the framework of this programme (clause 1.4.1).

5. It is necessary to reflect the proposals from the main stakeholders that have been considered and introduced into the organization's mission (1.4.2.).

Required to expand the provision of information in the report:

In the Report, describing the regulatory framework on the basis of which the Organization's Mission (2020) was developed and the training of the "NCPME Aru Dariger" is carried out, the regulatory legal acts that have become invalid are indicated.

Standard 2: EDUCATIONAL PROGRAMME

Based on CPD standards and in accordance with the report, Aru Dariger adapts training to the needs of specialists from medical organizations and individual students, while taking into account the needs of the health care system.

Educational programmes approved by the EMC Aru Dariger and developed by the EMC reflect all aspects of specialization, providing only the necessary knowledge and skills that are used by students in their professional practice and clinical activities.

The content of the curriculum is based on the norms of the order of the Ministry of Health of the Republic of Kazakhstan dated April 14, 2017 No. 165 "On approval of the Standard programmes for advanced training and retraining of medical and pharmaceutical personnel."

The training programmes are intended for medical workers with secondary and higher medical education, in terms of improving their professional competencies in dermatovenerology and dermatocosmetology.

According to the Self-Assessment Report, traditional forms and methods of teaching, technologies of the educational process, means of enhancing the cognitive activity of students are being improved, and their independent and analytical work is being organized. An integrated form of training is being conducted, the purpose of which is to ensure the achievement of the final learning outcomes

(knowledge and skills) based on the joint study of the theoretical and practical part of the programme, as well as a combination of full-time and distance learning.

In the educational process, modern didactic methods of presenting new educational material, conducting basic, current and final testing, solving situational problems, and analyzing clinical cases are actively used.

Aru Dariger declares that the development and implementation of the WC is carried out in accordance with the legal regulations governing educational activities.

According to the Report, Aru Dariger has obligations to comply with ethical aspects, such as standards of professional conduct, traditions and values, which are included in internal documents and in the implementation of continuing education programmes, teaching staff and students observe and adhere to them. Internal documents of Aru Dariger - "Code of honor of the teacher", "Code of honor of the listener", Job descriptions for each employee and teacher, "Regulations on the department" reflect the requirements for ethics and behavior of the teacher and student.

According to the Report, Aru Dariger the advantages of various methods of management and teaching in the cycles of additional education are used.

In Aru Dariger, the interaction of students, teachers and staff supported by distribution, providing information on the official website www.arudariger.kz, by personal and corporate e-mail, through social networks and various social messengers (WhatsApp groups).

In accordance with the Strategic Development Plan, Aru Dariger plans to cooperate with universities and medical centers.

Aru Dariger declares that the educational programmes being implemented take into account the achievements of science in the field of dermatovenerology and dermatocosmetology.

According to the Self-Assessment Report, management, teaching staff and students have access to various resources: Clarivate Analytics, Medline, Scopus, Google Scholar, Elsevier, RSCI, as well as with an information request based on wide access to any funds and information resources in English, Russian and Kazakh languages.

Aru Dariger states in the Report that she is applying knowledge of relevant scientific methods to improve continuing education programmes; the content of educational programmes contributes to the development of the practical competencies of doctors and other health professionals.

Aru Dariger organizes theoretical and practical training, which guarantees the safety and autonomy of all participants in the educational process.

The content of educational programmes is developed on the basis of a plan for the individual and independent development of health care professionals in accordance with their various professional roles (position, medical qualification category) in the health care sector.

The Report states that when developing educational programmes, the opinions and wishes of all interested parties are taken into account: students, employers and educational organizations. The opinions of listeners and consumers of services - employers are studied based on the results of a survey, collecting and analyzing reviews, comments...

Aru Dariger programmes are aimed at training health professionals who are able to meet the needs of society in the provision of medical care by observing them in practice and performing tasks in the learning process according to syllabuses.

According to the Report, the gaps in the knowledge and skills of the trainees are assessed and Aru Dariger is taking adequate measures to eliminate them through training. CPD programmes are seen as an integral part of medical practice.

The report identifies the strengths of Standard 2:

1. "NCPME Aru Dariger" applies active teaching methods, training in practice at its own (Founder's) clinical base.

Conclusion: Description of Standard 2 meets the criteria for institutional accreditation, but at the same time is defined

areas for improvement:

1. "NCPME Aru Dariger" students and teachers should be encouraged to interact with colleagues through educational networks (2.1.7).

2. It should be reflected how the educational process is viewed as an integral part of medical practice, is included in the budget of the organization; how trainees combine learning and doing basic work (2.4.3).

3. It is not reflected how the compliance of the RUE with requests and needs was determined and the wishes of stakeholders in the acquisition of new knowledge and skills (**p.2.1**).

4. The self-report states "A list of cycles with optional components is formed annually and approved by the EMC", but at the same time there is no information about the procedure for introducing an optional component into the EP: elective subjects of elective disciplines, the presence of a catalog of elective disciplines (**NS.2.1.3**).

5. The self-report states "The teaching staff and students take part in scientific conferences, reporting scientific and clinical data and results", but no evidence is presented and no references are made to theses or articles, certificates of participants (clause 2.2.1)

6. It is noted that the teaching staff of Aru Dariger provides students with a choice of various forms of participation in research work, but the forms of conducting research and the results are not indicated (clause 2.2.4).

7. It is not spelled out how the opinion of employers is taken into account in the formation of the content of the programmes (clause 2.3.4.)

Expansion of the provision of information in the report is required.

The Report lacks a description of how "NCPME Aru Dariger" adapts training programmes to the needs of trainees (2.1.1)

The Report does not disclose how the "NCPME Aru Dariger" stimulates the interaction of students with teachers, colleagues through educational networks (2.1.7).

Standard 3: ASSESSMENT AND DOCUMENTATION

According to the Report, the assessment of students' educational achievements is carried out using criteria and [rules](#), developed in accordance with the set goals and objectives of educational programmes and regulatory legal acts, including the order of the Ministry of Health of the Republic of Kazakhstan dated November 11, 2011 No. 691 "On approval of the Rules for advanced training and retraining of medical and pharmaceutical personnel, as well as qualification requirements for organizations implementing additional medical and pharmaceutical programmes. Education ", Standard curricula approved by order of the Ministry of Health of the Republic of Kazakhstan dated April 14, 2017 No. 165. So, in Aru Dariger, basic, current and final control of the level of knowledge of listeners is carried out.

Control and measuring instruments for each educational programme are discussed at a meeting of the department and approved at a meeting of the EMC. Some adjustments are made to the instrumentation every year. Testing tools include test items, situational tasks, and exam tickets.

Aru Dariger declares transparency of the educational process and the knowledge control system (basic, current, final), which ensures continuous monitoring of the quality of training of students. Assessment methods - testing (basic, current and final), oral answers to exam tickets.

It is stated that the assessment policy of Aru Dariger includes an anti-plagiarism system, in terms of the performance by the students of the CDS (abstract assignments, preparation of presentations). At the same time, it was noted that there is no special anti-plagiarism system, but before the start of classes, the teaching staff announces to the listeners that copying, quoting "other people's" works without appropriate links to them is unacceptable.

According to the Report, mechanisms for managing knowledge, skills and assessment system have been established in Aru Dariger. The criteria for assessing the level of formation of the competencies of students are reflected in the syllabuses, which are freely available at the department.

The organization has developed and implemented a system for monitoring and documenting the educational process, which is systematic and transparent. So, all information about the assessment policy, assessment methods, including assessment criteria is described in the internal document "Regulations on the organization of the educational process."

Aru Dariger teaching staff for listeners create a single base of handouts (lecture material - lectures, presentations, publications, posts; practical material - situational tasks, role-playing games, brainstorming questions, test tasks, etc.), which can be provided to listeners and all interested parties both on paper and electronic media, as well as on the Aru Dariger website www.arudariger.kz.

Feedback from trainees and employers, according to the Report, is carried out by questioning employers and trainees. The results of the questionnaire are discussed at a meeting of the department

and the EMC, on their basis changes and additions are made to educational programmes to improve the learning process.

Aru Dariger declares that the active training of students in additional education programmes is confirmed by orders for admission and expulsion, attendance and academic records, examination sheets, the results of the final control and issued certificates of advanced training of the established form.

The report identifies the strengths of Standard 3:

1. A trainee assessment system was formulated and implemented, aimed at achieving competence in the field of aesthetic medicine.
2. Positive feedback and comments from listeners.

Conclusion: The description of standard 3 meets the criteria for institutional accreditation, but at the same time is defined

areas for improvement:

In the Report, taking into account the adoption of a new regulatory framework, I recommend reflecting how measures are planned to change the internal documentation of NCPME Aru Dariger.

It is recommended to develop more objective than oral questioning methods for assessing and controlling knowledge (MCQ, 360 degrees, etc.) (clause 3.1.2).

Standard 4: THE HEALTH CARE PROFESSIONALS

According to the Report, the motivation of students to undergo additional education programmes is associated with the need for certification (licensing) of a specialist, taking into account the hours gained under the CPD programme. Also, each student is provided with an individual approach and its conduct throughout the educational process and even during subsequent practical activities. Students can seek advice from the staff and teaching staff of Aru Dariger and continue their professional development.

According to the Report, each specialist studying in Aru Dariger bears responsibility to society, patients and practical health care. Thus, students are enrolled in a cycle by concluding an agreement, issuing an enrollment order, and upon completion of training, an expulsion order is issued. Aru Dariger has established requirements for the admission, enrollment and expulsion of students for additional education programmes.

Individual participation of students is stimulated through the formation by the student of his educational trajectory, by studying the specialty, taking into account the component of his choice and tasks of independent work.

According to the Self-Assessment Report, counseling related to the choice of an educational programme and on other issues can receive by email, on social networks and messengers or in Aru Dariger...

Aru Driger encourages specialists to discuss the individual value and usefulness of available and available CPD programmes in specialties by setting reasonable prices for training in the flexibility of KTP, individual and multidisciplinary approaches focused on the needs of the student and the employer.

According to Aru Dariger, her educational programmes are implemented in accordance with the mission and meet the requirements for training specialists in the field of aesthetic medicine and in accordance with the working curriculum of the specialty.

