To the Accreditation Council
of the Eurasian Centre for
Accreditation and Quality Assurance
in Education and Healthcare
January 11, 2024

REPORT
OF THE EXTERNAL EXPERT COMMISSION ON THE RESULTS OF THE EVALUATION OF THE SIMULATION CENTER OF NJSC "ASTANA MEDICAL UNIVERSITY" FOR COMPLIANCE WITH THE ACCREDITATION STANDARDS OF TRAINING AND SIMULATION CENTERS IN MEDICINE AND HEALTHCARE

external expert evaluation period: December 19-21, 2023

Astana 2023

CONTENT

LIST OF SYMBOLS AND ABBREVIATIONS

Abbreviation	Designation
ECAQA	Eurasian Centre for Accreditation and Quality Assurance in Education and Healthcare
NJSC "AMU"	Non-profit joint-stock company "Astana Medical University"
SC	Simulation Center
AMP	Administrative and management personnel
SCES RK	State compulsory education standard of the Republic of Kazakhstan
EP	Educational program
FSC	Final state certification
IEP	Individual educational plan
CED	Catalog of elective disciplines;
QAC	Quality Assurance Committee
MOH RK	Ministry of Health of the Republic of Kazakhstan
MHES	Ministry of Science and Higher Education
NCIE	National Centre for Independent Examinations
WC	Working curriculum
OSCE	Objective Structured Clinical Exam
Academic staff	Academic staff
QMS	Quality Management System
CPR	Cardiopulmonary resuscitation
EMCD	Educational and methodological complex of the discipline
ACLS	Advanced Cardiac Life Support
BLS	Basic Life Support
PALS	Paediatric Advanced Life Support
PHTLS	Prehospital Trauma Life Support
NRP	Neonatal Resuscitation Program
ISO	International Organization for Standardization
RBL	Research based learning
TBL	team-based training
PBL	problem-based learning

1. Composition of the External Expert Commission

In accordance with ECAQA Order No. 28 dated December 4, 2023, an External Expert Commission (hereinafter referred to as the EEC) was formed to conduct an external evaluation during the period December 19-21, 2023 as part of the institutional accreditation of the Simulation Centre of the NJSC “Astana Medical University” (hereinafter referred to as the NJSC "AMU") in the following composition:

№	Status as part of the EEC	Full name	Academic degree/title, position, place of work/place of study, course, specialty
1	Chairman	KURMANOVA ALMAGUL MEDEUBAYEVNA	Doctor of Medical Sciences, Professor, Professor of the Department of Clinical Disciplines of the Higher School of Medicine of the Kazakh National University named after Al-Farabi, Scientific Advisor at JSC “Scientific Centre for Obstetrics, Gynaecology and Perinatology”
2	Foreign expert (Russian Federation)	ZULFIYA ABDULLOVNA ZARIPOVA	Candidate of Medical Sciences, Head of the Centre for Certification and Accreditation of the First St. Petersburg State Medical University named after academician I.P. Pavlova
3	Academic expert	YESENKULOVA SAULE ASKEROVNA	Doctor of Medical Sciences, Professor of the Centre for Postgraduate Education of JSC “Kazakh Research Institute of Oncology and Radiology”, Member of the Association of Oncologists of the Republic of Kazakhstan
4	Academic expert	TALKIMBAEVA NAYLYA ANUAROVNA	Doctor of Medical Sciences, Head of the Simulation Centre of the Kazakh National Medical University named after S.D. Asfendiyarov
5	Academic expert	SHABDARBAEVA DARIA MURATOVNA	Doctor of Medical Sciences, Professor, pathologist of the highest category, forensic medical expert of the highest category, head of the Department of Pathological Anatomy and Forensic Medicine named after Professor Yu.V. Pruglo NJSC "Semey Medical University"
6	Academic expert	SHYNTAS KASYM MALIKULY	MBA, Head of the Training and Simulation Centre of the MSI on the REM "City Emergency Medical Care Station" of the Akimat of Astana
7	Expert employer	MUKASHEVA SALTANAT BOLATOVNA	Candidate of Medical Sciences, Master of Public Health, Head of the Department of Organizational and Methodological Work of the NJSC “National Centre for Children's Rehabilitation”
8	Resident expert	MUKAZHANOV NURLAN ADILBEKULY	First-year resident in the specialty “Oncology for adults” LLP "National Scientific Oncology Centre"

The EEC report includes a description of the results and conclusion of an external evaluation of the simulation centre of NJSC "Astana Medical University" (NJSC "AMU") for compliance with the

Accreditation Standards for training and simulation centres in medicine and healthcare, developed by NU "ECAQA" (hereinafter referred to as the Accreditation Standards), recommendations of the EEC on further improvement of activities and accreditation recommendations for the ECAQA Accreditation Council.

2. General part of the final report

2.1 Presentation of NJSC "Astana Medical University"

Name of organization, legal form of ownership, BIN	Non-profit Joint Stock Company "Astana Medical University", BIN 080940008218
Management Body	Ministry of Health of the Republic of Kazakhstan
Full name of the first manager	Nadyrov Kamalzhan Talgatovich
Date of creation	October 26, 1964
Location and contact details	Astana, Beibitshilik street 49a, tel.: +7 (7172) 53 94 24
State license for educational activities (date, number)	No. KZ93LAA00014823, date of issue 03/19/2019
Total number of educational programs since the founding of the college and over the last five years	Bachelor's degree, internship – 12 Residency -37 Master's degree -20 Doctoral studies -5 Total: 74 OP
Student population at the beginning of the current academic year	Bachelor's degree-7130 Internship – 2070 Residency -1360 Master's degree - 156 Doctoral studies -97 Total: 10813
Graduate employment rate (average), %	for 2023 98.9%
Full-time teachers/Part-time workers, incl. % sedate	842 full-time / 415 part-time (92 Doctor of Medical Sciences, 206 Candidate of Medical Sciences, 71 PhD) Sedateness – 43.2%

NJSC "AMU" is a leading medical educational institution that trains specialists at all levels of higher and postgraduate education in all areas of healthcare.

The history of NJSC "AMU" represents a long half-century path of development. Since its founding in October 1964 as the Tselinograd State Medical Institute (TSMI), the institute has undergone repeated changes in its organizational form and reform of the management system. In 1997, the institute received the status of the Kazakh State Medical Academy, in 2008 it transferred to the status of a joint stock company "Kazakh Medical Academy", with 100% state participation in the authorized capital (2008-2009), renamed JSC "Astana Medical University" (2009 -2010) as part of the JSC "National Medical Holding", since 2010 - JSC "AMU" has been under the subordinate control of the Ministry of Health of the Republic of Kazakhstan, since 2019 JSC "AMU" has been reorganized into the non-profit joint-stock company "Astana Medical University" (hereinafter - NJSC "AMU").

In accordance with the organizational structure of NJSC "AMU", the University's activities are carried out by 106 structural divisions (https://amu.edu.kz/upload/images/struktura-2023.jpeg). The main structural divisions of the University are institutes, dean's offices, departments, brunches, centres, which include Academic staff, administrative and management personnel, educational and support

staff, and other personnel. NJSC "AMU" trains medical personnel from 6 faculties (Faculty of Public Health and Management, Faculty of Medicine, Faculty of Dentistry, Faculty of Nursing, Faculty of Pharmacy, Faculty of Paediatrics). Educational, research, clinical, educational work at NJSC "AMU" is provided by employees of 61 departments and 3 research institutes.

The University has a state license from the Committee for Control in the Sphere of Education and Science of the Ministry of Education and Science of the Republic of Kazakhstan dated January 31, 2009, No KZ93LAA00014823, with no time limit, for the right to carry out educational activities under higher and postgraduate professional education programs. NJSC "AMU" successfully passed the institutional accreditation procedure in 2019 (https://amu.edu.kz/public/img/svidetelstvo.png).

The University has a multi-level training of medical and scientific-pedagogical personnel (continuous system of higher education). NJSC "AMU" implements 58 EP of higher and postgraduate education (https://amu.edu.kz/ru/personal/Scientific-work/141/), including 8 undergraduate programs, 6 master's programs, 6 doctoral programs 5, internship programs - 2, residency programs - 37, and also implements programs of additional and non-formal education in 56 specialties. There are more than 10,000 students, who study at the faculties, including bachelors, interns, residents, master's students and doctoral students, including 1,120 foreign students from 20 countries.

NJSC "AMU" in the field of ensuring the quality of education has implemented international standards ISO 9000:2001, ISO 9001:2000, ISO 9001:2008, on information security, social responsibility, risk management system, environmental management, occupational safety and health, energy management systems . The university has integrated the international distance learning system MOODLE (https://dl.amu.kz/), since 2012 - at the level of additional professional education.

In 2022, the university took 2nd place in the ranking of the Independent Agency for Quality Assurance in Education for scientific publications, 5th place in the ranking of websites of medical universities for information support of educational institutions, a “3-star” quality mark in the QS Stars ranking categories of training and employability.

The university has concluded memorandums of cooperation in the field of healthcare with universities from far and near abroad (CIS countries - 45 memorandums; Europe - 37; Central Asia - 11), within the framework of which academic mobility programs are being implemented for both students and teaching staff. Among them are universities that occupy high positions in the international QS WUR ranking - Seoul National University, Korea; University of Rome “La Sapienza”, Italy; Medical University of Vienna, Austria; University of Ljubljana, Slovenia.

In 2007, a simulation centre (hereinafter referred to as the SC) was founded. The SC provides students with the opportunity to practice and improve practical skills and abilities in a safe and controlled environment. The SC operates as a unit that introduces innovative teaching methods in medical education using simulation wards and gyms equipped with phantoms, dummies, virtual and robotic mannequins of the VI-generation of realism.

Over the past five years, the SC has undergone significant transformation. An increase in staff by 150% made it possible to significantly increase the average student traffic at the SC from 80-100 students per day to 300 students per day. As part of the “Modernization of the Simulation Centre” project, the total area of the simulation centre was increased from 458 m2 to 1119.48 m2, the number of simulation rooms was increased from 10 to 18 units, rooms were organized for practicing basic practical skills, teamwork skills and master classes. The SC is equipped with more than 400 units of various equipment, that worth 625 million tenge, with 10% being interactive and high-tech devices; the planned purchase of equipment worth 243,511,764 million tenge. On the updated basis of the SC, 26 clinical departments conduct classes, final certification of graduates and an objective structured clinical exam for students are organized.

Residents and students of the specialty “General Medical Practice”, specialists of ambulance stations and emergency departments in primary health care are trained according to internationally recognized standards for the provision of ambulance and emergency care - “Basic Resuscitation” - Basic Life Support (BLS), “Advanced cardiopulmonary resuscitation” - Advanced Cardiac Life Support (ACLS), "Advanced cardiopulmonary resuscitation in paediatrics" - Paediatric Advanced Life

Support (PALS), "Prehospital medical care for injuries" - Prehospital Trauma Life Support (PHTLS), “Neonatal resuscitation” - Neonatal Resuscitation Program (NRP). In 2023, the SC, together with the Institute of Continuing Professional Education, organized training courses aimed at mastering basic emergency care skills for specialists from various industries. SC works to improve the qualifications of teaching staff by conducting various seminars and trainings. In the future, it is planned to equip the SC with the necessary equipment for clinical and non-clinical departments, which will help NJSC “AMU” to continue its mission of training highly qualified specialists for the healthcare of Kazakhstan and maintaining its reputation as a leading medical educational institution in the country.

2.2 Information about previous accreditation

To date, institutional accreditation of the simulation centre of NJSC “AMU” has not been carried out.

2.3 Brief description of the results of the analysis of the self-assessment report of the simulation centre of NJSC "AMU"

The self-assessment report of the “Simulation Centre” is presented on 136 pages, including 73 pages of main text and 63 pages of appendices (15 tables), electronic versions of 47 documents on the organization of education, located at https://drive.google.com/drive/folders/1mVdQpQkP_O3Apx8stVrihspvB5CJWj3R.

The report is characterized by responses to 9 basic accreditation standards and criteria, structured taking into account the recommendations of the Institutional Self-Assessment Guidelines provided to the organization by the accreditation centre - ECAQA, as well as internal consistency of information. The report is accompanied by a covering letter signed by the Rector of NJSC “AMU” Nadyrov K.T., which confirms the reliability of the quantitative information and information included in the self-assessment report.

The report contains a list of members of the internal self-assessment commission indicating the responsibilities of each employee, information about the representative of the organization responsible for conducting institutional self-assessment - Saurbaeva G.K., head of the Simulation Centre, DBA.

The institutional self-assessment of NJSC "AMU" was carried out on the basis of the order of the head No. 433-n/k dated 09/11/2023 On conducting a self-assessment of the "Simulation Centre".

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

In its activities, the SC is guided by the current legislation of the Republic of Kazakhstan,

Charter of NJSC "AMU", University Development Strategy; University Operating Plan; key performance indicators; Internal labour regulations of NJSC "AMU"; Standard of NJSC "AMU": "Ensuring occupational safety and health"; Safety regulations, Fire safety regulations and other regulatory documents on labour protection; Regulations on the SC; Orders, instructions and other internal acts of NJSC "AMU".

