



Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health Care

STANDARDS FOR INSTITUTIONAL ACCREDITATION OF HIGHER NURSING COLLEGES



ALMATY 2023

**EURASIAN CENTRE FOR ACCREDITATION AND QUALITY ASSURANCE
IN HIGHER EDUCATION AND HEALTH CARE**

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OF HIGHER NURSING COLLEGES**

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1. **DEVELOPED** by Non-profit Entity “Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care”.
2. **APPROVED** by the ECAQA Experts Board (#1, June 6, 2023) and **INTRODUCED** by the Order #16 June 15, 2023 of the Director General, Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Health care.
3. In this standard, the Provisions of the Law of the Republic of Kazakhstan "On Education» July 27, 2007, #319-III (with Amendments from June 1, 2023) has been introduced.

The Standards for institutional accreditation of higher nursing colleges is based on the World Federation for Medical Education Global Standards for Quality Improvement in Basic Medical Education (Revision 2015) and includes the requirements and recommendation of the EFN, WHO Regional Office for Europe Strategies and Programmes for Improvement Nursing Education: Strategic directions for strengthening nursing and midwifery in Europe to achieve the Health 2020 goals; Strategic directions for strengthening nursing and midwifery: 2016–2020; Global standards for the primary education of professional nurses and midwives, Leadership board of EU 2013/55/EU on acknowledgment of professional qualifications , as well in compliance with national specification according to the national health care system priorities and needs.

Standards are dedicated to conduct an institutional accreditation for higher nursing colleges which deliver educational programs for applied bachelor's degree, as well as programs for medical and pharmaceutical specialties of technical and vocational education.

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STANDARDS FOR INSTITUTIONAL ACCREDITATION OF HIGHER NURSING COLLEGES

GENERAL PROVISION

1. Application and Use of Standards

1.1 The Standards for accreditation define the general provisions and requirements for quality of medical and pharmaceutical educational programs at the technical and professional education, and higher nursing colleges.

1.2 The Standards for accreditation of higher nursing colleges are based on the requirements and recommendation of the EFN, WHO Regional Office for Europe on strengthening and improvement of nursing education and professional training with national specification according to the national health care system priorities and needs.

1.3 The Standards include basic regulations of state standards for technical and professional trainings on “Nursing education” (MoES 2015) for medical, pharmaceutical and applied bachelor’s educational programs.

1.4 The Standards is a tool for quality assurance of vocational and technical education, and professional training on a basis of training requirements for short-cycle professionals in healthcare and higher nursing college academic activity.

1.5 The Standards should be used for institutional accreditation of higher nursing colleges, as well as technical and professional trainings in programs of medicine and pharmacy, moreover carrying out external evaluation of quality assurance program despite of their status, type of organisation, form of ownership, departmental affiliation, and for the increase in objectivity and social awareness on the quality of educational programs.

1.4 The Standards should be used for the educational programme self-evaluation and its improvement, support the development quality assurance and of the quality culture.

2. Reference to Regulations and Law

The Standard references to the following Laws and Regulations:

2.1 Code of the Republic of Kazakhstan dated July 7, 2020, No. 360-VI LRK. On Public Health and the Healthcare System, Section 4, Chapter 25. Educational Activities in Healthcare. Article 222. Residency.

2.2 The Law of the Republic of Kazakhstan "On Education» July 27, 2007, #319-III (with Amendments from 01.06.2023)

2.3 On Approval of the Concept for the Development of Healthcare in the Republic of Kazakhstan until 2026. Area 4. Improving the Efficiency of the Personnel Training and Advanced Training System. Resolution of the Government of the Republic of Kazakhstan dated November 24, 2022 No. 945

2.1 On Approval of the Standard Rules for the Activities of Educational Organizations of the Relevant Types, Order of the Minister of Education and Science of the Republic of Kazakhstan dated October 30, 2018, No. 595.

2.4 Labor Code of the Republic of Kazakhstan No. 414-V of November 23, 2015, as amended and supplemented on January 7, 2021.

2.5 About approving the Concept for the Development of Preschool, Secondary, Technical, and Vocational Education in the Republic of Kazakhstan for 2023–2029. Resolution of the Government of the Republic of Kazakhstan No. 249, dated March 28, 2023.

2.6 On the Approval of State Mandatory Standards for Preschool Education and Training, Elementary, Lower Secondary, and Upper Secondary Education, Technical and Vocational Education, and Postsecondary Education. Order of the Minister of Education of the Republic of Kazakhstan No. 348, dated August 3, 2022. Registered with the Ministry of Justice of the Republic of Kazakhstan on August 5, 2022, No. 29031.

2.7 On the Approval of Rules for the Provision of Nursing Care. Order of the Minister of Health of the Republic of Kazakhstan No. ҚР ДСМ-199/2020 dated November 23, 2020. Registered with the Ministry of Justice of the Republic of Kazakhstan on November 25, 2020, under No. 21674.

2.8 “On the Approval of Model Rules for Admission to Educational Institutions Offering Technical and Vocational Education Programs.” Order of the Minister of Education and Science of the Republic of Kazakhstan No. 578 dated October 18, 2018.

2.9 On Amendments to the Order of the Minister of Education and Science of the Republic of Kazakhstan dated April 20, 2011 No. 152 “On approval of the Rules for the organisation of the educational process on credit technology of education”. Order No. 563 of October 12, 2018.

2.10 The Republic of Kazakhstan Ministry of Health’ Order №530 from July 17, 2017. About Amendments to the Ministry of Health and Social Development Order №647 from July 31, 2015 “On approval of the State Compulsory Standards for Education and Programmes of Medical and Pharmaceutical Education” that includes the Applied Bachelor Degree Programme in Nursing.

2.11 On the Approval of Requirements and Rules for the Recognition of Accreditation Bodies, Including Foreign Ones. Order of the Minister of Education of the Republic of Kazakhstan No. 34, dated February 13, 2023. Registered with the Ministry of Justice of the Republic of Kazakhstan on February 14, 2023, under No. 31902.