Aru Dariger motivates to study - annually, with the support of the Kazakhstan Association of Aesthetic Medicine and Plastic Surgery, he conducts various master classes, seminars, congresses, which allows students to develop "in step with the times." The policy of stimulating students is also in a flexible pricing policy and competitive cost of training, as well as the availability of discounts and benefits for certain students.

Trainees plan, perform and document their learning. So, when enrolling, the student receives information about the training programme, forms of training, independent work, knowledge control.

According to the Self-Assessment Report, CPD programmes are based on modern strategies, taking into account the individuality of the student, which is determined by his specialty, education, level of practical skills, work experience.

It is stated that the educational programmes implemented by "Aru Dariger" include distance learning and practical face-to-face studies in aesthetic medicine. A remote block of theoretical material is provided to the listener at the beginning of the training through a link to the site www.arudariger.kz, where lectures on dermatovenerology and dermatocosmetology are directly posted.

Aru Dariger provides students with the opportunity to discuss their training needs with managers (employers), teaching staff and employees.

According to the Report, the organization involves trainees in planning and implementing CPD activities - the EMC includes employees, as well as representatives from trainees and employers.

The organization creates working and employment conditions for students in relation to their main practical activities by providing distance learning and practical face-to-face studies in aesthetic medicine.

According to the Report, in order to provide trainees with the opportunity and time to evaluate and analyze their own results of practical training, after the completion of the training, the teacher's acquired practical knowledge is assessed and the students' independent work is analyzed.

In Aru Dariger, a system of incentives and rewards for students to involve them in various advanced training programmes, training seminars, short-term cycles, master classes, is implemented according to the profile of the specialty in accordance with their needs in acquiring professional competencies.

The report identifies the strengths of Standard 4:

1. Conducting a survey of trainees and employers in order to determine their needs and expectations from the programmes of the NCPMO Aru Dariger.
2. Flexible policy of stimulating listeners.
3. Aru Dariger uses a combination of distance learning technologies in the implementation of programmes.

Conclusion: The description of standard 4 meets the criteria for institutional accreditation, but at the same time is defined

areas for improvement:

1. Aru Dariger should provide trainees with the opportunity to interact with representatives of professional associations in the field of aesthetic medicine (4.3.1) (4.2.4).
2. When visiting the site, the content of the remote block of theoretical material by the link to the site www.arudariger.kz (lectures on dermatovenerology and dermatocosmetology) is not available (section 4.2.4).
3. Organizations of additional education should provide students with the opportunity and time to evaluate and analyze their own results of practical training, the Report does not describe how the assessment and analysis is carried out (clause 4.4.2).

Standard 5: CPD PROVISION

Based on CPD standards and in accordance with the Report, Aru Durigerstrives to meet all the requirements in the field of CPD, including through the passage of appropriate procedures for the recognition of educational programmes. V In October 2020, submitted an application to the NJSC "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care" for institutional accreditation.

In Aru Dariger organizational structure approved, the organizers of the CPD programmes and events are the administrative and managerial personnel and the teaching staff of the programmes of additional education, which control the quality of the development and assimilation of the programmes by the students.

In Aru Dariger, the implementation of programmes and activities in the field of additional education is carried out in accordance with the needs and mission of the organization.

Organization guarantees that all implemented CPD programmes meet the established requirements (NLA RK) for the quality of additional education, take into account self-control and active self-training of students and provide favorable conditions for the growth of professional competencies and advanced training. All conflicts of interest that are possible in the implementation of CPD programmes are identified, are unacceptable and are excluded at the initial stages (when enrolling students, accepting a teacher). The regulation of conflicts of interest is carried out on the basis of the Labor Code of the Republic of Kazakhstan, internal documents "Internal Labor Regulations", "Job

Descriptions", "Labor Contract", "Information Confidentiality Agreement". The teaching staff, students and employees are familiar with these requirements, which prevents any conflicts of interest on CPD programmes and activities.

According to the Report, the educational process is carried out in accordance with the RLA of the Republic of Kazakhstan, requirements have been established regarding the content of current topics, new teaching methods and evaluation of programmes in the specialty.

The organization ensures that in the implementation of CPD programmes, organizers and teachers comply with the requirements for conducting classes, teachers use effective and efficient teaching methods and technologies.

According to the Report, Aru Dariger involves medical organizations and professional associations in the implementation and improvement of CPD programmes.

The report identifies the strengths of Standard 5:

1. Aru Dariger strives to meet all the requirements in the field of CPD, including through the passage of the appropriate procedures for the recognition of educational programmes.

2. The organization engages partner medical organizations to improve training programmes.

Conclusion: The description of standard 5 meets the criteria for institutional accreditation, but at the same time is defined

areas for improvement:

Organizations of additional education should encourage medical educational organizations to conduct research in CPD - opportunities for the implementation of research competence should be indicated (clause 5.3.4.).

Expansion of the provision of information in the report is required.

In the Report it should reflect what approaches have been developed to stimulate Universities so that they, through the basic medical education programme, stimulate and motivate students to participate in the programmes (5.3.2).

Standard 6: EDUCATIONAL AND CPD ACTIVITIES

According to the Report, Aru Dariger has an electronic database of professional literature, as well as a small library fund of its own in a book (paper) version. During training, literature is freely available both for teaching staff and for students. The literature, which is presented in electronic form, can be downloaded by listeners to their electronic media or sent to their e-mail.

One of the clinical bases of Aru Dariger is the Arumed Clinic of Aesthetic Medicine and Plastic Surgery, where access to medical equipment is mandatory.

The organization states that all conditions have been created in the classrooms and at the clinical bases of Aru Dariger, which ensure the regime of infectious safety, personal hygiene of the patient and medical worker, and a medical and protective regime. At the first practical lesson, students are required to read and sign the "Introductory briefing on occupational safety and health" in order to comply with safety conditions.

According to the Report, the assessment and regular updating of the material and technical base and equipment is ensured, and adequate training conditions are guaranteed. The hardware equipment is checked annually, is constantly updated, which makes it possible to improve and improve practical skills directly at the clinical base "Arumed".

Aru Dariger states that cooperation with the best medical organizations that act as clinical bases is a key aspect of the educational process.

In Aru Dariger, the educational process is built taking into account the use of information and communication technologies for the independent performance of work by students. Specialists have access to pages on the Internet, Instagram, Facebook, www.arudariger.kz, e-mail, WhatsApp, Telegramme, Viber, through which they can receive answers to their questions, view materials of interest to them. The Strategic Development Plan provides for a direction to supplement the website with links to webinars on relevant topics.

According to the Report, the teaching staff uses technical, communication, information learning tools, educational audio and video materials, educational electronic publications, as well as test computer programmes. The staff has an IT specialist who helps to introduce ICT into continuing education programmes. The teaching staff are engaged in the development of educational and methodological material for classes and CPD programmes in general, and the IT specialist is engaged

in the digitization of the material into an electronic and accessible format for students. In the educational process, communication is provided through cooperation, collective work of a team of specialists, collegial development of common approaches, equal consideration of the opinions of all specialists, an interactive learning process that is patient-centered.

The teaching staff of Aru Dariger in their work actively use "Medelement" and in the classroom announce to the audience the possibilities of Medelement and the peculiarities of health information systems. According to the Report, during the training cycles, specialists in their work actively use the Medelement platform, which has an electronic doctor's office.

Interaction with colleagues after training is ensured through their joint participation in multidisciplinary training - cooperation, teamwork of a team of specialists of different specialties, interaction and communication, taking into account the opinions of specialists, an interactive process focused on the patient is ensured.

In Aru Dariger, the educational process is implemented through the involvement of practical health care professionals, which leads to the development, formation and improvement of professional competencies among students and representatives of related specialties in the course of multidisciplinary training with the interpretation of clinical cases.

According to the Report, the participation of students in formalized types of CPD is ensured. master classes, trainings, seminars, round tables, congresses, which, as a rule, are held with the support of the "Kazakhstan Association of Aesthetic Medicine and Plastic Surgery" and the "Arumed" clinic.

According to Aru Dariger, the teaching staff has the opportunity to ensure the participation of health care professionals in formalized types of additional education, by attending cycles / lectures, participating in e-learning, speaking at international conferences, participating in research and organizational events in accordance with the current topics of the specialty.

According to the Report, the implementation of educational services in the field of aesthetic medicine is carried out on the basis of monitoring the educational process and taking measures to improve the quality of CPD programmes, taking into account the mission, needs and feedback of practical health care professionals and stakeholders.

According to the Report, the organization does not acknowledge participation in research projects within the framework of the CPD.

According to the Report, the organization has implemented a policy on the use of education expertise in the planning, implementation and evaluation of CPD programmes.

According to the Report, in order to gain experience when visiting other organizations, trainees are trained at different clinical / practical bases.

The report identifies the strengths of Standard 6:

1. Access to the acquisition and development of practical skills on the hardware cosmetology equipment is provided.

2. Own (Founder's) clinical base.

3. Good material and technical base with the availability of high-quality hardware equipment for classes

Conclusion: The description of standard 6 meets the criteria for institutional accreditation, areas for improvement identified

Standard 7: EVALUATION OF CPD ACTIVITIES

Based on CPD standards and in accordance with the Report monitoring of the effectiveness of programmes takes place throughout the educational process and includes: a list of competencies in the process of mastering an educational programme, control and measuring instruments, a description of indicators and criteria for assessing competencies at various stages of their formation, a knowledge assessment system, a questionnaire of student satisfaction with the quality of implementation of additional programmes education, questionnaires of employers' satisfaction with the quality of students' education.

The assessment of the educational process and the achievement of the final learning outcomes by the students is carried out systematically, based on the results of the basic, current and final control and questionnaires. The final result is assessed according to the results of the final control of knowledge.

According to the Report, monitoring of the educational process is considered as a tool for improving quality and, above all, it includes the achievement of the developed mission.

Feedback from listeners is carried out in the form of a questionnaire. Taking into account the development of information and communication processes and the need for their implementation, it is planned to introduce an electronic questionnaire in Aru Dariger using individual logins and passwords. The organization declares that it provides constructive feedback to all trainees and stakeholders of CPD programmes, which is systematically requested, analyzed and appropriate actions are taken based on the feedback to improve the quality of the educational process.

The advantages and benefits of the participation of students in CPD programmes have been identified and lie in their influence of opinion on the improvement of continuing education programmes. Consumer orientation is carried out through the inclusion of interested parties (listeners and employers) in the meetings of the EMC and in the process of monitoring the quality of educational services through questionnaires.