All of the above internal regulatory documents are linked in the folder https://drive.google.com/drive/folders/1iAdsTkZ1cSvs8cw3isQJD8j3fZwpn6hq

There are links to legal acts, standard rules, regulations, educational and methodological documents, website pages:

https://amu.edu.kz/ru/departments/151/,
https://amu.edu.kz/ru/infocenter/news/11000/
https://amu.edu.kz/ru/postupayushchim/abiturientam/obrazovatelnye-programmy/
https://drive.google.com/drive/folders/1yDS_0buNQxCI5_dNPyBt37uB_GiFNm5V

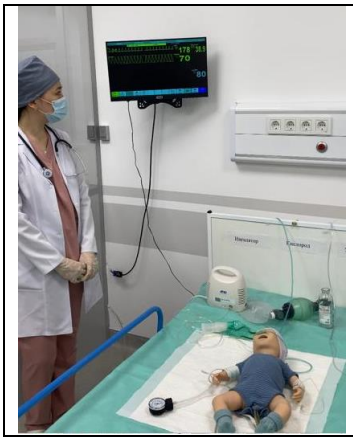
3. Description of external expert evaluation and conclusions

External expert work on the institutional evaluation of the “Simulation Centre” of NJSC “AMU” was organized in accordance with the Guidelines for conducting external evaluation of educational organizations and educational programs of the ECAQA.

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

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

- interviews with management and administrative employees – 14 people;
- interviews with students – 10 people, including foreign ones (India);
- studying the website https://amu.edu.kz/ru/?changeLang=true;
- interviewing 10 employees of the Institute of Continuing Professional Education and the Centre for International Cooperation, 9 teachers;
- survey of teachers and students – 175 and 365, respectively;
- observation of the training of students: attending 3 practical classes at the Simulation Centre (external obstetric studies, bachelor’s degree; clinical scenario with a standardized actor “Emergency care for seizures in a child”, Sundetova R.A., Tulegenova G.K., residency program “Infectious diseases in adults, children"; "Emergency conditions according to the clinical scenario "Shoulder dystopia" on the "SimMom" simulator (mother and fetus models), Galitskaya T.N., Myrzabekova A.Zh., residency "Obstetrics and gynaecology, adult, paediatric").

	“Emergency care for seizures in a child”		Simulator “SimMom”

- review of resources in the context of meeting accreditation standards: visit to the SC on the territory of the main building of NJSC "AMU", located at the address: st. Beibitshilik 49a, 5th floor, 6th floor. Simulation training in the undergraduate educational program and in 35 residency educational programs with the participation of full-time teachers of major departments;
- study of educational and methodological documents in the amount of 47 units both before the visit to the AMU and during the visit to the units (the list of documents studied is in **Annex 2**).

The summation center team ensured the presence of all persons indicated in the visit program and in the lists of interview sites (Table 1, lists of students, teachers and employers for interviews are located in ECAQA).

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

№	Full name	Position
1	Zhunusova Aigul Bitimbaevna	Vice-Rector for Academic Affairs
2	Gazalieva Meruert Arstanovna	Vice-Rector for Clinical Affairs
3	Koikov Vitaly Viktorovich	Vice-Rector for Research and Strategic

		Development
4	Saidangazin Dias Dauletbekovich	Chief of Staff of the Rector
5	Saurbaeva Gaukhar Kairatovna	Head of Simulation Center
6	Yelubaeva Maral Kuandykovna	Dean of the Residency School
7	Maltabarova Nurila Amangalievna	Chairman of the QAC of residency educational programs, Head of the Department of Anaesthesiology and Emergency Medical Care
8	Barlybaeva Aisha Yermukhanovna	Acting Director of the Institute of Continuing Professional Education
9	Imanova Zhazira Aktaevna	Head of the Centre for Practice and Development of Clinical Activities
10	Bilan-Kotelnikova Liliya Ivanovna	Head of the Centre for International Cooperation
11	Zikenov Igor Irsainovich	Deputy Head of HR Department
12	Medeubaeva Aigul Zhakanovna	Head of the Planning and Economic Analysis Department
13	Yesirkepova Gulmira Zharylkapkyzy	Library director
14	Tleshova Nurgul Serikovna	Head of office registrar

Thus, when implementing the activities of the university visiting program, namely, based on the results of interviews with vice-rectors, members of advisory bodies (Educational Program Committee and Clinical Council), in interviews with students and teachers, compliance with the criteria of **standard 1** was established. All participants in the educational process know mission of the organization, took part in the formation of proposals for formulating the mission, while the mission was brought to the attention of potential listeners through the website, social networks, and information letters to medical organizations. The experts got acquainted with the strategic plan of NJSC "AMU" for a period of 5 years (2022-2026), including Strategic Direction 3 "Development of the University as an integrated academic medical centre operating on the basis of the trinity of education, science and practice", Priority Direction 3.3 " Creation and development of a simulation centre and active development of simulation technologies," which confirms the implementation of the accreditation standard and demonstrates the goals, objectives and prospects of the organization. From interviews with 10 students, it was established that before the start of classes, teachers inform about the mission, work plans of the educational organization, and tell where to get the necessary information about the educational program, teachers, training bases, and the opportunity to create an individual training schedule. This demonstrates compliance with **Standard 2** in terms of tailoring training to the needs and wishes of individual trainees.

The documents of NJSC "AMU" contain work programs that define the goal, take into account the integration of practical and theoretical components, and independent work. Compliance with standard requirements has been established. By attending a practical lesson on the module “Pregnancy and extra-genital pathology” (3rd course, 2 hours), the experts received convincing evidence that the training is carried out according to plan, before the start of the lesson, students answer tests, receive feedback from the teacher, and have the opportunity to improve their examination skills pregnant woman (external obstetric examination). NJSC "AMU" ensures compliance with ethical aspects in the implementation of educational programs, since experts studied the Code of Corporate Culture and Ethics (dated September 28, 2012) and during the interview, students responded that they were informed about the contents of this document.

The experts attended a practical lesson on the topic “Emergency care for seizures in a child” (clinical scenario with a standardized actor) according to the educational program (EP) of the residency “Infectious diseases in adults, children” (4th year, 2 hours). In a conversation with the listeners present, the experts saw that NJSC “AMU” promotes the development of practical

competencies of healthcare professionals. At the same time, students deepen their theoretical knowledge and develop communication skills.

An analysis of educational activities showed that the scientific basis and all the achievements of science in the advising disciplines were taken into account, additions were made to the bibliography, and teachers used them in the classroom. The SC catalogue of practical skills contains 88 practical and communication skills. This includes 37 basic skills, 31 specialized skills, and 20 specialized skills. When completing the module “Fundamentals of General Medical Practice” of the educational program “General Medicine”, students master the following practical skills at the SC: cardiopulmonary resuscitation, providing assistance in acute coronary syndrome, taking and interpreting an electrocardiogram, an attack of suffocation, status asthmatics, conicotomy, stopping external bleeding, treatment of infected soft tissue wounds and others.

The study of control and measurement tools (checklists for each clinical situation tested and a system for recording actions on simulators) showed that the NJSC "AMU" has implemented an appropriate assessment policy that allows for a comprehensive assessment of the educational achievements of students. The training process uses a variety of techniques, including the standardized patient and problem-based learning (PBL). In the learning process, game techniques are used, as well as specialized simulators, simulators and models, with the ability to demonstrate the correct execution of any element of the program with an objective control system due to the presence of an action registration system in some simulators. A variety of simulation tools are used, including phantoms, dummies, mannequins, trainers and simulators, with closed-loop simulators being particularly valuable. The self-assessment report and analysis of the practical classes conducted showed that the performance of residents in the tested groups in basic practical skills was 95%. While the academic performance in the groups where simulation classes were not conducted was 89%.

During the interviews, students talked about forms of assessment, for example, after practicing practical skills, teachers conduct a debriefing with students. This includes reviewing the completed simulation task or scenario, analysing all student actions, and discussing the experience gained. However, students noted that only 2 days with a teacher are provided for visiting the SC (2-3 times), and to consolidate practical skills they need additional individual time to independently practice the skill and real patients.

The system of appealing assessment results is reflected in the document “Academic Policy of NJSC “AMU”” (https://amu.edu.kz/upload/iblock/42c/42c058f8028d7d70e9f49a0db4fe6bd4.pdf), a student who does not agree with the result of the final control can file an appeal no later than the next working day days after the exam. To conduct an appeal, video resources of the SC are used. During the period of work of the SC, there were no precedents for students filing an appeal. Thus, compliance of all basic standards 3 has been established.

During a visit to NJSC “AMU” and during an interview with the acting Director of the Institute of Continuing Professional Education Barlybaeva A.Ye., the commission was convinced that there is a documentation system that is transparent and accessible to all teachers and staff, and includes documents such as annual operating plans, annual reports, department regulations, agreements with teachers and students , Policy on Simulation Training, Regulations on the organization of distance educational technology and educational and methodological documentation (work program, working curricula, syllabuses, journals), assessment tools (checklists, statements), evidence, certificates and certificates. Students' attendance at classes and assessment of their knowledge are recorded in the logs of the multifunctional electronic platform Platonus, where each trainer can log in only under his own name.

A review of the website showed that its pages contain documents necessary for students. A syllabus has been developed for students, which contains the goals and objectives of the cycle, a brief description, final learning outcomes, topics and duration of each lesson, teacher requirements, as well as evaluation criteria and rules. The syllabus is created on the basis and in accordance with the approved working curriculum and is placed on the Platonus AIS. This information was obtained during

interviews with teachers from the departments of surgery, maxillofacial surgery, thoracic surgery, and ENT.

Conversation with an employee of the HR Department Zhakabaeva G.K. included questions such as how personnel is recruited, whether there is a motivation system, and allowed experts to learn about approaches to attracting employees. The staffing table of the SC includes 11 employees (trainers, methodologists). The process of professional development of employees, including certification and recertification of their skills, as well as participation in international programs, is based on the Operational and Strategic Plans of NJSC "AMU". In March 2023, 75 employees of NJSC "AMU" were trained in master classes and seminars on working with new highly realistic robots and simulators https://drive.google.com/drive/folders/1DKjEEe7G1IrzcTbNi5eKi37QCT3Pp-Ft .

Specialists were brought in to implement the programs, as part of the development of new organizational forms (trainings, master classes, webinars, etc.) and simulation training methods, taking into account the student's main educational program/additional educational program. 5 rates have been allocated: 2 rates for practical skills trainers, 1 rate for a leading methodologist, 1 rate for a leading engineer and 1 rate for a deputy manager. In 2023, 2 specialists were hired for the position of leading engineer and 1 specialist for the position of leading methodologist. At the same time, there is an understaffing - an insufficient number of qualified trainers to meet the needs of all simulation programs. Teachers from clinical departments are not full-time employees of the SC.

An interview with 8 full-time teachers showed that there are both successes and problems in the management of education, depending on the specific base (admission of students to equipment, a sufficient number of thematic patients, time to maintain medical records, independent work). The experts received answers about the teacher training program, funding for this training, and whether teachers are certified in teaching methods.

Experts studied materials on admission of students and selection of teachers and established compliance with standard 4. On the website of NJSC "AMU" (https://amu.edu.kz/) in the section "Continuing professional development" information is provided on the cycles conducted, the cost of training, and the necessary documents for training, as well as samples of applications and contracts, thematic plans of disciplines and information about departments, including distance learning through a special platform (http://pkmed.amu.kz/).

In order to validate the implementation of the self-assessment report data and obtain evidence about the quality of the programs, interviews were conducted with trainees. The experts asked questions about satisfaction with training, sufficiency of time for practical training, patient supervision and work with medical documentation, as well as satisfaction with teaching methods and qualifications of teachers.

During a visit to the SC, where experts examined the resources, their compliance with training programs, and accessibility for teachers and students, how modern this equipment is and meets the needs of students and practical healthcare. Block A "Practicing basic resuscitation skills", Block B "High-tech simulation" provides work on practicing and passing practical skills for senior students, interns and residents on training mannequins, virtual simulators and robotic mannequins of VI-class realism. Block C "Practice and certification block" is equipped to practice basic resuscitation skills. The experts obtained evidence of compliance with standard 6, as well as validation of the self-assessment report information.

A review of SC resources showed that they correspond to the goals and objectives of educational activities. All medical simulation scenarios at the SC correspond to the competencies of undergraduate, internship, and residency programs. Over the past three years, the SC has improved the clinical areas of medicine: obstetrics and gynaecology, paediatrics, emergency care. The following robot simulators of varying levels of realism were purchased. (https://drive.google.com/drive/folders/1su0wcEUQja8wLtV4kvL-wDRRe3JVBKLM):

• Lusina (Integrated system of two interconnected physiological models - mother and fetus, robot simulator for practicing obstetric skills, including the prenatal and postpartum periods);

- LivePalp (virtual palpation simulator);

- K plus (training system for practicing auscultation skills)
- Apollo, a computer robot simulator (Robot simulator level 6 of realism. Training of skills in providing emergency care in a team, equipped with a program for analysing the implementation of cardiopulmonary resuscitation, which allows you to monitor the correctness of resuscitation measures according to a number of criteria, namely the correct position of the hands, depth and frequency of chest compressions).