3. Terms and Definitions

The Terms and Definitions are used to clarify, amplify expressions in the Standards and refer to the Law of the Republic of Kazakhstan «On Education» July 27, 2007, #319-III (with Amendments from 01.06.2023):

Accrediting agencies— legal entities that develop set of Standards (Guidelines) and accredit of the HEIs that as the institutions meet predefined quality Standards (Guidelines);

Accreditation of Higher Education Institutions—recognition procedure used in higher education by accreditation agency that confirms the Education, Research and Service compliance with and meet predefined standards (guidelines) in order to provide the evidence about their quality and improvement of the internal quality assurance mechanisms;

Institutional accreditation— external evaluation by the accrediting agency and its formal and independent decision indicating that a higher education institution meets certain predefined standards and current status as the HEI;

International accreditation—external evaluation of the higher education institutions (institutional accreditation) or educational programmes (specialized accreditation) that meet predefined standards (guidelines) and its should be carried out by the national or foreign accrediting agency recognized and listed on Register #1 of the Kazakhstan Ministry of Education and Science;

National accreditation—external evaluation of the higher education institutions (institutional accreditation) or educational programmes (specialized accreditation) that meet predefined standards (guidelines) and its should be carried out by the national accrediting agency recognized and listed on Register #1 of the Kazakhstan Ministry of Education and Science;

Educational programme accreditation—recognition procedure used in higher education by accreditation agency that confirms the educational programmes compliance with and meet predefined standards (guidelines) in order to provide the evidence about their quality and improvement of the internal quality assurance mechanisms;

Standards (Guidelines) for accreditation— external evaluation of the quality assurance of educational programmes that offered by The nursing college

Dual learning - a form of training, combining training in the organization of education with compulsory periods of training and practice in the enterprise with the provision of jobs and compensation payments for students with equal responsibility of the enterprise, educational institution and student;

The agreement on dual learning - a written agreement between the trainee and the organization that provides the workplace for the conduct of practice-based training and clinical practice, and the educational institution that regulates the learning environment and requirements for the clinical practice.

Higher nursing college - is an educational organisation which integrates module educational technologies of technical and professional trainings and post-secondary education.

Individual curriculum - a curriculum formed for each academic year by students independently with the help of an adviser based on a standard curriculum and a catalog of elective disciplines.

Expertise - is the ability of a specialist to solve a set of professional tasks based on knowledge, abilities and skills, as well as personal qualities that allow him to effectively implement professional activities.

Internship - is an activity aimed to consolidating theoretical knowledge, skills of students, as well as acquiring and improving practical skills and expertise while completing assigned tasks connected with a future career activities.

Applied Bachelor's degree - is a post-secondary education. This is an educational program aimed at preparing professionals with a qualification of "Bachelor of Applied Sciences".

Qualification - is the level of preparedness for the competent performance of a certain type of activity in the acquired major.

Competency - is the ability of students to practically use the knowledge, skills and abilities acquired in the learning process at work.

Module - is an independent, self-sufficient and complete section of the educational program or a period of study.

Modular learning - is a method of organizing the educational process based on the development of modular educational programs.

Mentor - is a qualified nurse who contributes to the consolidation of theoretical knowledge and practical skills by a student at a clinical base during the period of clinical and professional / pre-diploma practice.

Standards of accreditation - are documents of the accreditation body that establish the requirements for the accreditation procedure.

Special courses for Higher Nursing Colleges - mental health, addiction, palliative care and care for oncology patients; home-based nursing care; health promotion; patients training; emergency medicine; social work in nursing; planning criteria and research conduct in nursing; improvement of functional opportunities; special nursing care; biostatistics and presentation of research results; e-system in healthcare; management in nursing; evidence-based nursing practice, writing thesis, presentation and defense of thesis paper.

Special courses for Vocational Education and Training include:

"Medical Care" Programme: the fundamentals of nursing; propedeutics of internal diseases; internal diseases; childhood diseases; general surgery, anesthesiology and resuscitation; surgical diseases; obstetrics and gynecology; infectious diseases; dermatovenerology; neurology; psychiatry; otorhinolaryngology; ophthalmology; physiotherapy and massage; physiotherapy exercises and medical control; social medicine and health care management.

"Nursing" Programme: The fundamentals of Nursing, propedeutics of internal medicine, nursing in epidemiology and infectious diseases, nursing in therapy, nursing in pediatrics, nursing in surgery and resuscitation, nursing in obstetrics and gynecology, nursing in dermatovenerology in psychiatry nursing in neurology, nursing in

ophthalmology, nursing in otorhinolaryngology, physiotherapy, Physiotherapy massage.

“Hygiene and Epidemiology” Programme: Microbiology, communal hygiene with the basics of sanitary, epidemiology, basics of disinfection, medical parasitology, nutrition hygiene, occupational hygiene, hygiene of pediatrics and adolescents, social medicine and health organization, infectious diseases, basics of internal diseases with the technique of medical manipulations, fundamentals of childhood diseases. fundamentals of surgical diseases, fundamentals of obstetrics and gynecology, fundamentals of otorhinolaryngology, dermatovenereology, fundamentals of ophthalmology

“Laboratory diagnostics tests” Programme: The fundamentals of nursing, fundamentals of internal medicine, fundamentals of surgical diseases, fundamentals of pediatrics, fundamentals of obstetrics and gynecology, fundamentals of epidemiology and infectious diseases, biological chemistry with clinical and biochemical research methods, hygiene with the technique of sanitary and hygienic research, microbiology, virology with the technique of microbiological research , methods of clinical laboratory research.

“Ophthalmic Eye-care” Programme: ophthalmologic diagnostic tests, ophthalmology equipment, clinical ophthalmology, the technology of sense and frame production, technology of contact and intraocular lenses production, technology of glass production and renovation, communicational and marketing activity in the selection and implementation of vision correction tools, ocular diseases and their diagnosis.

“Dentistry” Programme: Internal diseases with a focus on an infection disease, surgical diseases with a reanimation basis, Physiotherapy during toothache and oral cavity disease, teeth and jaw X-ray, dentistry nurse, surgical dentistry, therapeutic dentistry, the introduction to orthopedic and orthodontic dentistry, the introduction to obstetrics and pediatric diseases, the introduction to pathology and dental pathology, dental materials science, technique for the manufacture of clasp prostheses, technique for the manufacture of orthodontic constructions, technique for the manufacture of maxillofacial prostheses, prevention and treatment of diseases of the teeth and oral cavity, dental surgery and maxillofacial traumatology, technique for the manufacture of removable prostheses, technique for the manufacture of fixed prostheses, oral hygiene.

“Orthopedic dentistry” Programme: dental diseases with the basics of healthcare organization, dental materials science, technique for manufacturing removable dentures, technique for manufacturing fixed prostheses, technique for manufacturing clasp prostheses, technique for manufacturing orthodontic and orthopedic structures in childhood, technique for manufacturing maxillofacial prostheses.

“Pharmacy” Programme: Anorganic chemistry, organic chemistry, Analytical chemistry, pharmacology, pharmacognosy, pharmaceutical chemistry, technology of dosage forms, organization and economics of pharmacy with the basics of management and marketing, pharmaceutical commodity science

Internship at clinical site includes:

“Medical Care” Programme: internal diseases, surgical diseases, obstetrics and gynecology, childhood diseases, emergency medical aid.