The report identifies the strengths of Standard 7:

1. Aru Dariger has developed and is applying mechanisms for monitoring the effectiveness of programmes.

2. Survey of employers, trainees and stakeholders...

Conclusion: The description of standard 7 meets the criteria for institutional accreditation, but at the same time is defined

areas for improvement:

1. Aru Dariger should, in relation to other interested parties: provide access to the results of the evaluation of students and educational programmes (7.3.2).

2. The involvement of employers and students in the assessment of the educational programme (protocol, elective discipline, etc.) is not reflected (clause 7.2.2).

3. Examples of changes introduced into the educational programme based on the opinion of employers should be given - how is the opinion and influence of students taken into account to improve the programmes, in terms of the topics of the CDS tasks, the complexity of clinical tasks, test questions and tasks, which corresponds to the professional needs in training (clause 7.2.5).

4. How stakeholders can influence the effectiveness, efficiency and quality of the educational process (clause 7.3.1).

Standard 8: ORGANISATION

According to the Report, when planning CPD programmes, Aru Dariger focuses on the stated mission and determines the expected end results of training. The organization, according to the Self-Assessment Report, has a management system that provides documentation on the quality of practice, monitors the final learning outcomes and comparability of results in order to inform students and the main stakeholders, in accordance with the "Regulations on the organization of the educational process."

According to the Report, academic leadership is based on the fact that Aru Dariger has been operating since 2009 (the successor of Kazakhstan Institute of Postgraduate Education in Dermatovenereology and Dermatocosmetology LLP), has occupied a solid niche in the educational environment of the CPD. For 10 years, KIPEDD LLP has been implementing programmes for retraining cycles "Adult, pediatric dermatovenerology with a component of dermatocosmetology", advanced training in the cycles "Dermatocosmetology" and "Nursing care in dermatocosmetology", together with JSC "KazMUNO" and JSC "HSPH".

In the Report, Aru Dariger guarantees the professional leadership of CPD programmes and activities, which is regularly assessed in relation to the achievement of the mission and the final learning outcomes of the trainees.

According to the Report, the organization has created a budgeting system to finance and support training programmes. Paid educational services are provided on the basis of the approved price list.

Management of the educational process is regulated - almost all employees and departments are involved in the organization of the educational process. The organizational structure of Aru Dariger includes structural divisions: Educational and methodological council, department, administrative and financial department. Each structural unit has its own regulation that regulates its work. For each employee, job descriptions have been developed and approved that determine the range of their powers.

The report identifies the strengths of Standard 8:

1. Internal and external comprehensive programme evaluations
2. Availability of an approved organizational structure, distribution of professional responsibilities.

Conclusion:

The description of standard 8 meets the criteria for institutional accreditation, but at the same time

Identified areas for improvement:

1. In order to ensure the proper management of programmes, including the content, assessment, documentation, organization of programmes, - begin procedures to bring programmes and IRR in accordance with the updated NLA (8.4.1).
2. Formalize the processes of studying and evaluating academic leadership - in terms of the activities of heads of educational programmes regarding the achievement of the mission and goals, the final learning outcomes (8.2.2).

Expansion of the provision of information in the report is required.

The Report does not disclose on the basis of which (analysis, benchmarking) the organization regularly evaluates and guarantees its professional leadership (8.2.2).

Standard 9: CONTINUOUS RENEWAL

According to the Report, according to the Strategic Development Plan, Aru Dariger is taking measures to ensure the quality of the implementation of additional education programmes. Review and updating of the curriculum process are carried out on an ongoing basis before each planned curriculum due to changes in national NAPs, internal curriculum documents.

Distribution of the budget - Aru Dariger plans to allocate the necessary resources in the budget to improve and improve programmes (material, labor and information resources), a decent salary of the teaching staff and employees of Aru Dariger is provided.

Changes and additions to the Aru Dariger programmes are carried out taking into account the development of biomedical, social and clinical sciences, as well as the needs of the health care system and society.

Aru Dariger guides the software update process on the following issues:

adaptation of the mission and final learning outcomes to the scientific, socio-economic and cultural development of society;

revising and defining the professional competencies of health care professionals, taking into account the data of scientific progress in the field of practical health care, aesthetic medicine and the changing needs of society;

consideration and adaptation of new methodological approaches in accordance with modern theory in education, methodology of teaching adults and ensuring their relevance; developing self-assessment and practice-based learning methods to implement and sustain student learning;

improving organizational and management structures that help trainees to provide high-quality care in dermatovenerology and dermatocosmetology and to meet the emerging needs of patients;

continuous improvement of the content of educational programmes and teaching methods.

The report identifies the strengths of Standard 9:

Updating the programme is carried out taking into account the analysis and assessment of the quality of programme implementation.

Conclusion: The description of standard 9 meets the criteria for institutional accreditation, but at the same time **identified areas for improvement:**

In clause 9.3 introduce a quality management system (QMS) to improve the quality of internal processes (educational, scientific, clinical, informational) (9.3).

Expansion of the provision of information in the report is required.

The Report does not disclose how it plans and allocates resources for continuous improvement of the implemented programme (9.3)

Overall score on the Self-Assessment Report:

Thus, presented in the Report on Institutional Self-Assessment for Compliance with the Requirements of the Standard for Institutional Accreditation of Organizations of Continuing Education (Continuing Professional Development) of the Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care

the self-assessment and description were carried out in accordance with the criteria of the ECAQA accreditation standards and responses were received to the vast majority of the questions formulated in the Self-Assessment Guidelines.

The description of the standards contains the actual practice of organizing and implementing the educational programme, reasoned data, examples of the implementation of programmes, methodological support, confirming compliance with the requirements of accreditation standards.

The description of key areas of activity is quite complete and updated in terms of the number of students, teachers, administration, information about the results of training, the results of assessing knowledge and skills, material and technical base, contractual obligations with partners, plans for development and improvement, etc.

The 9 Accreditation Standards Conclusion includes a description of strengths and areas for improvement.

Thus, the Self-Assessment Report Aru Dariger contains objective, detailed, structured information on all types of activities in accordance with the accreditation standards of the Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health care.

3. Description of the stages of external expert evaluation

External expert work on the institutional assessment of Aru Dariger was organized in accordance with the Guidelines for the external assessment of educational organizations and educational programmes of ECAQA (approved by the order of the Director General of the NJSC "Eurasian Center for Accreditation and Quality Assurance in Higher Education and Health Care" No. 5 dated February 17, 2017) and according to the programme approved on June 15, 2021 by the Director General of ECAQA Sarsenbayeva S.S. 06/15/2021

Period of external expert evaluation: from November 10, 2020 to July 8, 2021.

Dates of the visit to the organization: 7-8 July 2021

To obtain objective information on the expert assessment of Aru Dariger, the EEC members used the following methods:

- interview with management and administrative staff,
- interviews with listeners, observation,
- study website www.arudariger.kz,
- interviewing Aru Dariger employees, teachers,
- questionnaire survey of teachers and students,
- review of resources in the context of the implementation of accreditation standards,
- study of educational and methodological documents Aru Dariger.

On the part of the Aru Dariger team, the presence of the persons indicated in the visit programme and according to the lists of interview sites was ensured (Table 1).

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

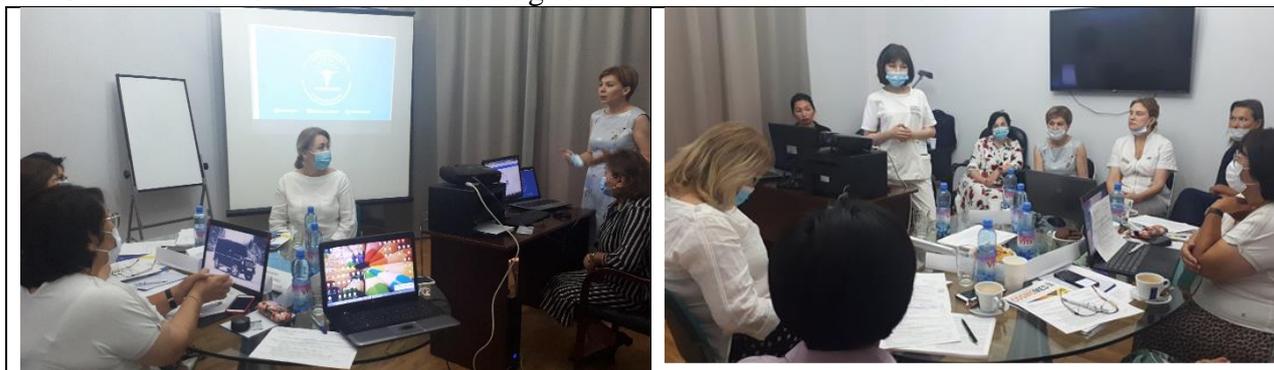
No.	Employees, full name	position
1	Zhumatova G.G.	Director of "NCPME Aru Dariger" LLP
2	Baimukhanova D.M.	Head of Department
3	Makashev T.K	Full-time teacher
4	Kabirova A.D.	Full-time teacher
5	Pirmakhanova A.B.	Full-time teacher
6	Tetenova A.A.	Full-time teacher
7	T.V. Postnikova	Teacher - part-time
8	Kokilova Z.B.	Teacher - part-time
9	Tkachenko I.N.	Teacher - part-time
10	Tarassenko E.	Methodist

	<p style="text-align: center;">Listeners, full name</p> <ol style="list-style-type: none"> 1. Myrzarakhimova Zhanar 2. Parmanova Moldir 3. Rakhimova Ksenia 4. Tyurina Valentina 5. Sabyrova Lyazzat 6. Saitova Rositsa
	<p style="text-align: center;">Employers, full name</p> <ol style="list-style-type: none"> 1. Dolbina I. Director of the Elisium clinic; 2. Rano Rashidova Director of the Svetlana clinic; 3. Kozhabek L. Director of the Tiffany Plaza clinic
<p>Total - 18 people</p>	

The sequence of the visit within 2 days is detailed in the Programme and Schedule of the External Expert Commission of NJSC "ECAQA" on Institutional Accreditation Aru Dariger (hereinafter referred to as the Visit Programme), which is located in the documentation of the accreditation center and in Attachment 3 to this Final Report.