On the last day of the visit, a meeting of EEC members was held based on the results of the external evaluation. A final discussion of the results of the external evaluation, study of documents, results of interviews, talks, and questionnaires was held. Members of the EEC began drafting the final report of the EEC. Generalizations of the results of the external assessment are made. The experts individually completed the "Institutional Quality Profile and external evaluation criteria of the Simulation Centre of NJSC "AMU" for compliance with the ECAQA Accreditation Standards. Recommendations for improvement were discussed and the chairman Almagul Medeubaevna Kurmanova held a final open vote on the recommendations for the ECAQA Accreditation Council for the accreditation period of 5 years.

Comfortable conditions were created for the work of the EEC, and access to all necessary information and material resources was organized. The commission notes the high level of corporate culture of NJSC "AMU", the high degree of openness of the team in providing information to members of the EEC.

A survey of 365 SC students was conducted (19 survey questions), including 60.6% of respondents were bachelors and 32.9% were interns. A survey of 175 teachers was conducted. The teaching experience of the respondents: up to 5 years - 22.9%, up to 10 years - 15.4%, over 10 years - 61.7%. According to 58.3% of teachers, the survey conducted by the ECAQA is useful for developing recommendations for improving key areas of activity of an accredited educational organization.

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

4. Analysis of compliance with accreditation standards based on the results of an external evaluation of the Simulation Centre of NJSC "AMU" and a review of strengths for each standard

Standard 1: MISSION AND GOVERNANCE

At the time of the work of the EEC, the SC did not provide its own mission and vision. Based on the analytical evaluation of the EEC and interaction with the staff of the SC, changes were made to the Simulation Training Policy of NJSC "AMU" (P-AMU-18-24), however, at the time of completion of the EEC work, the comments were not completely eliminated and there was no approval of the document, in connection with which recommendations

https://docs.google.com/document/d/1Lwbv-O-zDjgQpvJXY_xgF27ipSm6QCA_/edit

The SC, as a structural unit of NJSC "AMU", plays a key role in the implementation of the university's mission. As part of its mission, NJSC "AMU" has identified several key development priorities: development of human resources, provision of quality medical education, creation of its own clinical base, improvement of scientific work and integration into the international educational and scientific community. In this context, the SC plays an important role by providing high-quality education and training of specialists for the healthcare system of the Republic of Kazakhstan.

The presented approved "Simulation Training Policy", approved by the decision of the Board of NJSC "AMU", protocol No. 20, dated 08/18/2022, contains the basic principles: the principle of patient safety, the principle of the primacy of practical skills and the principle of technological saturation, which can be used as the basis for the SC's own mission.

https://drive.google.com/drive/folders/1arX08n0g3585qkTnyc1ZcwVB6z_ic78n

The main objective of simulation training is to improve the quality of mastering practical skills by students at all stages of training, which is also reflected in the “Employment Policy” (clause 16). A promising direction (mission) is the development of human resources for simulation training (clause 17.).

The main values reflected in NJSC "AMU":

1. Student-centeredness
2. Academic integrity and academic achievement
3. Competence and professionalism
4. Innovation and creativity
5. Transparency and openness
6. Civil and social responsibility
7. Leadership and initiative

SC events are presented on social networks: Instagram, YouTube https://amu.edu.kz/ru/departments/151/, https://amu.edu.kz/ru/infocenter/news/11000/ https://instagram.com/amu_simulation_center?igshid=MzMyNGUyNmU2YQ, https://youtube.com/@simcentermua?si=brmKmxh3jEZoVKHW https://drive.google.com/drive/folders/1Kd2Zj7QYTbh6kZue7Yvzcrvm9N9mkV8J

The tasks and functions are defined in the Regulations on the Simulation Centre (Order No. 721-n/k dated December 12, 2023) https://drive.google.com/drive/folders/1LmQgcEReo6pWZbec407-ueOwhEItF3TL

An analysis of employers on the quality of preparedness of NJSC "AMU" graduates in general is presented (86.4% of employers highly rate the quality of training, 84.3% are satisfied with the level of practical training). Additional wishes were given: to increase the number of hours allocated for practice (the analysis was signed by the head of the Central Committee for Culture and Technology G.B. Kabdullina). This suggests that the development of the mission assessed the needs of practical healthcare. Representatives of employers are members of the Educational Programs Committee and the Clinical Council of NJSC "AMU" (lists provided) https://drive.google.com/drive/folders/1iAdsTkZ1cSvs8cw3isQJD8j3fZwpn6hq

The structure of the SC is established in accordance with the approved structure of NJSC "AMU" https://drive.google.com/drive/folders/1ASShYFRKE8cKN3ftq4mzVyf2pPB1nVBV The number of members of the SC is established in accordance with the University staffing schedule https://drive.google.com/drive/folders/1qh-8oJLeFKAk-FWDrcPA_tLEMYddltiW

The latest adjustments to the organizational structure and staffing of NJSC "AMU" were made at a meeting of the Management Board and the Board of Directors on September 29, 2023 (extract from minutes No. 27). The SC operates and carries out its work in accordance with the Regulations on the SC, approved on December 12, 2023. https://drive.google.com/drive/folders/1AIgYoyDCYPLYT_sNzwNqu4UEDBLGGvRB https://drive.google.com/drive/folders/11NozazpZJ42XCz9gMbEsGzaFisSrjrHR

Strategic planning processes are tailored to the needs of the healthcare practice. The strategic plan has been developed for 5 years (until 2026). The SC of the NJSC "AMU" adheres to the strategic plan of the University for the 2022-2026 academic years, which is included in the development and implementation of the strategic plan of the SC (presented in documents), which determines the long-term goals and directions of development of the SC. As part of the Strategic Plan, operational plans and KPIs are developed annually. KPIs for 2023 and a plan for 2024 have been presented. The head of the SC, Saurbaeva Gaukhar Kairatovna, is responsible for the process of strategic development of the SC.

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The operational plan presents goals for training Academic staff to work with simulation equipment in terms of joint activities with ROSOMED (RF), while there is no data on expanding its own paid services for postgraduate education (which will make it possible to ensure an effective contract and increase the salaries of SC teachers) and on the development of teaching staff training in Kazakhstan, for which recommendations were given
https://drive.google.com/drive/folders/151ri-4T7q2hMXWs2xdblzsGrZc-WZ0aT

Training is conducted in accordance with the current policies of the authorized body in healthcare and professional associations in the field of healthcare. All practical classes and events in the SC are carried out in accordance with the law, in accordance with the Order of the Ministry of Health of the Republic of Kazakhstan dated December 21, 2020 No MOH RK-303/2020, approving the Rules for additional and informal education of specialists in the field of healthcare, qualification requirements for organizations implementing additional educational programs and non-formal health education; Model curriculum
https://amu.edu.kz/ru/postupayushchim/abiturientam/obrazovatelnye-programmy/, approved by Order of the Ministry of Health of the Republic of Kazakhstan dated January 9, 2023 No. 4 https://adilet.zan.kz/rus/docs/V2300031672

When conducting a survey of bachelors and interns SC: 12.9% - participate in advisory bodies, 21% - do not know anything about it. To the survey question "Do the leaders of the organization listen to your opinion regarding issues related to the educational process, research work, clinical work," 53% of teachers answered that systematically, 20% answered "sometimes," 14% - no answer.

Conclusions of the EEC on the criteria. Compliant out of 7 standards: fully – 5, partially – 2, do not comply – 0.

Recommendations for improvement:

1) To approve properly the independent mission of the simulation centre of NJSC "AMU".
2) To describe in more detail the position, goals and objectives of postgraduate education (increasing the share of paid services, improving the material and technical base, improving the qualifications of simulation centre employees), bringing the strategic development plan and operational plan into line (including expanding the objectives by increasing qualifications of teachers working with simulation equipment, development of paid services); Include a separate cost for training using simulation equipment in the price list.

Standard 2: PROGRAMME MANAGEMENT

In order to ensure the quality of training, the SC underwent a comprehensive reorganization to expand and develop its material, technical base and human resources. A visit by EEC experts to the SC confirmed that the SC is equipped with the latest equipment, interactive technology, new simulators, models and mannequins, ventilators, ultrasound and many others; the SC has the following blocks: a high-tech simulation block, a practice and certification block, a block for practicing basic resuscitation skills. These blocks also contain a debriefing room, a standardized patient room, an examination room, and a warehouse. The use of new equipment, created on the basis of new medical technologies and scientific research, demonstrates the inextricable connection between science and practice.

A visit by EEC experts to the SC showed that the SC is equipped with virtual mannequins and robotic mannequins of the VI generation of realism: Apollo, Lucina and other mannequins, which allow simulating various emergency conditions in the practice of doctors in the following specialties: obstetrics and gynaecology, infectious diseases, family physician, surgery, therapy and much more. In the training rooms, educational videos and situational tasks are played to develop the clinical thinking of future doctors, interns and residents.

https://drive.google.com/drive/folders/1Fnin1sOTATlUMGVUa94cMyRtiCHsGkHv

SC offers various educational programs for students, interns, and residents. The proposed simulation-based learning activities are tailored to the goals and capabilities of the students. Classes are also conducted for students in the training room of the SC with mannequins using specially

designed clinical scenarios. Classes are conducted on innovative technologies for various groups of students and residents. The SC interacts closely with the centre for planning and development of academic activities, clinical departments, structural divisions, students, interns and residents. The organization of the educational process at the SC is carried out in accordance with the academic policy of NJSC "AMU".

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The SC creates conditions for the formation, consolidation and consistent development of students' clinical skills. At the first stages of training - 1-3 years, students of the specialty "General Medicine" begin to master important elements, such as the ability to listen to the patient, collect an anamnesis of life and disease, and conduct a competent physical examination.

When studying core clinical disciplines - 4-5 years, the main components of clinical training are the formation of clinical thinking in students, the ability to explain to the patient the cause of the disease, the ability to interpret the necessary laboratory and instrumental data, and carry out preventive measures. The undergraduate General Medicine and Nursing programs cover 240 core medical procedures (skills), of which 58 are invasive and 5 are non-invasive. The internship program "General Medicine" contains 87 titles. These procedures and skills are practiced at clinical sites or SCs.

Thus, the study of the documentation showed that the SC provides diversity and individuality in the content of educational programs.

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However, upon a detailed study of the WC and syllabuses of disciplines by members of the EEC, it was revealed that these documents do not reflect the hours and the list of practical skills that students must practice.

An online questionnaire has been created to regularly assess the needs of students and practical healthcare professionals. Based on the analysis of survey data, a "Clinical Skills Passport" was developed with a mandatory listing of equipment and tools used in the study of a particular skill. SC offers a survey for teachers, students, visitors (including tourists from schools and colleges), for a more detailed and multifaceted identification of needs. The results of the survey allow us to adjust the topics, duration of trainings and classes to develop practical and communication skills. Clinical departments conduct reviews of new educational technologies conducted at the SC, exchange work experience, and act as reviewers of new clinical scenarios. Educational programs are based on an analysis of the needs of students and practical healthcare.
https://drive.google.com/drive/folders/1FRO9cpLWIewzxyZf1f2T3j4bO4Tv_b5J

SC uses a variety of teaching and learning methods. The goal of all programs is to increase the professional level of specialists and improve the quality of medical care. The SC provides educational services for the training of nurses, interns, and resident doctors. As part of additional education, training is offered for workers in various fields of activity who do not have a medical education. The purpose of the training is to help participants, master practical manipulations in emergency situations before the arrival of an emergency physician. The optimal approach to using simulation-based learning methods is to select the methodology that best matches the expected outcomes or learning objectives. Simulation training has been introduced into programs at all levels: undergraduate, internship and residency, on the basis of which programs have been developed. Scorecards focus on achieving excellence in outcomes such as patient safety and improved quality of care. In the learning process, game techniques are used, as well as specialized training equipment, simulators and models. A variety of simulation tools are used, including phantoms, dummies, mannequins, trainers and simulators, and feedback simulators.

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In the SC, the process of improving the educational process is carried out through specialized Quality Assurance Committees (QAC), which includes expert groups on various aspects of the educational process. Improving the quality of the educational process is regulated by the activities of vice-rectors for academic and clinical work, as well as the centre for planning and development of

academic activities. At the beginning of the academic year, a working group plan is drawn up, which is discussed at a meeting of the clinical council and approved. During the academic year, monitoring of the educational process in the SC is carried out.

All actions of students in the SC are recorded on video, and after the lesson a debriefing is held, allowing students to analyse their mistakes. The validity of the applied training methods for students and residents is evaluated, the purpose of which is to confirm that such training allows for practical clinical experience in a virtual environment without posing a risk to the patient.