“Nursing” Programme: nursing in therapy, nursing in surgery and resuscitation, nursing in pediatrics, nursing in obstetrics and gynecology.

“Hygiene and Epidemiology” Programme: internship in hygiene and epidemiology department.

“Laboratory diagnostics tests” Programme: hygiene with the technique of sanitary and hygienic research, microbiology, virology (with the technique of microbiological research), methods of clinical laboratory research.

“Ophthalmic Eye-care” Programme: Lenses and frames manufacturing technology. Manufacturing technology of contact and intraocular lenses. Manufacturing technology and glasses reconstruction.

“Dentistry” Programme: therapeutic dentistry, surgical dentistry, dental nurse, internal medicine and surgical diseases, technique for the manufacture of removable prostheses, technique for the manufacture of fixed prostheses, technique for the manufacture of removable prostheses, technique for the manufacture of fixed prostheses, technique for the manufacture of clasp prostheses, prevention and treatment of diseases of the dental and oral cavity, dental and maxillary surgery facial traumatology, fundamentals of prosthetic dentistry and orthodontics, oral hygiene.

“Orthopedic dentistry” Programme: technique for the manufacture of removable and fixed prostheses.

“Pharmacy” Programme: Organization and economics of pharmacy, Quality control and standardization of medicines, technology of dosage forms, pharmacognosy.

According to the WFME Global Standards for Quality Improvement of Basic Medical Education (Revision 2015) following definitions related to Standards:

Academic freedom would include appropriate freedom of expression, freedom of inquiry and publication for staff and students.

Academic leadership refers to the positions and persons within the governance and management structures being responsible for decisions on academic matters in teaching, research and service and would include dean, deputy dean, vice deans, provost, heads of departments, course leaders, directors of research institutes and centres as well as chairs of standing committees (e.g. for student selection, curriculum planning and student counselling).

Administrative staff is the staff in the leadership and management of structural units responsible for administrative support of policy formulation and the implementation of policies and plans; staff depends on the organizational structure of the administration, includes the head and employees of the administration, deans, heads of financial management, employees of budget planning and accounting departments, employees of the selection committee and heads of departments for planning the educational process, human resources and information technology.

Any branch of medicine refers to all types of medical practice, administrative medicine, and medical research.

Assessment Methods refers to considering the balance between formative and summative grades, number of exams and other tests, balancing written and oral examinations, assessment based on relevant standards and criteria; conducting special examinations.

Candidate’s excellency is assessed on the basis of formal qualifications, professional experience, research results, teaching experience, and peer recognition.

Effective and ethical use of information and communication technology would include use of computers, cell/mobile telephones, internal and external networks and other means as well as coordination with library services. The policy would include common access to all educational items through a learning management system. Information and communication technology would be useful for preparing students for evidence-based medicine and life-long learning through continuing professional development.

Educational outcomes or learning outcomes/competencies refer to statements of knowledge, skills and attitude that students demonstrate at the end of a period of learning. Outcomes might be either intended or acquired. Educational/learning objectives are often described in terms of intended outcomes. Outcomes within nursing to be specified by the nursing colleges- would include documented knowledge and understanding of (a) the basic biomedical sciences, (b) the behavioural and social sciences, including public health and population medicine, (c) medical ethics, human

rights and medical jurisprudence relevant to the practice of medicine, (d) the ability to undertake life-long learning and demonstrate professionalism in connection with the different roles of nurses in relation to the healthcare profession.

Encouragement of integrated learning would include consideration of using integrated assessment, while ensuring reasonable tests of knowledge of individual disciplines or subject areas.

Governance means the act and/or the structure of governing the medical school. Governance is primarily concerned with policy making, the processes of establishing general institutional and programme policies and also with control of the implementation of the policies. The institutional and programme policies would normally encompass decisions on the mission of the medical school, the curriculum, admission policy, staff recruitment and selection policy and decisions on interaction and linkage with medical practice and the health sector as well as other external relations.

Informational support is the rules of procedure, working hours of all services, telephone directory, data of administrators and teaching staff, payment procedure for tuition, information about educational courses, e-mails of teachers, clearly established criteria for assessing learning outcomes, as well as information about the main policy in the educational process, available information materials: work programs, syllabuses for students, the availability of reference books on educational programs, a catalog of elective disciplines.

Instructional/ learning methods would encompass lectures, small-group teaching, problem-based or case-based learning, peer assisted learning, practicals, laboratory exercises, bed-side teaching, clinical demonstrations, clinical skills laboratory training, field exercises in the community and web-based instruction.

Life-long learning is the professional responsibility to keep up to date in knowledge and skills through appraisal, audit, reflection or recognised continuing professional development (CPD) activities.

Management means the act and/or the structure concerned primarily with the implementation of the institutional and programme policies including the economic and organisational implications i.e. the actual allocation and use of resources within the medical school. Implementation of the institutional and programme policies would involve carrying into effect the policies and plans regarding mission, the curriculum, admission, staff recruitment and external relations.

Mission provides the overarching frame to which all other aspects of the educational institution and its programme have to be related. Mission statement would include general and specific issues relevant to institutional, national, regional and global policy and needs. Mission in this document includes the institutions' vision.

Other stakeholders would include representatives of other health professions, patients, the community and public (e.g. users of the health care delivery systems, including patient organisations). Other stakeholders would also include other representatives of academic and administrative staff, education and health care authorities, professional organisations, medical scientific societies and postgraduate medical educators.

Overall curriculum in this document refers to the specification of the educational programme, including a statement of the intended educational outcomes, the content/syllabus, learning experiences and processes of the programme. The curriculum should set out what knowledge, skills, and attitudes the student will achieve. Also, the curriculum would include a description of the planned instructional and learning methods and assessment methods.

Physical facilities would include lecture halls, class, group and tutorial rooms, teaching and research laboratories, clinical skills laboratories, offices, libraries, information technology facilities and student amenities such as adequate study space, lounges, transportation facilities, catering, student housing, on-call accommodation, personal storage lockers, sports and recreational facilities.

Programme evaluation is the process of systematic gathering of information to judge the effectiveness and adequacy of the institution and its programme. It would imply the use of reliable and valid methods of data collection and analysis for the purpose of demonstrating the qualities of the educational programme or core aspects of the programme in relation to the mission and the curriculum, including the intended educational outcomes. Involvement of external reviewers from other institutions and experts in medical education would further broaden the base of experience for quality improvement of medical education at the institution.