The first day of the visit (07.07.2021)

In accordance with the programme and schedule of external expert work, the EEC members held a preliminary meeting of the EEC ECAQA members. During the organizational meeting chaired by Ph.D. Smailova A.N. the programme of external expert evaluation was clarified, the responsibility of the EEC members was distributed according to the accreditation standards of the NDP.



A brief review of the Aru Dariger Institutional Self-Assessment Report was carried out, the results of the expert evaluation were discussed with substantiation of comments and recommendations for improving the report. The experts shared their views on the results of studying the website, studying the documents provided, and also discussed additional documents that need to be requested from the Aru Dariger administration for full awareness of the EEC members.

Interviews / interviews were held with management, key employees Aru Dariger, teachers, with students, employers / representatives of clinics, who sent their specialists to train, which made it possible to determine the fulfillment of most of the criteria of accreditation standards 1 - 9 on issues.

Interview with Director of LLP "NCPME Aru Dariger" Zhumatova G.G. (on the development strategy of the educational direction, financing of programmes, provision of resources, including personnel, statistical information on the training of students, analysis of the effectiveness of the training programme, development prospects) made it possible to identify the implementation of standards 1, 8, 9:

- approaches to the development of the mission of the educational programme and its compliance with strategic goals Aru Dariger, the role and place of additional medical education in the strategy of Aru Dariger,
- mechanisms for identifying appropriate teaching methodologies and the need for qualified teachers,
- approaches to determining the adequacy of educational resources;

- statistical information on the number of listeners for the period of activity Aru Dariger;
- approaches to analyzing the effectiveness of training programmes, determining development prospects, concluding agreements with domestic and foreign partners (contracts and memorandums).

Interviews with executives and key employees Aru Dariger (Baimukhanova D.M., Kabirova A.D., Tarasenko E.B.), responsible for recruiting, admitting, organizing training and graduating students, as well as recruiting, admitting, and developing teachers, made it possible to determine the fulfillment of most of the criteria for accreditation standards 2, 4, 8.

The conversation allowed the experts to learn about approaches to teaching, about the strategy of recruiting students, information security of educational programmes.



Interviews with teachers were carried out for the purpose of validation for compliance with standards 2, 4, 7. The list of teachers of NCPME Aru Dariger LLP is indicated in Table 1.

Eight specialists are involved in the implementation of educational programmes - employees and part-time workers with academic degrees (3), academic title (2) and having the highest and first qualification categories in the main medical specialty (1).

The interview with the staff - full-time teaching staff was attended by 3 part-time workers out of the declared 8 teachers.

Interviews with educators, as programme providers, showed that there are both successes and the need to increase the capacity of teachers - medical practitioners in teaching methodology.

Demonstration of teaching methods of CPD programmes implemented in Aru Dariger Kabirova A.D.

In order to validate the data of the Self-Assessment Report and obtain evidence of the quality of the programmes, interviews were conducted with the listeners (satisfaction with the training, proposals for the development of programmes) for compliance with standards 2, 4, 7. 4 out of 6 declared listeners took part in online videoconference.



The experts asked questions about satisfaction with training, sufficient time for hands-on training, and satisfaction with teaching methods and teacher qualifications. In general, the listeners are satisfied with the training, assessment methods, and purposefully entered this organization, since they understand that Aru Dariger is the leading organization in the Republic of Kazakhstan, with experience in teaching students.

The students showed their commitment to Aru Dariger, were active in answering questions from external experts, demonstrated their judgments on the organization of training, assessment of their skills, advisory support, opportunities to participate in research and development, funding, etc.). The experts studied the students' documents (assessment results, questionnaire results, and others). The results of the survey are presented in the section below.

Visiting training bases for students of Continuing Professional development programmes: Beauty Center "Arumed",



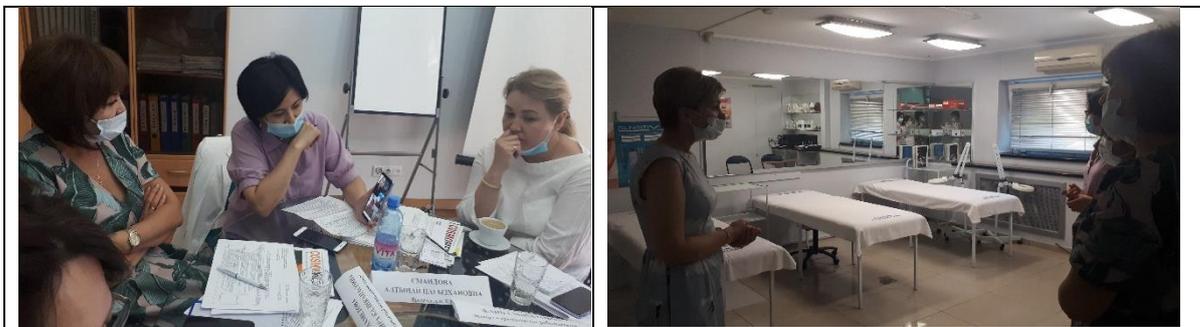
The multidisciplinary clinic of Dr. Globa for compliance with standards 6 showed sufficient equipment and favorable conditions for conducting training and household issues for students.



Further, a review of the resources of Aru Dariger was carried out: building, auditoriums, equipment, IT equipment. Library (including electronic), studying the possibilities of providing students with access to international databases of educational and professional literature for compliance with standards 6 and 9.



An interview with 3 employers was conducted via videoconference online (I. Dolbina, Elisium Clinic Director; Rano Rashidova Director of the Svetlana clinic; Kozhabek L., Director of the Tiffany Plaza clinic) for compliance with standards 6 and 7 included questions such as: knowledge of the mission Aru Dariger, participation in the development of the mission, satisfaction with the knowledge and skills of the trainees, providing Aru Dariger and trainees with the necessary resources for practical training and the formation of clinical thinking, about the employment of trainees, etc.



Further, the students demonstrated the knowledge and skills acquired in the learning process (provision of methodological materials, assessment system, feedback) for compliance with standards 2 and 4. Demonstration of mesotherapy procedures, demonstration of classical massage.

Study of Aru Dariger documents: strategic plan, annual plan, reports, WC, work programmes, syllables, student registration logs, certificate registration logs, contracts with students, contracts with teachers, electronic student base, student documents (portfolio).



Following the results of the first day, a meeting of the EEC members was held on the results of an external assessment.

The second day of the visit (July 8, 2021)

Were studied electronic resources for continuing education programmes Standards 2, 6. Were studied the website of Aru Dariger www.arudariger.kz, electronic resources for continuing education programmes

On the website of the organization www.arudariger.kz the section "About AC" contains the Mission and vision, information about the organization, teachers, programmes being implemented, a list of documents required for enrollment and other information about the activities of Aru Dariger.

Information for specialists wishing to undergo training is available in the section "For students." (enrollment requirements for training, expected outcomes). Also, on the site, a specialist can apply for enrollment for training, get access to lecture materials.

Further, according to the programme of the visit of the EEC, the documents of Aru Dariger (in validation Standards 1-9). The experts examined the documentation that confirmed the compliance with the standards of institutional accreditation 1 - 9.

The Charter, Certificate of State Registration of a Legal Entity, Strategic Development Plan for 2021-2025, organizational structure, Regulations on the advisory and advisory body (methodological council or academic council / committee), Rules for the organization of the educational process, Calendar-thematic plan (current), Methodological materials on CPD, Base of test tasks, Questionnaires and results (analysis) of the survey of employers, Questionnaires and results (analysis) of the survey of trainees, Staffing, Teacher development programme, Information about the participation of teachers in country and international events, Results of the survey of teachers and staff on job satisfaction, Cooperation agreement, Agreement with clinical sites, Safety rules, Folder with ABO for additional education.

The data on teachers (staffing, job descriptions), documentation on the organization of the educational process (Curriculum Management Rules, Guide for Students, Work Curriculum, Work

Curriculum, Certificate Registration Log), student documents (contracts with students, progress journals, etc.) student registration logs), Regulation on the Consultative and Advisory Body (Educational and Methodological Council), minutes of the EMC meeting for 2019 and 2020, feedback questionnaires with listeners, reports on the results of the questionnaire and the measures taken, etc., control and measuring instruments), including documentation at the request of EEC members.

To obtain evidence of compliance with the standards of accreditation and verification of the data of the self-assessment report, an additional 23 documents were requested by external experts, according to the recommendations of the Self-assessment Guidelines.



The experts found that in Aru Dariger the requirements of the legal regulation are largely observed in the implementation of educational programmes, and the management systematically monitors this process during internal audits (periodic reporting, etc.).

After studying the documents, the members of the EEC began the design of the final report of the EEC. The EEC Chairperson summarized the data of the EEC members and formed the draft final report of the EEC.

Then, a meeting of members of the EEC was held based on the results of an external assessment of Aru Dariger for compliance with accreditation standards. The documentation was examined and an additional interview was held with the employees of Aru Dariger on the additionally requested documentation.

A final discussion of the results of external assessment, study of documents, results of interviews, interviews, questionnaires was held.

The experts shared their opinion on the results of the study of electronic resources, formulated recommendations for improving electronic resources. Experts obtained evidence of compliance with accreditation standards 2 and 6, as well as validation of the information in the self-assessment report of the educational programme, as well as on review of the resources of Aru Dariger for additional education programmes, which revealed compliance with accreditation standards 6, 9.

After the meeting, the members of the EEC made generalizations of the results of the external evaluation. Experts have individually completed the “Quality Profile and External Evaluation Criteria for Compliance with Aru Dariger with the Standards of Institutional Accreditation of Medical Educational Organizations of ECAQA.

Recommendations for improvement were discussed for Aru Dariger, the chairperson of the EEC Smailova A.N. and EEC members held a final vote on the recommendations for Aru Dariger and a final vote on the recommendations for the ECAQA Accreditation Council.

At the end of the work of the EEC, the leadership of Aru Dariger as a whole was given a positive assessment of their activities and the chairperson of the EEC for the management and employees of the educational organization announced recommendations based on the results of an external assessment within the framework of institutional accreditation of Aru Dariger.

3.1 Questionnaire.

A survey was conducted by an ECAQA observer.

Aru Dariger audience poll (online) included 21 questions, 8 listeners were questioned (*Nursing in cosmetology - 2; dermatology / dermatocosmetology - 3; resident / primary retraining - 1; SMR - 1; advanced training in dermatovenerology - 1*).