To evaluate the educational process in the SC, all interested parties are involved, including students, employers and Academic staff. The educational program evaluation system includes internal and external monitoring. Students and teaching staff are involved in internal monitoring by analysing student performance and questioning). There is a rector's blog, a dean's blog, and a call centre.

As a result of the audit, the clinical competencies of the graduate were revised and a matrix of clinical competencies was created, and a passport of practical skills in simulation conditions was developed.

Educational programs for training doctors and specialists using simulation technologies are focused on the expectations of employers and the needs of the labour market. In this regard, meetings are held annually with employers at which proposals for improving training strategies and tactics are discussed.

https://docs.google.com/document/d/1zD01rT3TGdG-VPtLRk1FNEE7m125fpzL/edit
https://drive.google.com/drive/folders/1FRO9cpLWIewzxyZf1f2T3j4bO4Tv_b5J
https://drive.google.com/drive/folders/1IOF0KO5L5vJ8neX-kXxr4fmof9Y2Njq1

SC has sufficient financial resources to support and implement its mission and vision. The development plan of NJSC "AMU" for the next financial year is a key document that determines the distribution of financial resources. Applications for goods, works and services from structural divisions are processed by the Planning and Economic Analysis Department, which compiles a summary of applications and cost estimates. This is done taking into account the feasibility of the purchase, the availability of stocks in warehouses, general needs, optimization and redistribution of internal reserves between structural divisions in accordance with their activities and assigned tasks.

The financial plan for the next year, cost estimates and attached justifications are considered taking into account the effective use of financial resources by structural divisions. Based on this, a draft budget for the planned period and a draft development plan are formed, which are submitted to the Management Board for consideration. If necessary, the draft development plan can be sent for revision.

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The SC prioritizes “medium grade” mannequins for financial reasons when prioritizing resource allocation, and they meet the needs of most clinical situations. In addition to patient simulators, other expensive devices and systems are required, for example, for training in laparoscopic surgery, as well as medical equipment of the appropriate class or devices that simulate it.

Including simulation training as a priority and providing sufficient funding for it allows you to get the most optimal results from using this expensive training method.

For audio-visual broadcasting, each room intended for simulation training or role-playing games must be equipped with cameras. Their placement should provide optimal image quality, while areas of “increased activity” should be clearly visible.

Information costs should also be taken into account. These costs are justified for training rooms intended for debriefing, as well as for maintenance and network operations areas.

Determining operating cost estimates is even more important for a SC. These include costs for consumables and maintenance of purchased materials. Operating expenses also include visiting fees.

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https://docs.google.com/document/d/1758fOZBqketYcteeNoFuSjoi1XQuMrfP/edit

The SC has documented procedures to ensure the quality of educational services and fulfil its obligations to all participants in the educational process and the management of the educational organization. The SC Regulations contain a section dedicated to the quality assurance policy, which was developed on the basis of the general quality assurance policy of the university. The model of an internal quality assurance system for educational activities includes: resource management and process management that are constantly measured, analysed and improved in accordance with the needs of stakeholders and the external environment.

Procedures for maintaining confidentiality regarding information about students and their performance are prescribed in the Academic Policy of NJSC "AMU", as well as in the Regulations on Information Policy.

The main documents of the SC are:

1. Staffing
2. Regulations on the division.
3. Accounting and reporting documentation:

- Safety regulations (HS) for working with simulation equipment.
- Instruction logbook
- Log of storage and maintenance of equipment and consumables
- Logbook for familiarization of employees and students with safety rules
- List/inventory of simulation equipment
- Memo/Manuals for working with simulation equipment (separately for each equipment)
- Equipment verification log, metrological results
- When developing a list and basic forms of accounting and reporting documents characterizing the educational and methodological work of the SC, the following regulatory documents are used:
- Nomenclature of cases
- List of standard management documents generated in the activities of organizations with an indication of the storage period
- Regulatory and legal documents on educational and methodological issues are the basis for organizing full-fledged training in an educational institution and represent a list of current orders, resolutions, methodological recommendations and other documents.

At the same time, the list of documents presented to the EEC experts does not contain a complete document on mastering competencies (step-by-step algorithm for performing practical skills) in accordance with methodological recommendations.

The video recording and backup are stored in the SC for 1 month, an SC employee has access to the video recording, maintaining confidentiality, after 1 month the video recording is destroyed and/or the backup is deleted.

https://drive.google.com/drive/folders/1n6eAqWCPAXXDVDS2vcbOXL8dYmwCCABP

When surveying SC students, 17.5% of respondents were completely satisfied and 41% were partially satisfied with the conditions and equipment of training rooms, classrooms and clinical departments. When surveying teachers, it was found that the majority (60.6%) were completely satisfied with the organization of the educational process.

Conclusions of the EEC on the criteria. Complies with 8 standards: fully - 6, partially - 2.

Recommendations for improvement:

1) To increase the share of hours for simulation training and integrate the programs of the simulation centre into the general working curriculum (WC), reflect in the syllabus the practical skills that must be mastered in the simulation centre, and how they should be practiced. (2.1)

2) To develop a document on mastering competencies (a step-by-step algorithm for performing practical skills) in accordance with methodological recommendations. (2.1)

3) To develop a strategy to increase the share of simulation training in educational programs with the allocation of additional credits at the level of internship, residency and additional education.

For courses (BLS, ACLS, PALS, PHTLS, NRP), develop a separate, detailed educational program. (2.7).

Standard 3: ASSESSMENT AND DOCUMENTATION

EEC experts found that the SC educational programs describe in detail the list of medical products and simulation equipment used for proper mastery of the program by the student. The assessment system is presented in a separate section in the EP and includes basic control, ongoing control (testing, oral questioning, completing assignments, solving situational problems, analysing clinical protocols, discussing clinical guidelines) and final control (testing or oral examination). In addition to traditional evaluations (tests, surveys, exams), the SC uses informal methods of evaluation and self-assessment of students' achievement of the level of practical skills. This can happen either individually or in a team of students, where each training participant can evaluate the skill of his colleague using an algorithm for performing manipulations. This approach allows all students currently participating in the training to discover their strengths, as well as identify weak and incorrect actions, and then collectively discuss the reason for their occurrence, and receive clarification from instructor-trainers. The experts were presented with approved control and measurement tools for assessing knowledge, skills, syllabuses, and methodological support for OSCE in specialties.

The policy for assessing students using simulation technologies is carried out in accordance with a competency-based education model, including the main ones: knowledge, abilities/practical skills, communication and legal skills, self-development. Assessment of practical skills, taking into account the level of education and the content of the curriculum, is carried out at the SC. Integrating simulation methods into medical education improves the effectiveness of practical training.

The SC carries out its tasks on the basis of the document "Regulations on the intermediate and final certification of students at NJSC "AMU" dated January 20, 2021 https://amu.edu.kz/upload/iblock/170/1707a9e415bc9be3994a21314d650f1c.pdf), which is the main internal regulatory document that defines the goals, objectives, uniform criteria and principles for assessing the educational achievements of students, methods and tools for monitoring and assessing knowledge and determines the procedure for conducting all types of progress monitoring.

To assess professional communicative competence, additional methods are used that allow for medical manipulations to examine the patient's condition, the role of which can be displayed by a robotic mannequin, a simulated training participant or a standardized patient.

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https://drive.google.com/drive/folders/1WpFsS_xfRCxwW2kCgxJ8HvzO8EfontBp

The anti-plagiarism policy is spelled out in the Regulations on the use of an automated system for detecting plagiarism and checking texts for borrowings https://amu.edu.kz/upload/iblock/24d/24d3677f38f12bdbe5f103863a0db9e9.pdf. This provision has been developed in accordance with the legislation of the Republic of Kazakhstan in the field of education and healthcare.

Responsibility for the formation and implementation of the student assessment policy lies with the teaching staff and instructors.

It has been established that the University, as a member of the League of Academic Integrity, ensures high responsibility for the quality of training, compliance with the principles and standards of academic integrity, checking all written work for plagiarism, as well as compliance with clear and objective evaluation criteria. All types of student written work are checked for originality and uniqueness using an anti-plagiarism program. In case of violation of the Rules of Academic Integrity, disciplinary sanctions are applied to participants in the educational process in accordance with the Code. The SC identified appropriate approaches to assessing the competencies of trainees. Where appropriate is testing, oral questioning, written assignments, procedures, practical assignments, etc. The acceptability and adequacy of the assessment method is assessed by collecting feedback from students and teachers.

https://drive.google.com/drive/folders/1eCB466wmSKPMmB1y2kbkp68M6KQz7gTQ

The visit of the EEC members and the study of SC documents revealed that in order to implement educational programs, determine the process of organizing and implementing these programs, as well as to ensure the responsibility of each student for his participation in training and approaches to assessing SC students, the following documents were developed: Policy on Simulation Training, Regulations on the organization of distance educational technology. These provisions were developed in accordance with the current legislation of the Republic of Kazakhstan in the field of implementation of educational programs.

The study of syllabuses of disciplines and modules confirms the clearly defined policy of the discipline: according to the Academic Policy, it consists in the consistent and purposeful conduct of the educational process and the implementation of student-cantered learning. Requirements for students are based on the general principles of studying at a medical university in compliance with the "Code of Honour", Rules of Academic Honesty (https://amu.edu.kz/upload/iblock/531/5317083bde298e6dfbc2d239cd55512b.pdf).

The SC has approved training schedules on practical skills, which are agreed upon with the head of the SC and the head of the department. There are attendance and student registration logs.

A list of practical skills for each discipline, as well as the degree of their mastery, is reflected in the syllabuses. The skills acquired are assessed using checklists, after which they are entered into the electronic log of the AIS "Platonus". The policy for assessing learning outcomes is indicated in the syllabuses of disciplines, which are conducted online or offline. At the first lesson, the teacher introduces students to the policy for assessing learning outcomes in the discipline. The SC has student attendance and registration books.

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https://drive.google.com/drive/folders/1EH0p4roZugHCkUAd6PWva5U9tztkhDUr

Students of all educational programs receive training in practical skills at the SC. The counselling system for students is implemented through additional counselling. In accordance with the additional schedule, this is approved by the dean with the head of the SC and announced to students.

Consultations at the SC include the following stages:

1. Detailed guidance on the technique of performing the exercise and its ultimate goal.
2. Identify and demonstrate common errors.
3. Assessment of mastery of the theoretical part to make sure that the student understands the essence of the exercise, its purpose and possible errors.
4. Providing the necessary simulation equipment to practice technical skills.
5. Provide immediate feedback to identify errors.
6. Conducting delayed feedback for error analysis.
7. Demonstrating to the student an analysis of his mistakes to continue repeating the exercise until the required level of skill is achieved.

A syllabus has been developed for students, which contains the goals and objectives of the cycle, a brief description, final learning outcomes, topics and duration of each lesson, teacher requirements, as well as evaluation criteria and rules.

The syllabus is created on the basis of and in accordance with the approved working curriculum and is posted on the portal of the NJSC "AMU". Thus, the student is aware in advance of the criteria and rules for determining the degree of mastery of the knowledge, skills and abilities established by the training program.

Continuous curriculum improvement (effectiveness, implementation, monitoring and evaluation) involves evaluation and improvement based on feedback and feedforward feedback. Particular attention is paid to the development of skills, both in professional and personal aspects.

https://drive.google.com/drive/folders/1eCB466wmSKPMmB1y2kbkp68M6KQz7gTQ

The SC regularly monitors the timeliness and quality of the implementation of training programs for students and trainees, analyses the implementation of the calendar and thematic plan, the fulfilment of requests from medical organizations, conducts surveys of students and teachers to determine their satisfaction with the organization of training. Feedback is provided through QR surveys of students.

The SC keeps records of the following documents:

- Class attendance log;
- Methodological complex;
- Timetable of classes.

SC presented questionnaires for listeners in order to obtain feedback on the educational events conducted and the effectiveness of training. Students' opinions are considered and analysed by SC staff. The results of the survey are analysed by the SC staff. Based on the analysis of questionnaires, the strengths and weaknesses of training are determined, after which work is carried out to improve it.

Documentation in the SC, such as student logbooks, training logs, evaluation sheets and tests completed by teachers and students, confirms the fact that the student is learning in practical classes. For students who cannot attend classes due to illness or being outside the city of Astana, an individual schedule is offered if they have a referral from the dean's office. Attendance at classes and assessment of knowledge by students is recorded in the logs of the multifunctional electronic platform Platonus, where each trainer can log in only under his own name. Monitoring of class attendance is also carried out by SC methodologists.

However, it should be noted that there is no consistency in recording and storing paper versions of SC documentation, which should be brought in accordance with the Nomenclature of Cases.

A survey of SC students revealed that 49.7% of students consider the assessment of knowledge to be fair.