Principal stakeholders would include the dean, the faculty board/council, the curriculum committee, representatives of staff and students, the university leadership and administration, relevant governmental authorities and regulatory bodies.

Principles of equality mean equal treatment of staff and students irrespective of gender, ethnicity, religion, sexual orientation, socio-economic status, and taking into account physical capabilities.

Student service departments are aimed at meeting the educational, personal and career needs of students: student houses, canteens, medical centers, gyms, computer centers, libraries, as well as services for effective employment and career growth.

The authority of the curriculum committee would include authority over specific departmental and subject interests, and the control of the curriculum within existing rules and regulations as defined by the governance structure of the institution and governmental authorities. The curriculum committee would allocate the granted resources for planning and implementing methods of teaching and learning, assessment of students and course evaluation

The health-related sector would depend on issues and local organisation - include institutions and regulating bodies with implications for health promotion and disease prevention (e.g. with environmental, nutritional and social responsibilities).

The staff recruitment and selection policy would include ensuring a sufficient number of highly qualified basic biomedical scientists, behavioural and social scientists and clinicians to deliver the curriculum and a sufficient number of high-quality researchers in relevant disciplines or subjects.

Social accountability would include willingness and ability to respond to the needs of society, of patients and the health and health related sectors and to contribute to the national and international development of medicine by fostering competencies in health care, medical education and medical research. This would be based on the nursing school's own principles and in respect of the autonomy of universities.

4. Abbreviation

The following abbreviations are used in the Standards:

AC	Accreditation Council
CPD	Continuing Professional Development
EB	Expert Board
ECAQA	the Eurasian Centre for Accreditation and Quality Assurance in Higher Education and Healthcare
EEC	External Expert Commission
ESG	Standards for accreditation the Higher Education Institutions for Health Professions Education based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area
EFN	European Federation of Nursing Associations
HEIs	Higher Education Institutions
MoH RK	Ministry of Health of the Republic of Kazakhstan

ME RK Ministry of Education of the Republic of Kazakhstan

WFME World Federation for Medical Education

WHO World Health Organization

5. General Provision

5.1 Standards for accreditation of Applied Bachelor Degree Programme in Nursing includes:

1. MISSIONS AND OUTCOMES;
2. EDUCATIONAL PROGRAMME;
3. ASSESSMENT OF STUDENTS;
4. STUDENTS;
5. ACADEMIC STAFF/FACULTY;
6. EDUCATIONAL REOURCES;
7. PROGRAMME EVALUATION;
8. GOVERNANCE AND ADMINISTRATION;
9. CONTINUOUS DEVELOPMENT.

5.2 Standards for programme accreditation developed and based on the WFME Global Standards for Quality Improvement in Basic Medical Education (Revision 2015) with national specifications of the healthcare system and health professions education. Standards and Guidelines for Quality Assurance in the European Higher Education Area (2015), WHO / regional office for Europe policy documents for the development of nursing education: Strategic directions for strengthening nursing and midwifery in Europe to achieve the goals of Health 2020 programme; Strategic directions for strengthening nursing and midwifery: 2016–2020; Global standards for primary education of professional nurses and midwives, EU Directives 2013/55 / EU on the recognition of professional qualifications, considering national priorities for the development of nursing in the Republic of Kazakhstan.

5.3. Standards are specified for each sub-area using two levels of attainment:

- **Basic Standards** are expressed by a “**must**”, this means that the standard in principle must be met by every nursing school and fulfillment demonstrated during evaluation of the school.
- **Standards for Quality Development** are expressed by a “**should**”, this means that the standard is in accordance with international consensus about best practice for nursing colleges and nursing education. Fulfillment of - or initiatives to fulfill – some or all of such standards should be documented by nursing colleges.

5.4 There are **89** standards in total, including **50** basic standards, **39** standards for quality development and 80 annotations to the corresponding standards (section 3). Basic standards: 100% must demonstrate full compliance (**fulfilled**). Quality improvement standards: at least 60% must demonstrate full compliance and no more than 40% may be partially complied (**partially fulfilled**). If these requirements are satisfied, the educational organizations/educational programme may be recommended for full accreditation for a period of 5 years. In case of non-compliance (**not fulfilled**) with the above requirements by the educational organization, the EEC has the right to make recommendations: conditionally accredit, not accredit (non-compliance with one or more accreditation standards is detected).

5.5 The decision on accreditation is awarded by ECAQA’s Accreditation Council according to the External Evaluation Report of the EEC containing recommendations regarding the decision on accreditation and including the evidence about the nursing colleges meets certain predefined Standards.

5.6 The ECAQA’s Accreditation Council includes all main groups of stakeholders and based on recommendations of the WHO/WFME Guidelines for Accreditation of Basic Medical Education. The Members of the Accreditation Council are represented

by the Directors of Departments of the MoED.Sci. RK and MoH RK, Members of Kazakhstan Parliament, Senior Academic Staff of the HEIs for Health Professions Education, National Research Centres, Societies of the Employers, International and National Professional Association, Students.

6. Purpose of introduction of Standards for Institutional accreditation

6. The main purposes for implementation of the institutional accreditation are following:

6.1.1 to implement internal quality assurance within institution and develop the national external quality assurance system that harmonized with principles of good international practice for quality assurance in post-secondary education, technical and professional training (VET);

6.1.2 to support and encourage the development of a quality culture that is embraced by students, academic staff/faculty, institutional leadership and management of the higher nursing college.

6.1.3 to conduct external quality assurance in compliance with the requirements of accreditation standards and quality assurance in post-secondary education and VET.

6.1.4 to promote the quality improvement of health professions education to meet the needs of the changing environment and achieve competitiveness of the national system of professional education;

6.1.5 to publish and provide reliable information for society and authorities concerned in nursing education and regarding the nursing college external evaluation outcomes and submit the summary report and formal decision on accreditation.

7. Principles of Quality Assurance and Institutional Accreditation of the Higher Nursing Colleges

7.1 Quality assurance and accreditation system based on the following principles:

7.1.1 Voluntariness/Freedom – the accreditation is voluntary process and accrediting agency recognizes the freedom and autonomy of the Higher Nursing College and their programmes.

7.1.2 Responsibility –the accreditation process clear defines the responsibility of both accrediting agency and higher education institution; accrediting agency has strong relationship with main stakeholders: the Public, Higher Nursing Colleges, Students, the Professions, Professional Organizations, Government; provides the Standards and Guidelines, appropriate resources of innovation and training reviewers/experts.