Results of the survey of listeners Aru Dariger:

100% of students will recommend studying in this educational organization to their acquaintances, friends, relatives;

100% of trainees believe that programme managers and teachers are aware of trainees' learning problems;

100% satisfied with the conditions and equipment of classrooms, auditoriums of this educational organization;

100% of the students believe that this educational organization has created conditions for rest and nutrition for students;

100% of trainees believe that office equipment is available for trainees in classrooms and practice bases;

100% of students believe that teachers provide students with methodological and didactic materials, additional literature to prepare for classes;

67% of students are satisfied with the library fund / resources;

89% of students are satisfied with access to electronic educational resources;

67% of trainees are satisfied with the organization of clinical training for trainees;

67% of students are satisfied with the teaching methods;

100% of trainees believe there is sufficient time for hands-on training

78% are satisfied with the training schedule;

100% satisfied with the methods of assessing my knowledge and skills;

100% of students believe that teachers use active and interactive teaching methods in the classroom;

100% of the students note that after the end of the lesson, the teacher gives feedback;

100% are satisfied that they studied at this educational institution

100% believe that this educational organization allows you to improve or acquire the necessary knowledge and skills in the chosen specialty

100% satisfied with the organization of teaching

100% of the respondents expressed a positive opinion about the work of the External Expert Commission on the accreditation of this educational organization

Based on the results of the survey of listeners, we can conclude

about a high degree of satisfaction with the content of the programme and the organization of training in Aru Dariger. At the same time, it is required to pay attention to the satisfaction of the library fund; clinical teaching and teaching methods of trainees.

Aru Dariger survey of teachers included 18 questions of the questionnaire, 9 employees were questioned, including 8 teachers.

Teachers have up to 5 years of teaching experience - 33%; 5-10 years - 44% and over 10 years - 22%.

Results of the questionnaire survey of teachers

100% satisfied with the organization of the educational process in

100% believe that ethics and subordination are respected in the organization in relations between colleagues, teachers, management

100% satisfied with the organization of work and workplace in the organization

100% believe that there is an opportunity in the organization for career growth and development of the teacher's competence

100% satisfied with the salary

100% satisfied with the work of the HR service

89% of this educational organization, I have the opportunity to engage in scientific work and publish the results of research

100% attended professional development courses

100% gave a positive characteristic of the microclimate in the team

100% believe that they have the opportunity to realize themselves as a professional in their specialty

100% believe that the students of this educational organization have a high level of knowledge and practical skills after completing the training programme

78% positively assess the timeliness of the execution of applications for the purchase of methodological and didactic materials, office equipment, stationery to ensure the educational process in the organization

Aru Dariger supports the participation of teaching staff in conferences (international, republican)

payment of travel, travel, registration fees - 22%

payment only for travel - 11%

by paying only the registration fee 78%

self-financing were trained - 11%

did not consult the management about this - 22%.

55% agree that students have free access to patients at clinical sites and all conditions for improving their practical skills.

Teachers believe that during classes with students, the following materials must be available:

cases - 67%

syllabus and EMCD - 7%

instrumentation (tests, situational tasks) - 9%

educational journal - 78%.

100% satisfied with the level of prior training of students upon admission to training programmes (fully - 22%, partially - 67%)

44% believe that the organization implements social support programmes for teaching staff, 56% do not know about them.

78% believe that the head of the organization listens to his opinion regarding issues related to the educational process, research and development, and clinical work.

Teaching methods are most often used in the process of teaching students:

Lectures - 78%

Oral survey of students - 22%

Small group work - 67%

Interactive learning - 67%

Analysis of situational tasks - 78%

Oral analysis of the topic of the lesson - 56%

Compilation and solution of cases - 33%

Test solution-56%

Written assignments - 11%.

Problem-Based Learning - 33%

Execution of abstracts - 56%

Implementation of projects, term papers - 0%

Rewriting of thematic information from monographs - 0%

100% believe that the questionnaire is useful for developing recommendations for improving the key areas of the organization's activities (fully - 89%, partially - 11%)

Based on the results of the questioning of teachers, we can conclude

about a high degree of satisfaction with the organization of the educational process in Aru Dariger. It is noted that Aru Dariger uses a wide range of teaching methods; at the same time, attention should be paid to the organization of professional development in teaching skills, teacher support programmes and issues of ensuring access to patients at clinical sites.

4. Conclusions of the EEC on external expert evaluation.

As part of the external expert assessment of Aru Dariger for compliance with the ECAQA Institutional Accreditation Standards, the EEC members carefully studied and assessed the main indicators of the organization's activities.

The information obtained by external experts during the study of the Self-Assessment Report, preparation of written reviews with recommendations for improvement, interviews with management, employees of departments, study of Aru Dariger's documentation, during interviews with 4 administrative employees, interviews with 4 students, 8 teachers, 3 employers was analyzed, and questioning 8 listeners.

All the information received was compared with the data of the Self-Assessment Report, which made it possible to ascertain the reliability and validation of the information provided to Aru Dariger and supporting documents for compliance with the above-mentioned ECAQA Accreditation Standards.

Despite the fact that in the report on institutional self-assessment, Aru Dariger described his best practice in observing the standards of institutional accreditation, during the external expert evaluation by the EEC members, in addition to the previously reviewed documents, 23 documents and materials

on resources for training were additionally requested, which made it possible to identify compliance of the educational organization with accreditation standards.

Thus, the external expert committee examined 47 documents, 2 presentations.

Recommendations for improving Aru Dariger's activities for compliance with the Accreditation Standards, developed by the EEC based on the results of an expert assessment, were presented at a meeting with the leadership of Aru Dariger on July 8, 2021.

Members of the EEC carried out an assessment of compliance with Aru Dariger according to the "Institutional Quality Profile and External Evaluation Criteria for Compliance with the Standards of Institutional Accreditation" developed by ECAQA. The above document was individually completed by each member of the EEC. The members of the EEC made recommendations.

The programme and schedule of the external expert evaluation of the EEC has been completed in full.

From the side of the Aru Dariger team, the participation of the persons indicated in the programme is ensured.

Thus, the external assessment and the visit of the EEC members made it possible to verify and validate the data of the institutional self-assessment report. Aru Dariger in full in accordance with the Regulation on the External Expert Commission, Guidelines for external evaluation of a medical organization formation of ECAQA (order of the Director general No. 5 dated February 17, 2017).

For the work of the EEC, comfortable conditions were created, access to the necessary information and material resources was organized.

5. Analysis for compliance with accreditation standards based on the results of an external assessment of Aru Dariger and an overview of the strengths for each standard.

Standard 1: MISSION AND OUTCOMES

The experts made sure that the mission of Aru Dariger is defined and reflected in the Strategic Development Plan for 2021-2025. The development of the mission was carried out in accordance with the NLA, priorities in the health care of the Republic of Kazakhstan and was aimed at training specialists in the field of dermatovenerology and dermatocosmetology.

It has been established that the Mission is based on an assessment of the needs of practical health care and society, State programmes for the development of health care, and contributes to the improvement of clinical practices in the field of dermatovenerology and dermatocosmetology.

Aru Dariger in his activities ensures a balance between general and specific types of activities, the implementation of programmes is the main activity. **The final version was approved as an official document (12/19/2020).**

When interviewing students and teachers, it was found that they are informed about the mission and strategic goals Aru Dariger and constant support of Aru Dariger students is carried out for the entire period of training, as well as their monitoring and after their training in terms of professional growth.

When talking with representatives of practical health care, it was found that educational programmes are aimed at improving theoretical knowledge, practical skills, in accordance with national and international requirements for the implementation of programmes in the field dermatovenerology and dermatocosmetology.

Students discuss the acquired knowledge and skills with colleagues through professional social networks. Trainees demonstrate learning outcomes and workplace competencies in health care providers, as reflected in interview responses from employers.

It was revealed that the leadership, students, staff, teaching staff took part in the development of the mission and expected learning outcomes for CPD programmes.

Proof:

Strategic development plan for 2021-2025

www.arudariger.kz

WC

Feedback from trainees and employers

Strengths (Standard 1):

1. Availability of a developed and approved mission, vision, goals and strategic directions for the development of activities.
2. Experience in the implementation of educational programmes since 2009.
3. Availability of our own clinical base to ensure the educational process.

Conclusions of the EEC on the criteria. Out of 12 standards conform: completely - 12 (8/4), significantly - 0, partially - 0, do not correspond - 0.

Standard 1: completed

Recommendations for improvement identified during the external visit:

To intensify the involvement of trainees and employers in the development and implementation of the mission and vision of the organization...

Standard 2: EDUCATIONAL PROGRAMME

During the visit, it was revealed that Aru Dariger is an organization of additional education and carries out advanced training of medical workers with secondary and higher medical education, in terms of improving practical skills in dermatovenerology and dermatocosmetology. The training of specialists in the field of aesthetic medicine takes into account the needs of the health care system and is adapted to the needs and wishes of the listeners.

Educational programmes for advanced training, developed in Aru Dariger reflect all aspects of specialization, provide the necessary knowledge and skills that are used by students in their professional practice and clinical activities in the field of aesthetic medicine. Thus, further education programmes include the integration of practical and theoretical components, including methods of independent and active learning. Educational programmes are approved at meetings of the educational and methodological council (EMC).

The educational process and the implementation of all Aru Dariger programmes are carried out in accordance with state development programmes, road maps of the Ministry of Health of the Republic of Kazakhstan and the NLA of the Republic of Kazakhstan. Training is carried out in accordance with the current policy of the state and professional organizations in the field of health care and is regulated in accordance with the Order of the Ministry of Health of the Republic of Kazakhstan "On approval of the rules for additional and non-formal education of health professionals, qualification requirements for organizations that implement educational programmes of additional and non-formal education in the field of health, as well as the rules for recognizing learning outcomes received by health professionals through additional and non-formal education" No. 303 dated December 21, 2021.

Aru Dariger employs a professional, qualified teaching staff with extensive experience in training specialists in the field of dermatovenerology, dermatocosmetology and aesthetic medicine, which determines the demand for activities in the market of additional education.

When developing and implementing additional education programmes, the requirements and recommendations of professional associations, proposals and wishes of stakeholders from practical health care (employers) to the quality of additional training of the student are taken into account.

Aru Dariger has obligations to comply with all ethical aspects, codes of conduct and house rules for employees, teaching staff and students.