Conclusions of the EEC on the criteria. Complies with 4 standards: fully – 4.
No recommendations for improvement

Standard 4: RESOURCE MANAGEMENT

An inspection of the Simulation Centre and analysis of materials showed that the Centre is equipped with a wide arsenal of modern phantom systems, simulators and simulators, high-tech robots - simulators, medical products, equipment, equipment necessary for practicing practical skills, conducting OSCE, FSC and performing manipulations of a clinical scenario.

Material and technical base of NJSC "AMU" and SC in Standard 4 is located in Google Drive.

It was confirmed that the SC NJSC "AMU" regularly updates the material and technical base and equipment for teaching practical skills. The centre is equipped with all the necessary equipment for CPR, including equipment from the world's leading manufacturers and suppliers, such as Medtekhnika St. Petersburg (RF), Cae Healthcare (USA), VIRTUMED (Korea), Intermedica (Switzerland), Laerdal (USA), Rossomed (Russia) and others.

In 2023, as part of the project to modernize the SC, the management of NJSC "AMU" purchased new equipment, including 6th generation robotic mannequins. The total number of equipment in the SC exceeds 400 units, of which highly realistic and interactive equipment increased by 8% (10% highly realistic and interactive).

The following robot simulators of various levels of realism were purchased. Simulation equipment database https://drive.google.com/drive/folders/1-Qwzy_5Zccm8bzjM0pf9xdPhtDIZDHOO:

The academic activities of the SC for 2007-2023 took place and are taking place on the territory of the main building of NJSC "AMU", located at: st. Beibitshilik, 49a, 5th floor. The total area today (fifth floor - 511, 8 sq. m. 6th floor - 488.9 sq. m.), taking into account the area of the halls, wardrobe rooms and bathrooms, is 1,119.48 m2. At the moment, the area of blocks A, B, C (practice and

certification rooms, basic skills training, high-tech simulation) of the fifth floor is 461.6 sq. m. The centre is divided into three blocks: Block A “Practicing basic resuscitation skills” Block B “High-tech simulation” provides work on practicing and passing practical skills for senior students, interns and residents on training dummies, virtual simulators and robotic dummies of VI-class realism. Block C “Practice and certification block” is equipped to practice basic resuscitation skills.

There are 16 classrooms in total, of which classes are held in training rooms, which makes up 80% of the total area. There is a computer lab with an information panel, classrooms with a multimedia projector for interactive lectures, and demonstration and training classes.

The location of the SC provides a number of advantages, such as territorial proximity to dormitories, which improves accessibility for students and teachers.

The change in area can be observed based on the existing passport of NJSC "AMU" and the assessment table of the available area taking into account the modernization of the Centre https://drive.google.com/drive/folders/1-Qwzy_5Zccm8bzjM0pf9xdPhtDIZDHOO

The offices are equipped with a video surveillance system with broadcast to the debriefing room. The SC has electronic control systems with modern software.

At the same time, studying the information on the official website of the University showed that there is no data on the structure and activities of the SC.

Visit to the library of NJSC "AMU", located at: st. Beibitshilik, 49a, occupying four floors of educational building No. 53, showed that this room is equipped with all the necessary furniture and equipment.

The library strives to support the educational process and scientific research in the educational institution, creating conditions for quick access to library resources and world information resources.

General information about the library can be found on the website (amu.edu.kz) of the University.

The Library and Museum of NJSC "AMU" was created in 2019 and united 3 departments: a centre for information and educational resources, a department for supporting publications, evidence-based literature and the editorial office of scientific journals and an electronic museum.

The library fund of NJSC "AMU" is 57,309 titles, 485,377 copies, of which educational, educational and methodological literature - 362,585 (74.7%), scientific literature - 122,792 (25.3%). By language of publication: in the state language – 132,475 copies (27.3%), in Russian – 326,832 copies (67.3%), in a foreign language – 26,070 copies (5.4%). The educational fund is formed in accordance with the profile of the university, the requirements of the Ministry of Science and Higher Education of the Republic of Kazakhstan and makes up the necessary share of the total fund: educational and educational literature - 362,585 copies (67%); scientific literature - 122,792 copies (25.2%). The fund of periodicals is 9,717 copies, the fund on electronic media (electronic textbooks) is 10,294 copies.

In order to digitalize the library’s resources and services, the library’s website will be updated from November 2022, access services to subscription databases under a national license and purchased databases will be extended with clarification of the IP addresses of all buildings, and new sections will be added to the website:

- **electronic resources** (subscription database, open access database, Test access) https://elib.amu.kz/ru/elektronnye-resursy/podpisnye-bazy-dannyh/;
- **online services** have been introduced: Online service (https://elib.amu.kz/ru/onlajn-obsluzhivanie); Electronic delivery of documents (https://elib.amu.kz/ru/onlajn-obsluzhivanie); Electronic issuance of UDC, Library-Bibliographical Classifications (https://elib.amu.kz/ru/onlajn-obsluzhivanie); Online order (https://elib.amu.kz/oformlenie-zayavok-na-priobreteniya-literatury/) - for the convenience of teachers, application forms for the purchase of literature, electronic resources, periodicals, prices and catalogues of bookselling publishing houses, links to websites are posted publishing houses, posted rules for filling out Book Availability Cards, a fillable form for CO disciplines (https://elib.amu.kz/pravila-zapolneniya-karty-obespechennosti/).

The library website https://elib.amu.kz/ provides a single point of access to electronic information resources, a distributed electronic catalogue https://elib.amu.kz/ru/lib/, remote access database resources (https://elib.amu.kz/elektronnye-resursy/podpisnye-bazy-dannyh/), online services, news feed and other services in two languages.

Students are given access to various electronic resources such as Web of Science (Clarivate Analytics), Scopus, ScienceDirect (Elsevier), Cochrane Library, ClinicalKey Student, Complete Anatomy, Jaypeedigital, EBSCOhost CINAHL, EBS IPR SMART and Aknur-press Digital Library.

Analysis of materials https://drive.google.com/drive/folders/1-Qwzy_5Zccm8bzjM0pf9xdPhtDIZDHOO does not reflect the full range of possibilities for using innovative distance educational technologies in the educational process. The extended education institution programs do not contain materials for determining the input level.

When conducting a survey of bachelors and interns of the SC: 37% were provided with handouts, additional literature, 44.1% were provided with educational literature in the library.

When surveying teachers, it was found that the majority (60.6%) were completely satisfied with the organization of the educational process

Conclusions of the EEC on the criteria. Complies with 5 standards: fully - 3, partially - 2.

Recommendations for improvement:

1) To enter information about the structure and activities of the simulation centre on the official website of the University (4.4)

2) To introduce elements of distance educational technologies into the theoretical part of the simulation training program (4.5)

Standard 5: HUMAN RESOURCES

Since 2022, the simulation centre has been headed by Gaukhar Kairatovna Saurbaeva.

Analysis of the materials provided allowed us to conclude that Saurbaeva G.K. graduated from NJSC "AMU" with a degree in Public Health (2014), a Doctor of Business Administration (DBA) degree (2016), and has practical experience in the field of public health, which indicates her professionalism and desire to achieve her goals. https://drive.google.com/drive/folders/1xTv5XfY5yYXiCXc9wwvyjCEidTTX-Zlg

https://drive.google.com/drive/folders/1sAg5KXXf5yW2cep4gBw8ebuL5Nw7wjc5

https://drive.google.com/drive/folders/1Mx1Q2PmeW7Z-pM--H9_NJ_7q1Y66MrF0

The tasks and functions of the SC manager are described in job descriptions https://drive.google.com/drive/folders/1sAg5KXXf5yW2cep4gBw8ebuL5Nw7wjc5 .

EEC experts, having studied the structure of NJSC "AMU", determined that the SC is part of the administrative and managerial apparatus. In the SC, according to the staffing table, 11 people have been approved, the positions currently held are 8 positions https://drive.google.com/drive/folders/1CGbhAfO-MXjOEAiJ8-ug2sGDSzivag6T. At the time of accreditation, it was found out that there was a big problem with recruiting full-time employees, especially trainers, since the unit was located in the AMP, which took up the entire working day. In this regard, specialists do not have the opportunity for additional part-time work.

Job descriptions of each employee are verified and validated. The list of employees and copies of certificates confirming professional competence are located in the SC https://drive.google.com/drive/folders/1Mx1Q2PmeW7Z-pM--H9_NJ_7q1Y66MrF0

During an interview with employees of the SC and Department of Science and Human Resources, it was established that 2 trainer positions are vacant and work is underway to find employees. The staffing table lists one coach, but upon inspection, this coach is a part-time coach.

1. Manager – 1 position
2. Deputy head – 1 position
3. Senior methodologist – 1 positions
4. Lead methodologist – 2 positions

5. Leading engineer – 2 positions
6. Methodist – 2 positions
7. Coach – 2 positions (both vacant)

At the time of accreditation, 306 Academic staff was trained and is involved in the educational programs of the SC. Those who have completed the training are department employees. It was recommended to increase the number of key employees.

The process of professional development of employees, including certification and recertification of their skills, as well as participation in international programs, is based on the Operational and Strategic Plans of NJSC "AMU", the SC Development Plan for 5 years and the SC Annual Plan.

The study of materials confirmed the training of specialists. Thus, on June 27-28, 2022, together with WHO representatives in Kazakhstan, simulation training was conducted for infectious disease doctors, resuscitators, and residents on the topic "Extended emergency care for patients with Covid-19 in severe and critical condition" for 16 hours .https://drive.google.com/drive/folders/1aQNOwmPd1rfTvx_z7qsSVWm_FvIbfyzt

An instructor course (24 hours) was held from September 28 to 30, 2022.

In March 2023, 75 employees of NJSC "AMU" were trained in master classes and seminars on working with new highly realistic robots and simulators https://drive.google.com/drive/folders/1DKjEEe7G1IrzcTbNi5eKi37QCT3Pp-Ft .

On October 21-23, 2023, 2 SC employees took part in the Congress of the Russian Society for Simulation Training in Medicine and the international conference "Simulation training in medicine: experience, development, innovation ROSOMED-2023".

The advanced training of SC employees has been confirmed: in the current academic year, SC trainers (instructors) have completed advanced training courses in the following courses: "BLS, ACLS, PALS, PHTLS Pro"

https://drive.google.com/drive/folders/1qQSTh8Z5PwmBKJsGFfvOngUcUqYQ_L8Z.

When conducting a survey of bachelors and interns of the SC: 33.7% agree completely, 38% - partially that the university has created conditions for recreation and nutrition, 54% - respectful attitude towards students, 41.1% agree that the university implements social programs .

When surveying teachers, it was found that 77% - ethics and subordination are observed, 58.9% - the organization of work and the workplace in this educational organization, but 32% are partially satisfied. There is an opportunity for career growth and development of teacher competencies - 64% of surveyed teachers agree with this, and 26% partially agree. Teachers have the opportunity to engage in scientific work and publish the results of research - 53% completely agree, 33% partially agree.

Satisfied with wages are 40% completely agree, 14% disagree. Satisfied with the work of the HR service - 65% completely agree, 25% partially agree. Studied in professional development programs are 33.7% during this year. Social support programs for teachers are being implemented - 29% responded that "yes, such programs exist", 1% "I have already taken advantage of this", 50% of respondents do not know about it.

Conclusions of the EEC on the criteria. Complies with 4 standards: fully - 3, partially – 1.

Recommendations for improvement:

1) To increase the share of full-time trainers in the simulation centre (5.3)

Standard 6: TRAINEES

The study of documents by EEC experts showed that the decision to accept the mission and vision of the university as the mission and vision of the SC NJSC "AMU" was discussed and adopted at the SC meeting dated December 12, 2022, protocol No. 13. The latest version of the mission and vision of the SC was approved by the Vice-Rector for Clinical Work dated 15 .08.2023. (https://drive.google.com/drive/folders/1OEdpoYyuB5j_kEwm5R_7Z9CKpZ2h44NY). At the same time, the SC did not provide its own mission and vision. Based on the analytical assessment of the EEC and interaction with the staff of the SC, changes were made to the Simulation Training Policy of

NJSC "AMU" (P-AMU-18-24), however, at the time of completion of the EEC work, the comments were not completely eliminated and there was no approval of the document, in connection with which recommendations

In the Development Strategy of NJSC “Astana Medical University” for 2022-2026, approved by the decision of the Board of Directors (Minutes No. 17 of May 30, 2022), one of the priority areas in “Training competitive and professionally competent healthcare specialists in popular specialties and specializations” is highlighted : “Creation of an effective educational environment,” including virtual simulation technologies and virtual standardized patients and “Creation and development of a simulation centre and active development of simulation technologies.”