7.1.3 Transparency – internal and external evaluation are carried out fairly and transparently providing access to relevant information regarding the accreditation process and procedures, accreditation standards, guidelines for self-study, guidelines for external evaluation that are available for all stakeholders.

7.1.4 Independence - external evaluation, decision making process based on the published standards and procedures taking into consideration the outcomes both the institutional self-study and external review, the reliable information and data, accrediting agency is independent of the third parties (MoH,ME RK, Higher Nursing Colleges's Leadership and Public).

7.1.5 Confidentiality – institutional self-study report' information and other information provided by Higher Nursing Colleges and data gained in external review are confidential.

7.1.6 Efficiency – external evaluation focus on content and outcomes that allowed improving internal quality assurance mechanisms, support the development of a quality culture and ensure the link between internal and external quality assurance.

7.1.7 Objectivity - conducting an external review using clearly established criteria and standards for accreditation, considering institutional characteristics and making a decision on accreditation based on the results of an external review and EQA committee recommendations.

8. General steps and main elements in accreditation process

8.1 Accreditation process includes the following main elements:

8.1.1 Submission of the application and the summary and education database of The higher nursing college to the ECAQA (accrediting agency);

8.1.2 Signing the Agreement between higher nursing college and accrediting agency that included terms of payment and conditions for performance, training of staff/faculty on conducting the institutional self-study;

8.1.3 Planning and conducting the Educational Programme self-evaluation in compliance with criteria and requirements of the standards; submitting Educational Programme Self-evaluation Report to the accrediting agency;

8.1.4 Consideration the Educational Programme Self-evaluation Report by the Members of EEC's accrediting agency before the site-visit at the higher nursing college;

8.1.5 The external expert commission carries out the external evaluation and develops the draft of the Report and conclusions that is presented to the administrative and academic staff.

8.1.6 Submission of the final External Evaluation Report with recommendations for improvement to the accrediting agency and the Accreditation Council;

8.1.7 Decision on accreditation consideration of the final Report and recommendations of the external expert commission by Accreditation Council

8.1.8 Publication of a summary of the External Evaluation Report and decision on accreditation and post them on accrediting agency's web-site.

8.1.9 Follow-up activities to verify the elimination of comments made by the higher nursing college based on the recommendations of EEC report

8.2 The institutional accreditation is conducted at the expense of financial resources of medical educational organizations at the request of the organization in compliance with the law No.319-III of the Republic of Kazakhstan on "Education" dated July 27, 2007 (with amendments form 01.06.2023)

8.3 During the period of the institutional self-evaluation, the accreditation body provides consulting services to the higher nursing college including to organize a training seminar, by prior agreement;

8.4 After the completion of the institutional self-evaluation, the higher nursing college no later than 2 months before the intended visit of the EEC sends to the accreditation council 6 copies of its self-assessment report in three languages (Kazakh, Russian, English). All copies of the reports must be signed by the general director of the higher nursing college;

8.5 The reports are reviewed by all panel members prior to the visit of higher nursing college. The reports are reviewed by the higher nursing college for appropriate corrections, after the completion EEC visit is conducted to assess the reliability of the institutional self-assessment results;

8.6 The terms of visiting the higher nursing college by EEC are determined by the accreditation body and are on average 2-4 days;

8.7 The EEC is formed from a database of experts nominated and certified by the accreditation body, as well as recommended by educational organizations, research centers, professional associations, public associations and employers;

8.8 The regulations of EEC review in a higher nursing college are carried out in accordance with the standard and guidelines of external review while visiting a medical educational organization approved by the accreditation body;

8.9 The final report on the results of external evaluation of a higher nursing college is provided by experts after EEC visit no later that 7 work days. The final report must contain an assessment of the standards implementation at VET organizations, state and accreditation standards, as well as recommendations for improving the activities of the educational organization and its program. Then, the report with the recommendations is sent by the accreditation body to the educational organization for review and

development of a correction plan activities on the recommendations of the EEC during the period of post-accreditation monitoring;

8.10 The decision-making by the Accreditation Council is carried out on the basis of the institutional self-evaluation report, the final report of the EEC, the recommendations of the AC based on the analysis of the documents presented above. The EEC report and the AC recommendations are a prerequisite for making a decision by the Accreditation Council.

9. Decision on accreditation

9.1. Decisions on accreditation based on the fulfillment or lack of fulfillment of the Standards.

Categories of accreditation decisions:

- 1) Full accreditation- the duration of full accreditation is 5 years;
- 2) Conditional accreditation- will be reviewed after 1 year to check fulfillment of the conditions;
- 3) Denial or
- 4) withdrawal of accreditation;

9.2 Full accreditation for the maximum period must be conferred if all Standards are fulfilled.

9.3 Conditional accreditation, meaning that accreditation is conferred for the entire period stated but with conditions, to be reviewed after 1 year to check fulfillment of the conditions. Conditional accreditation can be used in cases where a few Standards are only partly fulfilled or in cases where more Standards are not fulfilled. The seriousness of the problem is to be reflected in the specification of conditions. Meanwhile, the educational organization during following year, takes corrective measures based on the recommendations of the EEC, designs an institutional self-evaluation report under the new Accreditation Agreement and submits the self-evaluation report to the AC that made a decision on conditional accreditation in accordance with the requirements of clause 8.4 of these accreditation standards. The terms and conditions of institutional accreditation are prescribed in the newly designed and concluded Accreditation Agreement.

9.4 Denial or withdrawal of accreditation must be the decision, if many Standards are not fulfilled, signifying severe deficiency in the quality of the programme that cannot be remedied within a few years.

9.5.1 License suspension for educational activities of the educational organization by the authorized body;

9.5.2 License withdrawal by the authorized body for educational activities of the educational organization;

9.5.3 Systemic violations of the anti-corruption policy by the educational organization in relation to its employees, teachers and students with documentary confirmation and announcement of those facts by the relevant authorized and regulatory bodies.

9.6 The decision on withdrawal of the institutional accreditation certificate is formalized by Accreditation Council records and an official letter is sent to the first head of the educational organization with subsequent written notification of the authorized body.

9.7 If the decision on accreditation will be denial or withdrawal of accreditation the nursing college will be excluded or not listed at the National Register #2 (accredited HEIs) of the Ministry of Education and Science of the Republic of Kazakhstan.

9.8 In case of confirmation on institutional accreditation the accreditation body sends an official letter to the educational organization with the results of the decision. Accrediting agency issues the Certificate for awarding the full accreditation for 5 years.