The organization takes advantage of various teaching and learning methods to implement Continuing Professional development programmes. The applied teaching and learning methods of students correspond to the content and end results of training, as well as promote active and personal participation of students, develop the ability to take responsibility for their learning process, identify their needs, and promote lifelong learning.

Aru Dariger's educational programmes take into account the achievements of science and scientific concepts. The content of educational programmes developed on the basis of the principles of scientific methodology, evidence-based medicine and clinical experience were discussed and approved at a meeting of the EMC. The compulsory component of the programmes includes the principles of evidence-based medicine.

The teaching staff and students take part in scientific conferences, presenting the results of scientific and clinical research obtained in the process of studying and analyzing the literature and

performing their professional activities. Coverage of scientific conferences is reflected in the specialized scientific and practical journal "Cosmomed", which has been published since 2004.

The experts made sure that the Working Curricula contain a compulsory component and an optional component (CC), each of which has logical completeness and can be passed by the student as a separate independent component indicating the direction of training and the number of hours / weeks, with the issuance certificates of the established form of the Ministry of Health of the Republic of Kazakhstan.

The safety and autonomy of participants in the educational process (students, teaching staff and patients) is ensured during practical and seminars at clinical sites by collecting informed consent from patients, as well as by signing the Safety Instructions document, the purpose of which is to ensure the safety of staying in the clinic.

Proof:

1.Provision on the organization of the educational process (minutes No. 1 of 12.01.2021)

2.Educational programmes:

Professional development cycle:

- "Dermatocosmetology", 108 h / 2 weeks; 216 hours / 4 weeks for doctors who have previously undergone primary retraining in dermatovenerology or have completed residency in the specialty "Dermatovenerology, including children";

- "Nursing care in dermatovenerology", 108 h / 2 weeks; 216h / 4 weeks for paramedical workers who graduated from medical colleges with a degree in Nursing, General Medicine and bachelors in General Medicine;

By elective disciplines:

- Aesthetic mesotherapy, 54 h / 1 week.

- Chemical peels, 54 h / 1 week.

- Contour correction, 54 h / 1 week.

- Botulinum therapy, 54 h / 1 week.

- Trichology, 54 h / 1 week.

- Hardware cosmetology, 54 h / 1 week.

3.Qualified teaching staff:

- with a Ph.D. degree. - 2 people; d.m.s. - 1 person, with the academic title of associate professor - 1 person; professors - 1 person.

4. The code of honor of the teacher and the Code of honor of the listener (minutes of the meeting of the EMC No. 10, dated December 15, 2020),

5.Certificates of participation in scientific conferences

6.Specialized scientific and practical journal "Cosmomed", which has been published since 2004

7. Safety regulations and familiarization sheet

Strengths (Standard 2):

Aru Dariger applies active teaching methods, learning in practice at its own (Founder's) clinical base.

Conclusions of the EEC on the criteria. Out of 19 standards conform: completely - 12 (9/3), significantly - 5 (1/4); partially - 2 (0/2), do not match - 0.

Standard 2: completed

Recommendations for improvement identified during the external visit:

1. To implement programmes and use various teaching methods, train teaching staff in educational technologies (2.1.6 SU).

2. Stimulate the interaction of students and teaching staff with colleagues through educational networks (2.1.7).

3. To intensify the use of international databases and evidence, research results in the course of programme implementation (2.2.2 SD).

Standard 3: ASSESSMENT AND CPD DOCUMENTATION

During the visit, the EEC experts noted that in accordance with the requirements of the order of the Ministry of Health of the Republic of Kazakhstan "On the approval of the rules for additional and non-formal education of health professionals, qualification requirements for organizations implementing educational programmes of additional and non-formal education in health care, as well

as the rules for recognizing learning outcomes received by health professionals through additional and non-formal education "No. 303 dated December 21, 2021, Model curricula approved by order of the Ministry of Health of the Republic of Kazakhstan No. 165 dated April 14, 2017 in Aru Dariger, basic, current and final control of the level of knowledge of students is carried out.

Testing tools include test items, situational tasks, and exam tickets.

Control is carried out in the form of testing, interviews, as well as practical work with patients under the guidance of a teacher of the advanced training cycle. The form of the final control in the advanced training cycles is determined by Aru Dariger independently. The final control includes the control of mastering the classroom and extracurricular (independent) work of the listener, which is carried out after completing the study of the cycle in the specialty.

Teachers assess the skills of non-invasive cosmetic procedures, such as facial cleansing, classical massage, therapeutic massage; skills in conducting nursing and hardware procedures; for doctors - also the skills of carrying out invasive (injection) procedures.

The transparency of the assessment of learning outcomes is reflected in the Regulation on the organization of the educational process and is carried out upon completion of training by questioning students.

During the verification of the standard, the experts also recommended to develop checklists, etc. Assessment methods, in order to improve the procedure for assessing the knowledge and skills of students.

Upon completion of training on CPD programmes, students are issued a certificate or certificate of the established form of the Ministry of Health of the Republic of Kazakhstan. The duration of training and the timing of the final control are announced at the first lesson and are reflected in the syllabuses of the corresponding programme.

The task of Aru Dariger is not only the high-quality implementation of additional education programmes, but also the improvement of the quality of the content of these programmes, their timely updating. CPD programmes are updated taking into account the needs and professional-thematic requests of practical health care professionals, as well as on the basis of dynamic processes that occur regularly in the field of aesthetic medicine. Feedback from students and employers allows you to effectively establish the process of updating educational programmes. To this end, the teaching staff Aru Dariger has developed questionnaires for employers and students (on the assessment of distance learning, assessment of student satisfaction with the organization of the educational process, an assessment sheet). The survey is conducted anonymously. The results of the survey are brought to the attention of all teaching staff of the department and are discussed at a meeting of the department and the EMC. Based on the analysis of the results of the survey of students and employers, changes and additions are made to educational programmes to improve the learning process. In addition, listeners have the opportunity to post on the site www.arudariger.kz, in social networks Aru Dariger and messengers of the teaching staff, your feedback, comments and suggestions for improving the quality of additional education.

The expert commission noted that there is no anti-plagiarism system. Listeners are orally given instructions that copying, quoting "other people's" works without appropriate links to them is prohibited.

Proof:

1. Regulations on the organization of the educational process, (Minutes No. 1 dated January 12, 2021)
2. Control and measuring instruments (ICT): examination tickets, test tasks, situational tasks
3. Feedback questionnaires from students, employers and teaching staff
4. Analysis of feedback questionnaires (minutes of the EMC meeting with discussion of the results of the questionnaire)
5. Feedback from employers on the educational programme
6. Catalog of elective disciplines

Strengths (Standard 3):

1. Formulated and implemented a system for assessing students, aimed at achieving competence in the field of aesthetic medicine.
2. Positive feedback and comments from the audience.

Conclusions of the EEC on the criteria out of 8 assessment criteria: fully - 6 (5/1), significantly - 1 (0/1), partially - 1 (1/0), do not correspond - 0.

Recommendations for improvement identified during the external visit:

Improve the system for assessing the knowledge and skills of students,

Introduce an anti-plagiarism system. (3.1.2 BS, 3.1.3 SS)

Standard 4: THE HEALTH CARE PROFESSIONALS

The expert commission received convincing data that the motivation for training is the opportunity to get acquainted with domestic and international experience in dermatovenerology and dermatocosmetology.

In order to comply with the student's internal requirements and responsibility for participation in the educational programme, an agreement is concluded before the start of training (with the medical organization sending the student or the student). Stimulating the individual participation of health care professionals in training is realized through the student's intention to become a qualified and competitive specialist (upon successful completion of the programme).

Students can receive counseling related to the choice of an educational programme and on other issues through the contact information posted on the Aru Dariger website. www.arudariger.kz...

Students are encouraged to discuss the individual value and usefulness of the programmes on the basis of an anonymous questionnaire, which is carried out after each programme. When implementing the CPD programme, the modern requirements of practical health care and the data of modern literature are taken into account.

The implemented CPD activities are recognized by all stakeholders in view of the fact that Aru Dariger is the first organization in the Republic of Kazakhstan in the field of dermatocosmetology, which started its activities in 2009.

Upon enrollment, the student receives information about the training programme, forms of training, independent work, knowledge control. Each student receives full information about the educational programme, with assignments for independent work.

Elements of distance learning are actively used in Aru Dariger (access to lecture materials is provided), while, taking into account epidemiological restrictions, measures for the development of distance learning have not been started. The expert commission recommended using distance learning technologies, exploring the possibilities of distance learning programmes Moodle and others.

The expert commission, in the course of interviews with the listeners, made sure that Aru Dariger provides the listeners with the opportunity to discuss their training needs with the leaders and organizers of the educational programmes of the CPD.

Proof:

Learning agreement with the student

Aru Dariger website www.arudariger.kz

Questionnaires and results of the survey of students and teaching staff

WC

Strengths (Standard 4):

1. Conducting a survey of trainees and employers in order to determine their needs and expectations from the programmes of the CPD Aru Dariger.
2. Flexible policy of stimulating listeners.
3. Aru Dariger uses a combination of distance learning technologies in the implementation of programmes.

Conclusions of the EEC on the criteria. Out of 17 standards conform: fully - 16 (11/5), significantly - 0, partially - 1 (0/1), do not correspond - 0

Standard 4: completed

Recommendations for improvement identified during the external visit:

To improve methods and tools of distance learning in the implementation of additional education programmes (4.2.4 SU).

Standard 5: CPD PROVISION

During the visit, the EEC experts made sure that Aru Dariger strives to meet all the requirements in the field of CPD, including through the passage of the appropriate procedures for the recognition of educational programmes. Thus, Aru Dariger applied for the ECAQA EEC accreditation.

An organizational structure has been approved in Aru Dariger, the activities of Aru Dariger consist of training specialists in the field of dermatovenerology and dermatocosmetology. For the purpose of managing and coordinating educational activities, the Department of Dermatovenereology / Dermatocosmetology was established in Aru Dariger.

V the organization has developed a mechanism that provides control and monitoring of the activities of the teaching staff, through a survey of students.

The training programmes implemented in Aru Dariger meet the requirements of the previously valid (2019-2020) legal regulations in the field of CPD. Thus, during the EEC in Aru Dariger, the newly adopted regulations in the Republic of Kazakhstan (December 2020) were discussed and it was recommended to start procedures for adjusting and finalizing the programmes.