It was revealed that the work of the SC in terms of “students and listeners” is regulated below by the following documents: “Regulations on the Simulation Centre”, approved by order of the Chairman of the Board-Rector dated December 12, 2023.

https://drive.google.com/drive/folders/1cJLdn0Dj-p7QvSFr9fN4ZsEewEY_3Rfr; “The policy of simulation training at NJSC “AMU”, approved by the decision of the board of August 18, 2022, protocol No. 20

(https://drive.google.com/drive/folders/1GDUABEb1RsAvhJ8sd5CrYBkNErewATuS); Job descriptions of employees" (https://drive.google.com/drive/folders/1KLYAuxUKLZUtGxoQKbGRyUh8bxvkkn6R), "Internal labour regulations of JSC "AMU"" dated May 19, 2017, protocol No. 22 (https://drive.google.com/drive/folders/1RDPLucge5DSHSI9t3VQx_WQNaRAwhush), “Rules for working in simulation classes” dated 10.13.2022 (https://drive.google.com/drive/folders/1gpq2evOedb3gCX6Lr0oHE_BM1dAA7WjD)

A study of the documents showed that the enrollment of students in advanced training cycles and certification courses is carried out by the Institute of Continuing Additional Education (“Regulations on the Centre for Continuing Education” approved by the board of the NJSC “AMU” dated November 17, 2022. https://drive.google.com/drive/folders/1SyllVPyWrOXYsxpubadBhsweTMCI1M37) within the framework of budget program 005, as well as on a contractual basis at the expense of a legal entity or individual (“Regulation on paid services of NJSC “AMU” dated September 29, 2023.

https://drive.google.com/drive/folders/1SyllVPyWrOXYsxpubadBhsweTMCI1M37, “Price list” dated January 24, 2023

https://drive.google.com/drive/folders/1SyllVPyWrOXYsxpubadBhsweTMCI1M37) and according to the “Annual plan for professional development cycles and certification courses for healthcare professionals” (for 2023, approved on 12/05/2022 by the Vice-Rector for Clinical Work https://drive.google.com/drive/folders/1Y-8yewm6j3iTa7ZigXhy7aB_9JOjTSvq) and the “Operating Plan for the Centre for Continuing Education for 2019-2023”, approved on January 17, 2019. (https://drive.google.com/drive/folders/1SyllVPyWrOXYsxpubadBhsweTMCI1M37).

The total number of students enrolled in additional and non-formal education programs over 3 years is provided in the application in 2020 - 8922 people, in 2021 - 3947 people, in 2022 - 6886 people, including free education in 2020 g. - 5295 (59.3%), in 2021 - 2436 (61.7%), in 2022 - 3454 people (50.2%), while data for 2023 is not provided.

Information about students admitted to training programs over the past academic year for continuing professional development - 2722 people, of which 2716 people (99.8%) are citizens of the Republic of Kazakhstan and 6 (0.2%) are foreign citizens; The certification course includes 21 people, of which 21 are citizens of the Republic of Kazakhstan. 100% of students received the corresponding document.

A study of the website of the NJSC "AMU" (https://amu.edu.kz/), revealed that information about the cycles and periods of training, the cost of training from January 24, 2023, the necessary documents for training, sample applications and contracts, “A reference guide for students of advanced training cycles and certification courses in the framework of additional and non-formal education. NJSC "Astana Medical University" dated 2022, Annual plan for advanced training cycles and

certification courses for healthcare professionals for 2023. (approved by the Vice-Rector for Clinical Work on December 5, 2022), Plan of seminars and master classes with the involvement of foreign specialists for 2023, instructions for registering for distance learning through a special platform (http://pkmed.amu.kz/), provided in the specialized section "continuing professional development" (https://amu.edu.kz/ru/povyshenie-kvalifikatsii/). Students receive a standard document through an automated system (https://cert.amu.kz/CoursantesCerts.php), in accordance with the State Service Standard "Issuance of documents on completion of advanced training and certification courses for personnel in the healthcare industry" (Order of the Ministry of Health of the Republic of Kazakhstan dated December 21, 2020 year No MOH RK 303/2020. Registered with the Ministry of Justice of the Republic of Kazakhstan on December 22, 2020 No. 21847 and the Order of the Chairman of the Agency of the Republic of Kazakhstan for Civil Service Affairs and Anti-Corruption of December 8, 2016 No. 78. Registered with the Ministry of Justice of the Republic of Kazakhstan on January 26, 2017 No. 14740

https://amu.edu.kz/upload/iblock/aaf/aaf07559c1ec2ea0223b5066829334d1.pdf).

To record students accepted for training, there is an electronic database of students (https://drive.google.com/drive/folders/1EVrItpoymAj4xHMLuMFDf_rg8NzqXXFT) and an electronic journal (https://cert.amu.kz/CoursantesCerts.php), issuance of certificates and certificates are recorded in the registration log (https://docs.google.com/document/d/1CJNiAJteCgzFmjJA6ncsK20BtH4-UqNd/edit#heading=h.gjdgxs).

At the same time, the study of SC documentation by members of the EEC revealed that there is no motivation system used at the university to attract students to continuous professional development programs.

The area of the SC NJSC "AMU" increased in 2023 and reached 1,119.48 m2. A visual inspection of the centre revealed that the centre has 16 rooms, 13 of which conduct classes. The number of equipment increased to 400 units in 2023, including 50 units of interactive and high-tech medical training equipment (10% highly realistic and realistic), and VI generation robot simulators were purchased. Each mannequin is placed in a separate classroom for students to effectively practice in providing medical care. At the time of work, the EEC presented more than 40 clinical scenarios for practicing practical skills in specialized disciplines (https://drive.google.com/drive/folders/1WG68fXUBtUjZ3z1E0a3RuuPvXRTp6W2W).

To ensure the development of practical skills and the conduct of advanced training and certification courses, 5 positions have been allocated: 2 positions for practical skills trainers (vacant), 1 rate for a leading methodologist, 1 rate for a leading engineer and 1 rate for a deputy manager. In 2023, 2 specialists were hired for the position of leading engineer and 1 specialist for the position of leading methodologist. In addition, according to the order of the acting Rector "On the mandatory conduct of practical/simulation classes by clinical departments on the basis of the University's simulation centre" No. 8-01/115 dated October 20, 2023, 306 university faculty members were involved in work in the SC in 26 educational programs and 12 additional education programs.

The policy for admitting students is described in the document "Guidebook for students of advanced training cycles and certification courses within the framework of additional and non-formal education. NJSC "Astana Medical University" dated 2022, in paragraph 4. "Internal regulations, rights and obligations of the listener", subparagraph 4.2 "Organization of the correct formation and enrollment of students in additional education programs." The basis for the provision of additional education services, including the use of DET, is an agreement for conducting advanced training/certification courses, seminars (master classes, webinars, trainings, internships) for medical workers full-time and through distance educational technologies (DET) (a sample is provided on the website of the NJSC "AMU" (https://amu.edu.kz/) in the "continuing professional development" tab (https://amu.edu.kz/ru/povyshenie-kvalifikatsii/). Citizens with disabilities first or second group, disabled children, as well as people with disabilities since childhood, provide the admissions committee with a medical and social examination report (MSE) on the absence of contraindications for

studying in the chosen educational program. For persons with disabilities, there is access to advanced training courses through DET. In addition, to ensure accessibility of the educational process for persons with disabilities, two elevators have been installed at NJSC “MUA”. Also, in the development plan of NJSC “AMU” for 2024, it is planned to purchase the “Virtual Patient” program, which will allow students, including those with disabilities, to practice skills in a remote format.

Teachers assess theoretical knowledge by conducting frontal surveys, and practical skills are assessed by SC instructors using SC resources and standardized patients. During simulation courses, all skills are assessed at 100 points; if completed incompletely or in the wrong sequence, the student/trainee is allowed to retake the skill up to three times. The process of assessing practical skills is recorded on video. The evaluation policy is prescribed in syllabuses and programs of medical seminars (for example, EP 6B10107 “General Medicine”, discipline “Emergency Medical Care” https://docs.google.com/document/d/1Qu8t9t2_WJAqsmDNbalwytVZV--NbpQJ/edit; CDP seminar program “Emergency care (BLS, ACLS, PhTLS)” for doctors of emergency departments, hospitals, doctors and paramedics, primary care).

The SC, together with the Institute of Continuing Education, periodically reviews the admission policy in accordance with external regulations and requests from interested parties. Thus, according to the order of the Ministry of Health of the Republic of Kazakhstan dated October 19, 2020 “On approval of the rules for training citizens of the Republic of Kazakhstan in first aid skills, as well as the list of emergency and urgent conditions for which first aid is provided,” the SC NJSC “AMU” has developed the “Emergency Aid (BLS, ACLS, PhTLS)" for doctors of emergency departments, hospitals, doctors and paramedics of emergency medical care, primary care (10.13.2023) https://drive.google.com/drive/folders/1SyllVPyWrOXYsxpubadBhsweTMCI1M37).

12 additional education programs have been developed (Table 3 to IA Standard 2 “Characteristics of additional education programs” https://docs.google.com/document/d/1tMIDpHOD5i-k7RJyQQttHdIa7zNkn5zB/edit) based on letters of inquiry from departments (https://drive.google.com/drive/folders/1X0sMV93i6yftcIIGqEat1j6DGZE0yty0), a master class was held for Academic staff in order to implement an action plan for teaching Academic staff effective teaching technologies for the 2022-2023 academic year (Order No. 100-n/k dated 03/01/2023 https://docs.google.com/document/d/17zgK9s9npI-MH9bz-AaStjGQBrFKRMOI/edit), master classes for Academic staff on working with highly realistic robot mannequins (Memo from the Vice-Rector for Clinical Work to the heads of departments dated 02/24/2023, ref. No. 20- 11/11 https://docs.google.com/document/d/12Cl-jUg4cbFQqyR22izzYh7f0o0cumeu/edit). In addition, active work is underway on seminars on emergency care in third-party organizations (Kazakh Agro-technical University named after S. Seifullin, No. 20.10/5794 dated November 27, 2023; British school “Eurospeak” No. 20.10/5793 dated November 27, 2023; Department of Emergency Situations of the Republic of Kazakhstan, No. 20.10/5637 dated November 15, 2023; JSC "National Company" "Kazakhstan Railway", No. 20.10/5790 dated November 27, 2023; Akimat of Astana, station "City Emergency Medical Care", No. 20.10/ 5791 from November 27, 2023)
https://drive.google.com/drive/folders/1X0sMV93i6yftcIIGqEat1j6DGZE0yty0).

SC employees participate in summits (International Summit “21st Century Academy: at the forefront of medical education, science and practice”, Astana, Kazakhstan September 6-8, 2023 https://drive.google.com/drive/folders/15i5O5O8wpZJQzq2ydtNK9D3PWsn-AhO), round tables and other events (https://drive.google.com/drive/folders/1kyLtcajZ8PVhdbIPupcSMfDAFzEQXwCl), which makes it possible to review and expand the range of services and programs offered. Feedback from students, listeners, cadets, teachers, and visitors to the SC is also provided on a systematic basis (https://drive.google.com/drive/folders/1jyzbaUmHYtkiglODB_KC733JEenzdA75). Questioning helps the SC to study the opinion of the audience, see its weaknesses and strengths, identify prospects and opportunities for improving processes, and allows you to receive feedback from the audience. According to the results of the survey over the past two years, student satisfaction in 2022 was 90%, in 2023 according to key performance indicators (KPI) - 94%; teacher satisfaction in 2022 and 2023 -

90% (https://drive.google.com/drive/folders/14r-qKYK_yiEbCAzp8_l1hNyVXtuoD092). In 2023, questionnaire forms were developed and a survey was conducted for visitors and cadets. The percentage of satisfaction was: visitors - 90.6%, cadets (listeners - 100%). To improve and increase the satisfaction of all participants in the process, a project was developed to modernize the SC, which included tasks to improve the conditions of stay, equipment, and improve the qualifications of employees and teaching staff. Questionnaires were also developed to collect feedback for cadets and visitors. All questionnaires are presented in the "Catalogue of Questionnaires", approved at the meeting of the Academic Council on March 28, 2023. (https://drive.google.com/drive/folders/1_rA9g_m4FBYhVhdCk34eT7qZUR1jRrfB).

Conclusions of the EEC on the criteria. Compliant out of 5 standards: fully – 5.
Recommendations for improvement *no*

Standard 7: PROGRAMME EVALUATION

The final results of SC training correspond to the predetermined goals of simulation educational programs. Educational programs (EP) are developed at the department of NJSC "AMU" and are agreed upon by the Committees for Quality Assurance of Educational Programs on the basis of the State Educational Standard. They are then discussed and approved by the Academic Council. The EP defines the final learning outcomes.

Expected learning outcomes are the main criterion for evaluating educational programs. The use of this approach strengthens the connection between teaching, learning activities and evaluation of its results, allowing the training program to focus on the learning activities of students themselves. Evaluation of the expected results of training programs is carried out through questionnaires, collecting feedback from students after completing the course, as well as during dialogue with students about the classes conducted and teaching methods.

https://drive.google.com/drive/folders/1xuOc2VgzpM1tyCj8fY0FWWL2hZecDpNX
https://drive.google.com/drive/folders/1DDoQG4tUvLOqaQjw2gyNZU_5AdcNpRuD
https://drive.google.com/drive/folders/1riFZVzCaaDVs5wfSEpx7T8JKy-BwLNlt
https://drive.google.com/drive/folders/1vKkANx93G9Khpe0tibgJby6V_5urzUe_

For continuous monitoring and improvement of educational programs, innovative and interactive teaching methods used in the educational process, as well as methods for evaluating students' educational achievements, groups for monitoring the educational process and quality commission.