9.9. The decision on institutional accreditation is sent to the Center for the Bologna Process and Academic Mobility of the ME of the Republic of Kazakhstan for inclusion

in Register 2 (accredited organizations) and posted on the website of the accreditation agency;

9.10. In case of conditional accreditation an educational organization has the right to appeal the decision of AC in accordance with the accreditation body appeal regulations.

9.11. The educational organization must be re-accredited upon completion of the established accreditation period to confirm the status of accredited and must send an application to the accreditation body 12 (twelve) months before the expiration of the certificate of institutional accreditation

10. Follow up activities

10.1 post-accreditation monitoring is an integral part and an important stage of institutional accreditation, and it must be strictly implemented by the educational organization during the validity period of the accreditation certificate.

10.2 The accreditation body conducts post-accreditation monitoring without concluding additional agreements with the educational organization during the entire period of validity of the certificate of institutional accreditation.

10.3 The post-accreditation monitoring has following stages:

10.3.1 Submission to the accreditation body of an improvement action plan based on the recommendations of the EEC for the period of validity of the certificate of institutional accreditation. The plan is provided within 30 (thirty) calendar days after the educational organization receives a positive decision on institutional accreditation;

10.3.2 Timely provision of annual reports on the implementation of the improvement plan based on the recommendation of the EEC with appropriate documentary evidence of implementation (quality copies and / or electronic versions of documents). The report is sent to the accreditation agency without additional notifications or official requests from it, while the approximate date for the submission of the next report is the calendar date of issuance of the certificate of institutional accreditation.

10.4 The nursing college must inform accrediting agency of any substantive changes in scope of activities of the institution, including the educational programmes changes.

10.5 The accreditation agency has the right to send an expert's commission to the educational organization to consider complaints received regarding the quality of education and / or improper implementation of educational programs.

10.6 The accreditation agency has the right to suspend the certificate of institutional accreditation if the educational organization has violated the requirements of 10.3, 10.4 Standards. In this case, the decision to suspend the validity of the certificate of institutional accreditation is made for the period until the elimination of violations of the post-accreditation monitoring requirements. This decision is formalized by the order of the general director of the accreditation agency and a notification letter is sent to the educational organization.

11. Development and revision of the accreditation standards

11.1 Amendments for accreditation standard are addressed for its further improvement.

11.2 Amendments to accreditation standard are proposed by the accrediting agency.

11.3 In case of amendments' initiation to the standard by main stakeholders, they address their suggestions and remarks to the accreditation agency.

11.4 Accrediting agency consider all suggestions and remarks related to accreditation standards for their validity and appropriateness.

11.5 Revised Standards adopted by the accrediting agency, approved by the Experts Board and signed by Director General will be issued as a new version of Standards and published on its web-site.

12. STANDARDS FOR PROGRAMME ACCREDITATION IN NURSING EDUCATION

Standard 1. MISSION AND OUTCOMES

1.1 Mission

1.1.1 The higher nursing college **must** state its educational programme's mission and make it known to its constituency and the health sector it serves. The mission statement and vision are compatible with the vision and mission of the higher nursing college.

1.1.2 The Nursing College of Medicine **must** ensure that the mission statement is developed with the participation of key stakeholders and includes their needs as well as suggestions from relevant stakeholders.

1.1.3 The mission statement **should** contain goals and educational strategy to prepare a competent professional at post-secondary and VET level with an appropriate foundation for further careers in any field of health care; capable of performing the functions of a specialist in accordance with the established requirements of the health sector; prepared for further education at the university and capable of lifelong learning.

1.1.4 The higher nursing college **must** develop and regularly revise a strategic development plan that includes vision and values, contributes to the achievement of the stated mission, expected learning outcomes and social responsibility.

1.1.5 The higher nursing college **should** provide the stakeholders and society with a relevant information about its mission (social media, web-site).

1.2 Educational Outcomes

1.2.1 The higher nursing college **must** define the intended educational outcomes that students should exhibit upon graduation in relation to:

- Compliance with a European Qualifications Framework
- National qualifications framework
- Professional standards
- State standards requirements of MHRK for medical and pharmaceutical programs at VET

and assists to formation of the established basic and professional competencies.

1.2.2 The higher nursing college **must** ensure that the outcomes that learners demonstrate upon completion of an educational program consider their future role in the health sector; requirements and readiness for the next level of education and training; commitment to lifelong learning; the needs of the health care system and other aspects of social responsibility.

1.2.3 The nursing college **must** ensure appropriate student conduct with respect to fellow students, faculty members, other health care personnel, patients and their relatives.

1.2.4 The higher nursing college **should** periodically review the mission, goals and expected learning outcomes in order to meet international and national priorities for the development of nursing education, professional standards and requirements of the healthcare system, the needs and expectations of stakeholders and society.

1.2.5 The nursing college **must** make the intended educational outcomes publicly known.

Standard 2. EDUCATIONAL PROGRAMMES

2.1 Framework of the Educational Programme

2.1.1 The higher nursing college **must** the model of educational programs in accordance with the mission, goals and expected learning outcomes and reflect the professional standards and recommendations of nursing, as well as the needs and expectations of the community.

2.1.2 The higher nursing college **should** ensure that the curriculum nursing practice contribute to achievement of the basic and professional competencies and prepare the students for life-long learning.

2.1.3 The higher nursing college **must**:

- determine the teaching and learning methods used based on modern teaching principles that stimulate, prepare and support learners and ensure that they take responsibility for their learning process.
- ensure the maintenance of equality principles

2.2 Curriculum and Content of Educational Programme

2.2.1 The higher nursing college **must** determine the content, scope and sequence of courses and curriculum to ensure interdisciplinary consistency.

2.2.2 The higher nursing college **should**:

- ensure horizontal and vertical integration of disciplines in educational programs
- provide the opportunity to curriculum selection
- determine the balance between core and elective programs

2.2.3 The higher nursing college **must** determine the timing and content of clinical and pre-diploma internship including training in simulation centers (see Standard 6, 6.1.4) in accordance with the requirements of the state standards.

2.2.4 The higher nursing college **must** ensure that the learning environment and conditions in the mandatory clinical internship sites build professional competencies and clinical skills in accordance with the Model Occupational Curriculum for Specialties.

2.2.5 The higher nursing college **must** include educational components in training that are aimed at fostering national values, formation of citizenship, development of versatile interests and abilities of students, and the formation of a healthy lifestyle.

2.2.6 The higher nursing college **must** ensure that educational programs are developed and periodically reviewed in accordance with the requirements of the authorized body in healthcare and nursing education, as well reviewed and approved annually by the College's Pedagogical Council.

2.2 Scientific Method

2.2.1 The nursing college **must** throughout the curriculum teach

- the principles of scientific method, including analytical and critical thinking;
- medical research methods and biostatistics;
- evidence-based medicine;
- evidence-based nursing.