To avoid situations of conflict of interest in Aru Dariger, the requirements of the Code of Ethics are observed, and students in the Training Agreement are informed about ethical aspects, including those related to a possible conflict of interest.

Internal requirements regarding the content, teaching and assessment methods are defined in the Regulation on the organization of the educational process. In Aru Dariger, questions on the assessment of educational programmes are included in the Regulations on the organization of the educational process.

During the EEC, the experts also consulted the employees of Aru Dariger on the assessment of educational programmes.

During the visit, it was found that the compliance with the requirements established by the state for the CPD of the teachers themselves is not fully ensured (Training in the methodology of educational activities for at least 54 hours).

During the interview with the teachers, it was determined that the requirements for teaching staff on the use of effective teaching methods and technology were not fully implemented.

In the course of interviewing teachers, recommendations were voiced to intensify participation in the training of students (residents) of the Universities on dermatovenerology on the basis of Aru Dariger.

Also, experts of the EEC noted low activity in conducting research in continuing professional education.

Proof:

Organizational structure of Aru Dariger

WC

EMC protocols

Regulation on the organization of the educational process

"Code of honor of the teacher"

"Code of Honor of the Listener"

Learning agreement with the student

Questionnaires for students and teaching staff

Strengths (Standard 5):

1. Aru Dariger strives to meet all the requirements in the field of CPD, including through the passage of the appropriate procedures for the recognition of educational programmes.

2. The organization engages partner medical organizations to improve training programmes.

Conclusions of the EEC on the criteria. Out of 12 standards conform: completely - 8 (4/4), significantly - 1 (1/0), partially - 3 (0/3), do not correspond - 0.

Standard 5: completed

Recommendations for improvement identified during the external visit:

1. Plan activities to bring training programmes in line with the updated NP base in the field of CPD (5.2.1. BS).

2. Ensure compliance with the requirements and norms of Continuing Professional development for teachers established by the state (in terms of teaching staff in educational technologies) (5.2.4 SU).

3. Organize interaction with universities on basic medical education programmes c. the purpose of encouraging students to participate (in the long term) in CPD programmes (5.3.2 SU)
4. Consider the possibility of conducting research in continuing professional education (5.3.4 SD).

Standard 6: EDUCATIONAL AND CPD ACTIVITIES

Aru Dariger is located in the administrative building in Almaty, st. Abay 51/53, office 14. Hippocrates LLP (Arumed Clinic of Aesthetic Medicine and Plastic Surgery) is located at this address. The total area of office premises, including classrooms, is 254 sq.m., used on the basis of lease agreements.

There are areas for employees, a conference room (2nd floor) is provided for students during training. The conference halls on the 2nd and -1st floors (basement) are equipped with multimedia projectors and Internet access.

The organization employs 8 teaching staff...

Aru Dariger's specialists have experience in implementing the educational programme of CPD since 2009; during the period 2018-2020, 218 specialists in the field of dermatology and dermatocosmetology were trained.

The expert commission notes that access to the relevant professional literature is provided - there is a private library of 250 units. literature, at the same time, there are no agreements on the use of the library fund with third-party organizations.

Information (lectures) for students is posted on the official website www.arudariger.kz... Access to the materials is provided by providing an individual link to the specified site.

Aru Dariger has agreements with clinical bases for conducting educational programmes, the number of clinical bases (number of agreements - 4) for theoretical and clinical training of students

Trainees have free access to equipment for teaching clinical and practical skills.

During the visit to LLP "Multidisciplinary Clinic of Dr. Globa" (clinic of aesthetic medicine and plastic surgery "Beutimed") and LLP "Hippocrates" (clinic of aesthetic medicine and plastic surgery "Arumed") it was revealed that a safe learning environment is maintained at the practice bases. The conditions on the practical bases and the material and technical base contribute to the effective implementation of CPD programmes.

During the interview with the students, it was revealed that interaction with colleagues after training is ensured through their joint participation in professional social networks. However, the ability to provide access to relevant patient data and health information systems is not being fully realized.

Declared the passage of accreditation of educational activities in order to improve the programmes. The organization did not participate in other activities on methodology and programme improvement. The organization does not participate in research projects; there are publications in professional journals.

A policy has been introduced to use educational expertise in planning, implementing and evaluating CPD programmes.

Proof:

Certificate of state registration of a legal entity

Agreements with clinical bases (on the provision of educational services)

EMC protocols

Regulation on the organization of the educational process

Strengths (Standard 6):

1. Free access to obtaining and practicing practical skills on the hardware cosmetology equipment is provided.
2. Own (Founder's) clinical base.

Conclusions of the EEC on the criteria. Conforms out of 24 standards: fully - 22 (12/10), significantly - 0, partially - 2 (0/2), do not comply - 0

Standard 6: completed

Recommendations for improvement identified during the external visit

1. Consider conducting and / or participating in research projects as part of continuing professional development (6.6.2 SD)

2. Consider providing access to relevant patient data and health information systems (6.3.5 MS).

Standard 7: EVALUATION OF CPD ACTIVITIES

Based on the analysis of the documentation Aru Dariger, made during the visit of the EEC experts, monitoring of the effectiveness of programmes takes place throughout the educational process and includes 2 stages of monitoring: upon approval - the teacher presents the programme to the EMC Council; based on the results of the questioning of the students - at the end of the training, to determine the effectiveness of the programme, to identify its strengths and weaknesses, and to the teaching methodology, a questionnaire of the listener is carried out.

The expected learning outcomes are included in the training programmes.

Feedback between the listeners and Aru Dariger is carried out through the teachers, the collection of information from the listeners about the results of their professional activities and training needs is carried out through a questionnaire after each course. Information about the results of the questionnaire forms the basis for changing programmes.

The EEC experts noted that there is full involvement of all interested parties in providing access to the results of the assessment of students and educational programmes; to the final results of training specialists; to feedback.

Proof:

Regulation on the EMC

WC

Regulation on the organization of the educational process

Questionnaires for students and teaching staff

Results of consideration of the questionnaire of students and teaching staff (protocols of the EMC)

Strengths (Standard 7):

1. Aru Dariger has developed and is applying mechanisms for monitoring the effectiveness of programmes.

2. Survey of employers, trainees and stakeholders.

Conclusions of the EEC on the criteria. Conforms out of 11 standards: fully - 11 (6/5), significantly - 0, partially - 0, do not comply - 0

Standard 7: completed

Recommendations for improvement identified during the external visit:

Consider the possibility of automating the analysis of feedback from students and employers, teaching staff, employees participating in the implementation of CPD programmes (7.2.5 SD).

Standard 8: ORGANISATION

During the visit, it was found that When planning CPD programmes, Aru Dariger focuses on the stated mission and determines the expected end results of training.

Academic leadership is based on the fact that specialists in the field of dermatovenerology (mainly in the direction of "dermatocosmetology") of the southern, eastern and western regions of the Republic of Kazakhstan are trained in Aru Dariger, as in an organization with more than 10 years of experience in training specialists.

The expert commission revealed that in the direction of "dermatocosmetology" Aru Dariger presents the entire necessary range of programmes.

In the organization, the entire document flow is carried out on a paper basis, the experts of the EEC recommended an introduction to Aru Dariger electronic document management systems.

Proof:

Strategic development plan Aru Dariger for 2021-2025

Organization website www.arudariger.kz

WC

Strengths (Standard 8):

1. Internal and external comprehensive programme evaluations
2. Availability of an approved organizational structure, distribution of professional responsibilities.

Conclusions of the EEC on the criteria. Conforms out of 9 standards: fully - 9 (5/4), significantly - 0, partially - 0, do not comply - 0

Standard 8: completed

Recommendations for improvement identified during the external visit

Consider the possibility of implementation in Aru Dariger electronic document management systems.

Standard 9: CONTINUOUS RENEWAL

The expert commission, during the analysis of the processes of updating the curriculum, noted that Aru Dariger needs to revise the programmes and approaches to organizing the educational process in accordance with the new regulatory documents (order of the Ministry of Health of the Republic of Kazakhstan dated December 21, 2020 No. 303).

Aru Dariger was presented with confirmation of budget planning, taking into account the improvement of educational programmes (in the Strategic Plan, Aru Dariger).

The expert commission noted that given that the organization began independent activities in 2009, it is advisable to consider the possibility of introducing a quality management system (QMS) in the organization to increase the efficiency of internal processes (educational, scientific, clinical, informational).

Proof:

WC

Expert Council minutes

Strengths (Standard 9):

Updating the programme is carried out taking into account the analysis and assessment of the quality of programme implementation.

Conclusions of the EEC on the criteria. Out of 6 standards conform: completely - 6 (3/3), significantly - 0, partially - 0, do not correspond - 0.

Standard 9: completed

There are no recommendations for improvement identified during the external visit.

Consider the possibility of introducing a quality management system (QMS) in an organization to increase the efficiency of internal processes (educational, scientific, clinical, informational).

6. Recommendations for improving institutional performance Aru Dariger.

STANDARD 1. MISSION AND OUTCOMES

It is recommended to intensify the involvement of trainees and employers in the development and implementation of the mission and vision of the organization.

STANDARD 2. EDUCATIONAL PROGRAMME

To implement programmes and use various teaching methods, train teaching staff in educational technologies (2.1.6 SU).

Stimulate the interaction of students and teaching staff with colleagues through educational networks (2.1.7)

To intensify the use of international databases and evidence, research results in the course of programme implementation (2.2.2 SD).

STANDARD 3. ASSESSMENT AND DOCUMENTATION

Improve the system for assessing the knowledge and skills of students,

Introduce an anti-plagiarism system. (3.1.2 BS, 3.1.3 SS)...

STANDARD 4 THE HEALTH CARE PROFESSIONALS

To improve methods and tools of distance learning in the implementation of additional education programmes (4.2.4 SU).

STANDARD 5 CPD PROVISION

Plan activities to bring training programmes in line with the updated NP base in the field of CPD (5.2.1. BS)

Ensure compliance with the requirements and norms of Continuing Professional development for teachers established by the state (in terms of teaching staff in educational technologies) (5.2.4 SU).