The university has developed a system of feedback and analysis of students' educational achievements, which includes surveying students after completing their studies in a discipline/cycle in order to improve the organization of the educational process; discussing the results of current and final monitoring of student progress on faculty councils and taking corrective measures; holding meetings of the University Academic Council. This is done in order to identify possible problems in the educational process and determine the degree of student satisfaction with educational programs, after which corrective measures are taken.

https://docs.google.com/document/d/1c2iG1lDJ7I3DF2JU0Ynaa1dC0EGp2yBi/edit
https://forms.office.com/Pages/ResponsePage.aspx?id=E31oqzRs-0ea297rfF9HzzLV01lSth9JgzCa7Php8LxUOEk5QVRCSExYU0xNUkI2WTNKNk5SQ1VMRi4u

SC employees, realizing the importance of feedback from students and course participants, are improving the methodology for monitoring satisfaction with educational programs. They review and update questionnaires for students and trainees, and also develop questionnaires for training using distance learning technologies. As a result of the work carried out and the problems identified, new work training programs are being developed to provide methodological and practical assistance. Evaluation of educational achievements is carried out by determining the level of development of competencies in accordance with the final learning outcomes. The results of the qualitative and quantitative analysis of the session are considered at the level of departments, QAC and Academic Council, after which appropriate changes are made to the content of the syllabus. To analyse how the educational achievements of students and graduates correspond to the mission and vision of the

university, as well as the provision of resources, indicators of educational achievements are integrated into the indicators of the operational and strategic plans of NJSC "AMU". The results of training are summed up on the basis of the results of intermediate and final certification of students. The departments conduct an analysis of the session, which is then reviewed and discussed at meetings of the departments, the QAC, the Academic and Academic Council.

The SC ensures the active participation of students in the evaluation of educational programs and uses the results obtained in planning training programs. NJSC "AMU" has developed mechanisms for evaluating educational programs. These mechanisms provide for the evaluation of programs at various stages: planning, implementation, analysis of results and implementation of changes. This approach allows you to monitor the implementation of the educational program and track the progress of students. In addition, it ensures timely identification and resolution of emerging problems. The university carries out comprehensive monitoring of the quality of educational programs by surveying all interested parties. There is a system for collecting and analysing feedback from consumers through internal and external monitoring. The process of evaluating educational programs involves such structures as the commission for ensuring the quality of educational programs, the centre for the development of academic work and the Academic Council. The compliance of the developed educational programs with the standards laid down in the Regulations on educational programs is monitored by the centre for the development of academic work. Electronic versions of educational programs by level of study are published on the university website. The QAC for each educational program includes students of all levels of education, representatives of practical healthcare, who, along with the teachers of the department and the head, are developing the program and discussing its content. The results of the discussion are reflected in the QAC minutes.

https://drive.google.com/drive/folders/1ujYyb3xDx1SHWE0snsGQguPMYCmUXeAC

41.1% of surveyed students believe that independent student work is a necessary part of study, 18.9% believe that the organization of clinical training is excellent, 34.5% - good, 20% - satisfactory, there is enough time for practical training 33.4 % agree completely and 29% partially; 22.2% get constant help from a tutor, 10.7% do research.

Students have free access to patients at clinical sites and all conditions for improving their practical skills - 56% of teachers completely agree with this.

Conclusions of the EEC on the criteria. Complies with 4 standards: fully - 2, partially - 2.

Recommendations for improvement:

1) When revising educational programs, bring the final learning outcomes into line with the goals of simulation training (7.1)

2) To develop elective educational programs using the resource capabilities of the simulation centre (including internship and additional education) (7.2).

STANDARD 8: INTEGRITY AND SAFETY

Corporate values are described in clause 4.2. The “Code of Corporate Culture and Ethics” (professionalism of employees and the effectiveness of their work - page 7 of the scanned document) is checked based on feedback from students and employees themselves (satisfaction with the quality of training organization in the simulation centre according to the approved methodology). 30 people (Academic staff) took part in the survey, 27 of them were satisfied with the quality (90%). Out of 84 student questionnaires, 79 people also note that they are satisfied with their training at the SC (94%) – questionnaires dated November 24. 2023, the report was signed by the head of the SC.
https://drive.google.com/drive/folders/16aHf1GoLsNi4JDfLf2aRnfyD9b8Sp19c

The efficiency indicators of the SC (report for 2023) indicate that 44% of clinical disciplines conduct final control using SC resources (conduct OSCE). A list of teaching staff from the Departments of Infectious Diseases and Clinical Epidemiology, Departments of Internal diseases with a course of nephrology, haematology, allergology and immunology, neurology, Departments of Internal diseases with a course of geriatrics, anaesthesiology and intensive care No. 2, Obstetrics and

Gynaecology No. 2, Departments of children diseases with courses of allergology, haematology and endocrinology, fundamentals of medicine, paediatric surgery, paediatric surgery with courses in cardio-rheumatology and gastroenterology, paediatric anaesthesiology, IT and emergency medicine, AMP and others with a list of programs, courses, seminars that are held at the SC. The interview was attended by employees of the Department of Infectious Diseases and Clinical Epidemiology, who answered questions from the EEC and were satisfied with their work at the SC. This gives reason to believe that the work in the SC is carried out at a fairly high level.

The basis for preparing classes at the SC is the "Working instructions for writing and using clinical scenarios on highly realistic simulation equipment" (RI-AMU-16-23, approved by the Vice-Rector for Clinical Work on February 28, 2023), which states that it is mandatory and applies to all employees of the SC and teaching staff who conduct training at the SC.

https://drive.google.com/drive/folders/1iAdsTkZ1cSvs8cw3isQJD8j3fZwpn6hq

A list and detailed description of clinical scenarios (45 pieces) are presented, compiled in accordance with the Instructions (prepared by employees of the departments of internal medicine with courses in gastroenterology, endocrinology, rheumatology and pulmonology, obstetrics and gynaecology No. 1 and No. 2, psychiatry and narcology, childhood infectious diseases, surgical diseases with a course of cardiothoracic surgery and maxillofacial surgery, listing all the names of the developers) with the introduction of simulation training technologies in various disciplines, as evidenced in the documents, which gives reason to believe that all obligations of the teaching staff to the SC and students are fulfilled for the quality of the classes.

Syllabuses of students of different courses are presented for consideration, which describe all the principles of the policy of academic integrity (honesty, openness, respect for the rights and freedoms of students, equality), which can serve as the basis for evaluating that the principles of ethics are communicated to students in the proper way.

The Code of Ethics is presented on the website of NJSC "AMU". At the first visit to the SC, an instruction is provided for students (there is an instruction log, presented by the EEC in scanned form), where ethical standards of behaviour and requirements for appearance are discussed.

The SC provides safety precautions in accordance with the rules "On the safety precautions of operated medical equipment in a simulation centre" PR-AMU-3.4-23 (pending approval).

https://docs.google.com/document/d/1wR2hLfo_FTMCdVWjF8PDxVQOof9vFqdg/edit?usp=drive_web&ouid=107018076273517441779&rtpof=true

A safety log is maintained https://drive.google.com/drive/folders/16aHf1GoLsNi4JDfLf2aRnfyD9b8Sp19c

Regulation "Ensuring occupational safety and health" SU-MUA-13-12, approved by decision of the Board of JSC "MUA" No. 17 dated May 25, 2012, presented by the EEC.

https://drive.google.com/drive/folders/1iAdsTkZ1cSvs8cw3isQJD8j3fZwpn6hq

Regulation "Ensuring occupational safety and health" SU-AMU-13-12, approved by decision of the Board of JSC "AMU" No. 17 dated May 25, 2012, presented by the EEC.

https://drive.google.com/drive/folders/1iAdsTkZ1cSvs8cw3isQJD8j3fZwpn6hq

Documents about those responsible for safety are presented, there are plans and instructions for evacuation, an action plan in the event of a fire or other emergency. There are schemes for alerting administration and staff.

The corridors are equipped with fire shields, safety logs are kept and fire safety instructions are available. SC employees regularly undergo training in safety, civil defines, emergency situations and fire safety. Fire evacuation plans are posted on the walls of all corridors.

The SC has organized training using the "Standardized Patient" technology, and presented contracts with standardized patients, which spell out their rights and responsibilities. There is a "Regulation on the Standardized Patient" (approved by the Decision of the Board of the NJSC "AMU" No. 20 dated October 1, 2019)

https://drive.google.com/drive/folders/16aHf1GoLsNi4JDfLf2aRnfyD9b8Sp19c

A detailed list of individuals who are recruited as standardized patients is provided. Video clips of patients' work are presented. Volunteers: SC employees, teachers and students of various levels of education (lists and videos), what contracts are concluded about (example, contract dated December 21, 2023)

https://drive.google.com/drive/folders/16aHf1GoLsNi4JDfLf2aRnfyD9b8Sp19c

During the training process, technological tools and software that meet safety requirements are used.

https://drive.google.com/drive/folders/16aHf1GoLsNi4JDfLf2aRnfyD9b8Sp19c

To master practical skills, students are given access to modern equipment from the SC and NJSC "AMU". Before starting to work with the equipment, students are given instructions (instruction texts are provided). Instructions for processing mannequins during and after the course are provided.

https://drive.google.com/drive/folders/1mnjjzaKXG9blz3QIQkTgCQphr_c1k5zU

Conclusions of the EEC on the criteria. Complies with 3 standards: fully - 3.
Recommendations for improvement *no*

STANDARD 9: CONTINUOUS RENEWAL

The SC initiates procedures to regularly review and update the mission, process, organizational structure, content, outcomes/competencies, teaching methods, evaluation methods and educational environment of educational programs, taking into account changes in the needs of practical health care, new regulatory documents, and changes in society. To do this, the SC conducts a survey of students to assess the quality of training in the simulation centre, on the basis of which conclusions are drawn about the methods used in the SC, decisions are made on the modernization of the SC and the need to revise training programs https://docs.google.com/document/d/1c2iG1lDJ7I3DF2JU0Ynaa1dC0EGp2yBi/edit,

https://drive.google.com/drive/folders/1jyzbaUmHYtkiglODB_KC733JEenzdA75

To improve the work and formulate tasks for improving the quality of educational activities, the quality representative conducts an “Internal Audit of the SC”:

https://drive.google.com/drive/folders/1aj_W_BY8Ot60lubMSRr9McsL8Beh0bxi

https://drive.google.com/drive/folders/1EV68tEmpWhI2aThKPCClUTo7JBb3uYNG

The SC has processes for identifying and eliminating problems and complaints and making decisions to improve activities (questionnaires). Over the past three years, there have been no incidents in the SC related to complaints and problems from students regarding dissatisfaction with the quality and procedures of classes

https://drive.google.com/drive/folders/1mVdQpQkP_O3Apx8stVrihspvB5CJWj3R

The SC involves students and listeners in the planning and implementation of educational events, and conducts surveys with questions to improve the educational process.

https://drive.google.com/drive/folders/1ZQ86A5Coe_2iMPowbl-d7ZDMNgK5fEpR

The centre evaluates and regularly updates the material and technical base and equipment for the development of practical skills to ensure adequate learning conditions. Modernization is taking place, the Charter of the project “on the modernization of the simulation centre” was approved by Protocol No. 10 dated December 15, 2022 in accordance with the Regulations on the project management of NJSC “AMU” dated September 20, 2022.

https://drive.google.com/drive/folders/1qk0EcWqzUaNnDKt_tZxoQzqJZhXTQTuF

The organizational structure of the SC is constantly adapting, taking into account changes in the needs of practical healthcare. The latest adjustments to the organizational structure and staffing of NJSC "AMU" were made at a meeting of the Management Board and the Board of Directors on September 29, 2023 (extract from minutes No. 27). Over the past 2 years, the staffs of the SC have increased by 150% - from 3 to 11 employees, which indicates an increase in human resources. The SC operates and carries out its work in accordance with the Regulations on the SC, approved on December 12, 2023.

https://drive.google.com/drive/folders/1AIgYoyDCYPLYT_sNzwNqu4UEDBLGGvRB
https://drive.google.com/drive/folders/11NozazpZJ42XCz9gMbEsGzaFisSrjrHR

SC plans to develop its activities through scientific research and projects in the field of education using simulation equipment, order 08-01/152 dated November 16, 2023, "Development of a tool for comprehensive monitoring and ensuring the quality of education at NJSC "Astana Medical University" for 2023- 2025 https://drive.google.com/drive/folders/1M_jQ6qZcS717-j8crMcxMm_8LPRh0b4P

Conclusions of the EEC on the criteria. Complies with 7 standards: fully – 7.
No recommendations for improvement

CONCLUSION: Thus, out of 47 accreditation standards, 38 were fully met, 9 were partially met, and no inconsistencies were identified.