The nursing college **should** in the curriculum include elements of original or advanced research.

2.3 Programme Management

2.3.1 The nursing college **must** have a curriculum committee, which under the governance of the academic leadership (the dean) has the responsibility and authority for planning and implementing the curriculum to secure its intended educational outcomes and in its curriculum committee ensure representation of staff and students.

2.3.2 The nursing college **should** through its curriculum committee plan and implement innovations in the curriculum and in its curriculum committee include representatives of other stakeholders.

2.4 Linkage with medical practice and the health sector

2.4.1 The nursing college **must** ensure operational linkage between the educational programme and the subsequent stages of education or practice after graduation.

2.4.2 Professional training **should** include the identification of health problems and the definition of required learning outcomes, a clear definition and description of the elements of educational programs and their relationships at various stages of training

and practice, with due regard to local, national, regional and global conditions, and feedback to / from the sector. health care, the participation of teachers and students in the work of a team of specialists in the provision of medical care.

2.4.3 The higher medical college **must** ensure that clinical and pre-diploma internships are carried out in medical organizations on the basis of an agreement with employers, including within the framework of the concept of dual education, under the guidance of mentors and are aimed at mastering and consolidating the knowledge gained in the learning process, acquiring practical skills and mastering professional competencies.

2.4.4 The nursing college **should** ensure that the curriculum committee

- seeks input from the environment in which graduates will be expected to work, and modifies the programme accordingly;
- considers programme modification in response to opinions in the community and society.

Standard 3. ASSESSMENT OF STUDENTS

3.1 Assessment methods

3.1.1 The nursing college **must**

- define, state and publish the principles, methods and practices used for assessment of its students, including the criteria for setting pass marks, grade boundaries and number of allowed retakes;
- ensure that assessments cover knowledge, skills and attitudes;
- use a wide range of assessment methods and formats according to their “assessment utility”, that ensures validity, reliability, effect on learning process and assessment method efficiency;
- involve external examiners to improve the integrity, quality and transparency of the final assessment process;
- ensure that assessments are open to scrutiny by external expertise;

3.1.2 The higher nursing college **should** evaluate and document the reliability and validity of assessment methods, incorporate new assessment methods where appropriate and encourage the use of external examiners.

3.1.3 The higher college **should** use the system to appeal student assessment results.

3.2 Relation between Assessment and Learning

3.2.1 The nursing college **must** use assessment principles, methods and practices that

- are clearly compatible with intended educational outcomes and instructional methods;
- ensure that the intended educational outcomes are met by the students;
- promote student learning;
- provide an appropriate balance of formative and summative assessment to guide both learning and decisions about academic progress.

3.2.2 The nursing college **should**

- adjust the number and nature of examinations of curricular elements to encourage both acquisition of the knowledge base and integrated learning;
- ensure timely, specific, constructive and fair feedback to students on basis of assessment results.

Standard 4. STUDENTS

4.1 Admission policy and selection

4.1.1 The nursing college **must** formulate and implement an admission policy based on principles of objectivity, including a clear statement on the process of selection of students. The admission policy might include following selection methods:

- the required level of education for perspective students,
- grades list from the secondary school
- other relevant academic experience

- the results of entrance examination and interview
 - changes in human resource requirements for mid-level health professionals.
- 4.1.2 The nursing college **must** have a policy and implement a practice for admission of disabled students.
- 4.1.3 The nursing college **must** have a policy and implement a practice for transfer of students from other national or international programmes and institutions.
- 4.1.4 The nursing college **should** state the relationship between selection and the mission of the school, the educational programme and desired qualities of graduates.
- 4.1.5 The nursing college **should** periodically review the admission policy and use a system for appeal of admission decisions.

4.2 Student intake

- 4.2.1 The nursing college **must** define the size of student intake and relate it to its capacity at all stages of the programme.
- 4.2.2 The nursing college **should** periodically review the size and nature of student intake in consultation with other stakeholders and regulate it to meet the health needs of the community and society.

4.3 Student Counselling and Support

- 4.3.1 The nursing college **must** have a system for academic counselling of its student population regarding the future career choice, preparation for HEI admission, professional career planning, assigning mentors for students;
- 4.3.2 The nursing college **must** offer a programme of student support, addressing social, financial and personal needs.
- 4.3.3 The nursing college **must** allocate resources for student support and ensure confidentiality in relation to counselling and support.
- 4.3.4 The nursing college **should** provide academic counselling that is based on monitoring of student progress and includes career guidance and planning.
- 4.3.5 The nursing college **should** provide to students the documentation explaining the qualification gained, including achieved learning outcomes and the context, level, content and status of the studies that were pursued and successfully completed. (ESG G 1.4)

4.4 Student Representation

- 4.4.1 The nursing college **must** formulate and implement a policy on student representation and appropriate participation:
- in mission statement;
 - design of the programme;
 - management of the programme;
 - evaluation of the programme and other matters relevant to students.
- 4.4.2 The nursing college **should** encourage and facilitate student activities and student organisations.

Standard 5. ACADEMIC STAFF/FACULTY

5.1 Recruitment and Selection Policy

- 5.1.1 The nursing college **must** formulate and implement a staff recruitment and selection policy which
- outline the type, responsibilities and balance of the academic staff/faculty of the basic biomedical sciences, the behavioural and social sciences and the clinical sciences required to deliver the curriculum adequately, including the balance between medical and non-medical academic staff, the balance between full-time and part-time academic staff, and the balance between academic and non-academic staff;
 - address criteria for scientific, educational merit;

- specify and monitor the responsibilities of its academic staff/faculty across all disciplines;
- determine and provide with monitoring of a responsible faculty members across all disciplines.

5.1.2 The higher nursing college **should** in its policy for staff recruitment and selection take into account criteria such as relationship to its mission, including significant local issues and economic considerations, gender, nationality, religion, language and other factors which are related to the higher nursing college; economic opportunities that include institutional conditions for financing staff;

5.2 Staff activity and staff development

5.2.1 The higher nursing college **must** formulate and implement a staff activity and development policy which

- allow a balance of capacity between teaching, research and service functions;
- ensure recognition of meritorious academic activities including newly recruited staff;

5.2.2 The higher nursing college **should** take into account teacher-student ratios relevant to the various curricular components.

5.2.3 The higher nursing college **should** design and implement a staff promotion policy.

Standard 6. EDUCATIONAL RESOURCES

6.1 Physical Facilities

6.1.1 The higher nursing college **must** have sufficient physical facilities for staff and students to ensure that the curriculum can be delivered adequately.