Organize interaction with universities on basic medical education programmes in order to encourage students to participate (in the future) in CPD programmes (5.3.2 SD)

Consider conducting research in continuing professional education (5.3.4 SD)

STANDARD 6 EDUCATIONAL AND CPD ACTIVITIES

Consider conducting and / or participating in research projects as part of continuing professional development (6.6.2 SD)

Consider providing access to relevant patient data and health information systems (6.3.5 EA).

STANDARD 7. EVALUATION OF CPD ACTIVITIES

Consider the possibility of automating the analysis of feedback from students and employers, teaching staff, employees participating in the implementation of CPD programmes (7.2.5 SD).

STANDARD 8 ORGANISATION

Consider the possibility of introducing an electronic document management system in the organization.

STANDARD 9. CONTINUOUS RENEWAL

Consider the possibility of introducing a quality management system (QMS) in an organization to increase the efficiency of internal processes (educational, scientific, clinical, informational).

7. Recommendation to the ECAQA Accreditation Council

The members of the EEC recognized compliance with the Standards of Institutional Accreditation of medical organizations of additional education (continuing professional development) and came to a unanimous opinion to recommend to the ECAQA Accreditation Council to accredit the National Center for Postgraduate Medical Education Aru Dariger LLP as an organization providing additional education for a period of 5 (five) years

Chairperson of the EEC

Smailova Altynai Nagyzkhanovna

Academic expert

Ramazanova Sholpan Khamzaevna

Academic expert

Akhmetova Almira Kalikapasovna

Expert-employer

Utelbaeva Zhanna Maratovna

ECAQA Observer

Umarova Makpal Aldibekovna



The image shows three handwritten signatures in blue ink, each written over a horizontal line. The first signature is the most legible and appears to be 'Smailova'. The second and third signatures are more stylized and difficult to read.

**Quality profile and criteria for external institutional assessment (synthesis)
Of organizations of additional education (Continuing Professional development)**

Standard	Criteria for evaluation	Number of standards = BS * / SU	Grade			
			Totally coincides	Significantly corresponds	Partially compliant	Does not match
1.	MISSION AND OUTCOMES	12 = 8/4	4	4	4	0
2.	EDUCATIONAL PROGRAMME	19 = 10/9	4	11	4	0
3.	ASSESSMENT AND DOCUMENTATION	8 = 6/2	0	3	5	0
4.	THE HEALTH CARE PROFESSIONALS	17 = 11/6	11	5	1	0
5.	CPD PROVISION	12 = 5/7	5	1	6	0
6.	EDUCATIONAL AND CPD ACTIVITIES	24 = 12/12	12	6	6	0
7.	EVALUATIONAL AND CPD ACTIVITIES	11 = 6/5	8	1	2	0
8.	ORGANISATION	9 = 5/4	2	5	2	0
9.	CONTINUOUS RENEWAL	6 = 3/3	1	1	4	0
	Total:	118 = 66 BS / 51SU	47	37	34	0
			118			

List of documents requested by members of the EEC within the framework of the EEC

No.	Names of documents
1.	<u>The charter</u>
2.	Certificate of state registration of a legal entity
3.	Strategic development plan for 2021-2025
4.	Organizational structure
5.	<u>Staffing table</u>
6.	<u>Agreement with teaching staff</u>
7.	Learning agreement with the student
8.	State-recognized advanced training certificates
9.	<u>Trainee attendance and progress logs</u>
10.	<u>Enrollment and Dismissal Orders</u>
11.	<u>Register of registration and journal of issuance of certificates and certificates</u>
12.	<u>Personal files of the teaching staff</u>
13.	<u>Job descriptions of teachers</u>
14.	Working curricula.
15.	EMCD
16.	Calendar and thematic plan for 2021
17.	Questionnaires for students and teaching staff
18.	Results of the survey of students and teaching staff
19.	Evaluation of the results of the final testing of students (validation of questions)
20.	Employer reviews
21.	Agreements with clinical bases (on the provision of educational services)
22.	Protocols of the Educational Methodical Council
23.	Safety Briefing Log

**Work programme
of the External Expert Commission (EEC) of ECAQA in the framework of institutional accreditation
LLP "National Center for Postgraduate Medical Education (NTSPME) Aru Dariger", Almaty
dates visits: 07.07.2021-08.07.2021**

Dates	ACTIVITY	Note
1st day of visit - 07/07/2021 (Wed)		
09: 00-09:40 (40 /)	<p>Meeting of the members of the External Expert Commission.</p> <ul style="list-style-type: none"> – Acquaintance, distribution of responsibility by the Chairperson of the EEC between the members of the EEC. – Self-Assessment Report Brief. Discussion of key issues, including the results of expert evaluation of the self-assessment report, familiarization of EEC members with general recommendations for the self-assessment report. – Discussion of the list of documents that must be additionally requested from LLP "NCPME Aru Dariger " to validate the self-assessment report. – Discussion of the external expert evaluation programme, planning 	
09: 40-10:20 (40 /)	<p>Meeting of the chairperson and members of the EEC with the management of NCPME Aru Dariger LLP. Director - G. G. Zhumatova</p> <p>Representation of EEC members, familiarization with the objectives of external expert evaluation. Overview presentation of LLP "NCPME Aru Dariger" for additional education (10 min) Interview with the management of "NCPME Aru Dariger" LLP on the development strategy of the organization as a whole and the educational direction, financing of programmes, provision of resources, including personnel, statistical information on the admission and release of specialists for 3 years, analysis of the effectiveness of training programmes, development prospects</p>	<i>Standards 1,8,9</i>
10: 20-11:00 (40 /)	<p>Interview with the managers and employees of NCPME Aru Dariger LLP, responsible for</p> <ul style="list-style-type: none"> • recruitment, admission, organization of training and graduation of students • recruitment, admission, development of teachers <p>Baimukhanova D.M., Kabirova A.D., Tarasenko E.B.</p>	<i>Standards 2,4,8</i>
11: 00-11.40 (40 /)	Interview with teachers on the organization of training, educational and methodological support of CPD programmes, teaching methods, work planning and prospects.	<i>Standards 2,3,5</i>
11: 40-12.00 (20 /)	Demonstration of teaching methods for CPD programmes implemented in "NCPME Aru Dariger" LLP Kabirova A.D.	<i>Standards 2.5</i>
12: 00-12.45 (45 /)	Interview with trainees (satisfaction with training, proposals for the development of programmes) Survey of listeners List of listeners LLP "NCPME Aru Dariger"	<i>Standards 2,4,7</i>

12: 45-13: 00	EEC meeting	
13: 00-14: 00	Lunch break	<i>EEC members</i>
14: 00-15: 30	Visiting training bases for students of Continuing Professional development programmes: Arumed beauty center, Dr. Globa's multidisciplinary clinic.	<i>Standard 6</i>
15: 30-16: 00 (30 /)	Overview of the resources of LLP "NCPME Aru Dariger": Building, auditoriums, equipment, IT equipment. Library (including electronic), studying the possibilities of providing students with access to international databases of educational and professional literature.	<i>Standards 6.9</i>
16: 00-16: 40 (40 /)	Interview with employers. Clinic representatives.	<i>Standards 6.7</i>
16: 40-17: 10 (30 /)	Demonstration by students of CPD programmes of knowledge and skills acquired in the learning process (provision of methodological materials, assessment system, feedback) Demonstration of the mesotherapy procedure. Demonstration of classic massage.	<i>Standards 2.4</i>
17: 10-17: 45	Study of documents of LLP "NCPME Aru Dariger": strategic plan, annual plan, reports, WC, work programmes, syllabuses, student registration logs, certificate registration logs, contracts with students, contracts with teachers, electronic student base, student documents (portfolio).	
17: 45-18: 00	Meeting of EEC members following an interview, interview, questionnaire survey and study of documents	
2nd day of visit - 07/08/2021 (Thu)		
09: 00-09.30 (30 /)	Meeting of EEC members. Planning the 2nd day of external evaluation.	
09: 30-10: 00 (30 /)	Study of electronic resources for additional education programmes Exploring the website and social media of LLP "NCPME Aru Dariger"	<i>Standards 2.6</i>
10: 00-12.00	Study of documents of LLP "NCPME Aru Dariger": Regulations on the advisory body (methodological council or academic council / committee), Rules for organizing the educational process, Calendar-thematic plan (current), Methodological materials on CPD, Base of test tasks, Questionnaires and results (analysis) of the survey of employers, Questionnaires and results (analysis) of the survey of trainees, Staffing table, Teacher development programme, Information about the participation of teachers in country and international events, Results of the survey of teachers and staff on job satisfaction, Agreement of republican and international cooperation, Agreements with clinical bases, Safety regulations, Folder with ABO on additional education	<i>Validation of Standards 1-9</i>
12: 00-13: 00	Designing the final report of the EEC. The EEC Chairperson summarizes the data of the EEC members and forms a draft final report of the EEC.	EEC members
13: 00-14: 00	Lunch break	<i>EEC members</i>

14: 00-15: 30	Meeting of EEC members based on the results of an external assessment of NCPME Aru Dariger LLP for compliance with accreditation standards. Final discussion of the results of external assessment, study of documents, results of interviews, questionnaires.	EEC members Zoom connection by ECAQA
15: 30- 17.00	Individual filling in by each member of the EEC of the Institutional Quality Profile and the criteria for external assessment of LLP "NCPME Aru Dariger" for compliance with the accreditation standards of postgraduate and additional education of the ECAQA. Discussion of recommendations for improvement for NCPME Aru Dariger LLP. Final vote on recommendations for NCPME Aru Dariger LLP. Final vote on recommendations for the ECAQA Accreditation Council.	observer for foreign expert
17:00	Announcement of the recommendations of the EEC based on the results of an external assessment within the framework of institutional accreditation of NCPME Aru Dariger LLP for the management and staff of the educational organization	

<p>List of interviewed listeners:</p> <ol style="list-style-type: none"> 4. Myrzarakhimova Zhanar 5. Parmanova Moldir 6. Rakhimova Ksenia 7. Tyurina Valentina 8. Sabyrova Lyazzat 9. Saitova Rositsa 	<p>List of interviewed teaching staff:</p> <ol style="list-style-type: none"> 1. Zhumatova G.G. 2. Baimukhanova D.M. 3. Makashev T.K. 4. Tetenova A.A. 5. Kabirova A.D. 6. Tkachenko I.N. 7. Kokilova Z.B. 8. T.V. Postnikova
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