5. Recommendations for improving the activities of the simulation centre of NJSC "AMU":

1) To describe in more detail the position, goals and objectives of postgraduate education (increasing the share of paid services, improving the material and technical base, improving the qualifications of simulation centre employees), bringing the strategic development plan and operational plan into line (including expanding the objectives by increasing qualifications of teachers working with simulation equipment, development of paid services); update the work of the QMS; include in the price list a separate cost of training using simulation equipment (1.6)

2) To increase the share of hours for simulation training and integrate the programs of the simulation centre into the general working curriculum (WC), reflect in the syllabus the practical skills that must be mastered in the simulation centre, and how they should be practiced. (2.1)

3) To develop a document on mastering competencies (a step-by-step algorithm for performing practical skills) in accordance with methodological recommendations. (2.1)

4) To develop a strategy to increase the share of simulation training in educational programs with the allocation of additional credits at the level of internship, residency and additional education. For courses (BLS, ACLS, PALS, PHTLS, NRP), develop a separate, detailed educational program. (2.7).

5) To enter information about the structure and activities of the simulation centre on the official website of the University (4.4)

6) To introduce elements of distance educational technologies into the theoretical part of the simulation training program (4.5)

7) To increase the share of full-time trainers in the simulation centre (5.3)

8) To review the final learning outcomes in educational programs and align them with the goals of simulation training (7.1)

9) To develop elective educational programs using the resource capabilities of the simulation centre (including internship and additional education) (7.2).

6. Recommendation to the ECAQA Accreditation Council on the accreditation of the simulation centre of NJSC "AMU":

The members of the EEC came to a unanimous opinion to recommend that the Accreditation Council accredit the Simulation Centre of NJSC "AMU" for a period of 5 years with a visit from ECAQA accreditation experts after 2 years (2026) as part of post-accreditation monitoring.

Status as part of the EEC	Full name	Signature
Chairman of the EEC	Kurmanova Almagul Medeubaevna	
Foreign expert	Zaripova Zulfiya Abdullovna	
Academic expert	Yesenkulova Saule Askerovna	
Academic expert	Talkimbaeva Nailya Anuarovna	
Academic expert	Shabdarbaeva Daria Muratovna	
Academic expert	Shyntas Kasym Malikuly	
Expert employer	Mukasheva Saltanat Bolatovna	
Resident expert	Mukazhanov Nurlan Adilbekuly	

Annex 1.

Quality profile and criteria for external evaluation of the simulation centre of NJSC "AMU" for compliance with the Accreditation Standards for training and simulation centres in medicine and healthcare

Standard	Criteria for evaluation	Number of standards	Grade		
			Fully compliant	Partially compliant	Does not compliant
1.	**MISSION AND GOVERNANCE**	BS 7	5	2	
2.	**PROGRAMME MANAGEMENT**	BS 8	6	2	
3.	**ASSESSMENT AND DOCUMENTATION**	BS 4	4		
4.	**RESOURCE MANAGEMENT**	BS 4/SI 1	3	2	
5.	**HUMAN RESOURCES**	BS 4	3	1	
6.	**TRAINEES**	BS 4/ SI 1	4/1		
7.	**PROGRAMME EVALUATION**	BS 3/ SI 1	1/1	2	
8.	**INTEGRITY AND SAFETY**	BS 3	3		
9.	**CONTINUOUS RENEWAL**	BS 1/ SI 6	1/6		
	Total:	**BS 38/SI 9**	**38**	**9**	
			47		

Приложение 2

Список документов, изученных членами ВЭК в рамках проведения институциональной внешней оценки симуляционного центра НАО «МУА»

№	Наименования документов	Количество	Дата утверждения
1.	Стратегия развития НАО «Медицинский университет Астана» на 2022-2026 годы	1	30.05.2022
2.	Операционный план НАО «Медицинский университет Астана» на 2023 год	1	3.02. 2023 г.
3.	Организационная структура НАО «Медицинский университет Астана»		№8 от 18.08.2023 г
4.	Выписка из протокола №4 заседания комитета по обеспечению качества ОП резидентуры и дополнительного образования	1	14.04.2023
5.	Решение Очередного заседания Ученого совета НАО «Медицинский университет Астана»	1	10.05.2023
6.	Академическая политика НАО МУА П-МУА-17-23	1	29.09.2023
7.	Карта ключевых показателей деятельности симуляционного центра за 2024 год	1	27.11.2023
8.	Типовой трудовой договор	1	14.12.2023
9.	Показатели по Управлению HR	1	
10.	Анализ удовлетворенности работодателей качеством подготовленности выпускников НАО МУА 2022	1	
11.	Отчет о результатах анкетирования работодателей по вопросам удовлетворенности качеством подготовки выпускников НАО МУА за 2021 год	1	
12.	Положение о научном структурном подразделении ПЛ-МУА-136-22	1	25.04.2022
13.	Силлабусы ОП Ядерной медицины	3	
14.	Standard университета «Организация учебного процесса по кредитной технологии обучения» СУ-МУА-22-19	1	08.02.2019
15.	Приказ об утверждении состава Академического совета	1	26.09.2023
16.	Положение об академическом совете ПЛ-МУА-126-23	1	17.03.2023
17.	План работы Академического совета на 2023-2024 учебный год	1	04.10.2023
18.	План работы Центра развития академической деятельности на 2023 год	1	10.02.2023
19.	Политика управлениями рисками НАО «МУА»	1	17.03.2020
20.	Методика определения бизнес-процессов, присущих им рисков и ключевых индикаторов риска в НАО «Медицинский университет Астана»	1	17.03.2020
21.	Меморандум Sheba Amiltai	1	
22.	Служебное письмо по утверждению штата симуляционного центра	1	04.10.2023
23.	Выписка из штатного расписания симуляционного центра на 2023-2024 учебный год	1	04.10.2023
24.	Информация о сотрудниках СЦ	1	
25.	Положение о платных услугах НАО МУА ПЛ-МУА-03-23	1	29.09.2023
26.	Список экзаменаторов на 2023-2024 учебный год	1	13.11.2023
27.	База волонтеров для участия в качестве стандартизированного пациента на занятиях, проводимых на базе симуляционного центра	1	
28.	Программа повышения квалификации «Оказание первой неотложной помощи»	1	27.01.2022
29.	Положение о клиническом совете НАО МУА ПЛ-МУА-165-23	1	29.06.2023
30.	Коэффициент полезного действия (КПД) симуляционного центра		№3 от «3»

	2023-2024 года		февраля 2023 г.
31.	Приказ об обязательном проведении клиническими кафедрами практических/симуляционных занятий на базе симуляционного центра Университета	1	20.10.2023
32.	Положение о симуляционном центре	1	Приказ № 721-н/қ от 12.12.2023 г.
33.	Политика о симуляционном обучении	1	18.08.2022 г., внес изм. (документ на согласовании)
34.	Обсуждение миссии и видение симуляционного центра.		Протокол № 13 от 12.12.2022 г.
35.	Выписка из протокола очного заседания Совета директоров НАО «Медицинский университет Астана» Совета Директоров от 30.05.2022, No 17	1	30.05.2022
36.	Отчет о работе симуляционного центра	1	За 2021 год
37.	Годовой отчет университета	1	За 2022 год
38.	Отчет о реализации проекта «Модернизация симуляционного центра»	1	
39.	Устав проекта «о модернизации симуляционного центра»	1	08.02.2019
40.	Журналы учета посещаемости Симуляционного центра	17	
41.	Кодекс об академической честности К-МУА-01-20	1	08.10.2020
42.	Положение о центре дополнительного образования	1	17.11.2022
43.	Отчет по самооценки с учетом изменений	1	
44.	Отчет по самооценки на каз.яз	1	
45.	Правила дополнительного и неформального образования специалистов в области здравоохранения	1	
46.	Типовые учебные программы	5	2022-2023 гг.
47.	Кодекс Корпоративного управления Некоммерческого акционерного общества «Медицинский университет Астана»	1	17.01.2023 г.
48.	Повышение квалификации руководителя симуляционного центра	1	13.10.2023 г.
49.	Мастер-классы на базе симуляционного центра (олимпиады, тренинги ВОЗ, школы, конференции, курсы СЛР)	1	1.03.2023 г.
50.	Коэффициент полезного действия (КПД) симуляционного центра 2023-2024 гг.	1	24.11.2023 г. 27.11.2023 г.
51.	Выписка из Протокола очного заседания Правления НЛО «Медицинский университет Астана»	1	No 03, 3.02.2023 г.
52.	Правила по технике безопасности эксплуатируемой медицинской техники в симуляционном центре ПР-МУА-3.4-23	1	На утверждении
53.	Standard «обеспечение безопасности и охраны труда» СУ-МУА-13-12	1	25.05.2012 г
54.	Рабочая инструкция «Проведение дебрифинга по итогу проведения клинической симуляции» РИ-МУА -09-23	1	28.02.2023 г.
55.	Рабочая инструкция по написанию клинических сценариев на высоко реалистичном симуляционном оборудовании РИ-МУА 16-23	1	28.02. 2023 г.
56.	Больница Боткина (приглашение, программа в рамках сотрудничества, официальный запрос»	1	2.03.2023 г.
57.	Повышение уровня квалификации руководителя центра (обучение в г. Москва)	1	17.03.2023 г.
58.	Повышение квалификации руководителя симуляционного центра	1	13.10.2023 г.

59.	Планы работ СЦ 2021- 2023 г.	3	28.09.2021 г. 23.11.2022 г. 04.10.2023 г.
60.	Привлечение и использование симулированного пациента (договор, видеосопровождение)	2	Договор 21.12.2023 г.
61.	Информация о тренерах	4	
62.	Расписание (2022 год – 2023 год)	2	2022-2023 г.
63.	Приказ № № 8-01/115 от 20.10.2022 «Об обязательном проведении клиническими кафедрами практических/симуляционных занятий на базе симуляционного центра Университета»	1	20.10.2022 г.
64.	Отчеты симуляционного центра	3	2021 г. 2022 г. 2023 г.
65.	Курсы для парамедиков, отработанные совместно с ИНПР, учитывая взаимосвязь отдельных самостоятельных структурных подразделений, указанную в Положение о СЦ (Программа, прейскурант, договор, явочные листы, фото сопровождение)	1	Договор 27.11.2023 г.
66.	Повышение качества медицинского образования и проведение исследований (Приказ об участии в научных исследованиях)	1	16.11.2023 г.
67.	Каталог анкет	1	28.03.2023 г.
68.	Сравнительная таблица по оснащению симуляционного центра с 2020 – 2023 года	1	Декабрь 2023 г
69.	Подтверждающие документы по компетенции тренеров симуляционного центра	4	
70.	Кодекс академической честности К-МУА-01-2020	1	8.10.2020 года
71.	Перечень образовательных программ	19	2022 – 2023 г.
72.	Журнал учета посещаемости студентов	6	2023 г
73.	Итоговая государственная аттестация (ИГА)	1	13.05.2022 г
74.	Анализ изменения площадей и аудиторного фонда СЦ НАО «МУА»	1	На 2023 год
75.	Социальные сети (instagram, Ютуб)	2	2023 год
76.	Амортизационная ведомость СЦ	1	01.01.2023 г. по 20.09.2023 г.
77.	План развития 2023 года	1	2023 г. через портал salem
78.	План развития 2024 года	1	2024 г. через портал salem
79.	База слушателей	1	27.11.2023 г. согласна Договора
80.	Письма заинтересованным сторонам	1	27.11.2023 г.
81.	Журнал учета слушателей (получение сертификатов, свидетельств) через центр трансферта образовательных технологий	1	Электронный журнал
82.	Отзывы слушателей Института непрерывного профессионального развития	1	2023 год
83.	Положения о академическом и клиническом совете, которые использует СЦ в работе	1	29.06.2023 г.
84.	Оценочные знаний, оценка, проведенной аттестации, оценочные листы на базе СЦ Методические комплексы дисциплин по специальностям		2023 г.
85.	Акты внедрения в образовательный процесс	46 (клин.сце	2022-2023 г.

		н)	
86.	Положение о стандартизированном пациенте ПЛ-МУА-28-19	1	01.10.2019 г.
87.	Журнал инструктажа по технике безопасности при работе с оборудованием симуляционного центра	1	19.01.15 год начало введения в действие и на текущий год введение журнала продолжается
88.	Анкета для оценки удовлетворенности резидентов	1	2023 г.
89.	Форма анкет для обучающихся, преподавателей, посетителей и слушателей (курсантов)	4	2023 г.
90.	Анализ анкетирования обучающихся, преподавателей, посетителей и слушателей (курсантов)	4	2023 г.
91.	Кафедры, проводящие занятия на базе Симуляционного центра (Ф.И.О. преподавателей, темы занятий, контингент обучающих)	2	2023 г.