6.1.2 The higher nursing college **must** ensure a learning environment, which is safe for staff, students, patients and their relatives and provision with necessary information on protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory while using equipment.

6.1.3 The higher nursing college **should** improve the learning environment by regularly updating and modifying or extending the physical facilities to match developments in educational practices.

6.1.4 The higher nursing college **should** ensure that the material and technical support of the educational process corresponds to the standards for equipping the preclinical simulation centre of nursing colleges approved by the authorized body in the field of public health and nursing education.

6.2 Clinical training resources

6.2.1 The higher nursing college **must** ensure necessary resources for giving the students adequate clinical experience, including sufficient number and categories of patients, clinical training facilities and supervision of their clinical practice.

6.2.2 The higher nursing college **should** evaluate, adapt and improve the facilities for clinical training to meet the needs of the population it serves.

6.3 Information Technology

6.3.1 The higher nursing college **must** formulate and implement a policy which addresses effective and ethical use and evaluation of appropriate information and communication technology.

6.3.2 The higher nursing college **must** ensure access to web-based or other electronic media.

6.3.3 The higher nursing college **should** enable teachers and students to use existing and exploit appropriate new information and communication technology for

- independent learning;
- accessing information;
- optimise student access to relevant patient data and health care information systems.

6.4 Research and Scholarship in Healthcare

6.4.1 The higher nursing college **must** conduct research in a healthcare and use research achievements, scholarship as a basis for quality assurance.

6.4.2 The higher nursing college **must** describe the research facilities and priorities at the institution.

6.5 Educational Exchanges

6.5.1 The higher nursing college **must** formulate and implement a policy for

- national and international collaboration with other educational institutions, including staff and student mobility;

6.6.2 The higher nursing college **should** facilitate regional and international exchange of staff and students by providing appropriate resources.

6.6.3 The higher nursing college **should** ensure that exchange is purposefully organised, taking into account the needs of staff and students, and respecting ethical principles.

Standard 7. PROGRAMME EVALUATION

7.1 Mechanisms for programme monitoring and evaluation

7.1.1 The higher nursing college **must** have a programme of routine curriculum monitoring of processes and determining the areas which need improvements.

7.1.2 The higher nursing college **must** establish and apply a mechanism for programme evaluation that

- addresses the curriculum and its main components;
- addresses student progress;

7.1.3 The higher nursing college **must** ensure that relevant results of evaluation influence the curriculum.

7.2 Teacher and Student Feedback

7.2.1 The higher nursing college **must** systematically seek, analyse and respond to teacher and student feedback. Feedback contains information about various aspects of the educational process, information about misconduct or improper behavior of teachers or the activities of students and their organizations with and / or legal consequences.

7.2.2 The higher nursing college **should** use feedback results for programme development.

7.3 Performance of Students and Graduates

7.3.1 The higher nursing college **must** analyse performance of cohorts of students and graduates in relation to mission and intended educational outcomes, curriculum and provision of resources.

7.3.2 The higher nursing college **should** analyse performance of cohorts of students and graduates in relation to student background including the social, economic, cultural conditions and entrance qualifications.

7.3.3 The higher nursing college **should** use the analysis of student performance to provide feedback to the committees responsible for student selection, curriculum planning and student counselling.

7.4 Involvement of Stakeholders

7.4.1 The higher nursing college **must** in its programme monitoring and evaluation activities involve its principal stakeholders.

7.4.2 The nursing college **should** for other stakeholders (faculty members, staff, authority bodies):

- allow access to results of course and programme evaluation;
- seek their feedback on the performance of graduates;

- seek their feedback on the curriculum.

Standard 8. GOVERNANCE AND ADMINISTRATION

8.1 Governance

8.1.1 The higher nursing college **must** define its governance structures and functions including their relationships within the university in case the college is a branch or part of that organization.

8.1.2 The higher nursing college **should** in its governance structures set out the committee structure, and reflect representation from principal stakeholders and other stakeholders. As well, faculty members, students, authority board such as MoES , MHRK must be included.

8.1.3 The higher nursing college **should** ensure transparency of the work of governance and its decisions that are published in college's web-site and written in the report review.

8.2 Academic Leadership

8.2.1 The higher nursing college **must** describe the responsibilities of its academic leadership for definition and management of the medical educational programme.

8.2.2 The higher nursing college **should** periodically evaluate its academic leadership in relation to achievement of its mission and intended educational outcomes.

8.3 Educational budget and resource allocation

8.3.1 The higher nursing college **must** have a clear line of responsibility and authority for resourcing the curriculum, including a dedicated educational budget.

8.3.2 The higher nursing college **must** allocate the resources necessary for the implementation of the curriculum and distribute the educational resources in relation to educational needs.

8.4 Administration and Management

8.4.1 The higher nursing college **must** have an administrative and professional staff that is appropriate to support implementation of its educational programme and related activities and ensure good management and resource deployment.

8.4.2 The higher nursing college **should** formulate and implement an internal programme for quality assurance of the management:

- reflecting the institutional vision and development strategy of the college;
- considering needs for improvement and regular review and analysis of management.

8.5 Interaction with Health Sector

8.5.1 The higher nursing college **must** have constructive interaction with the health and health related sectors of society and government, specifically information exchange, cooperation and initiatives of an organisation which contributes to the provision of qualified specialists in accordance with society needs.

8.5.2 The higher nursing college **should** formalise its collaboration which includes the conclusion of formal agreements with the definition of the content and forms of cooperation and / or the conclusion of a joint agreement, the creation of a coordinating committee, organizing joint events.

Standard 9. CONTINUOUS RENEWAL

9.1 The higher nursing college **must** as a dynamic and socially accountable institution

- initiate procedures for regularly reviewing and updating the process, structure, content, outcomes/competencies, assessment and learning environment of the programme;
- allocate resources for continuous renewal.

9.2 The higher nursing college **should** base the process of renewal on prospective studies and analyses and on results of local evaluation and the medical education literature.

9.3 The higher nursing college **should** ensure that the process of renewal and restructuring leads to the revision of its policies and practices in accordance with past experience, present activities and future perspectives.

9.4 The higher nursing college **should** address the following issues in its process of renewal:

- adaptation of mission statement of the learning outcomes to the current condition of a public health.
- modification of the intended educational outcomes of the graduating students in accordance with documented needs of the environment they will enter.
- adaptation of the curriculum model and instructional methods to ensure that these are appropriate and relevant for active learning of adults.
- adjustment of curricular elements and their relationships in keeping with developments in behavioural and social sciences, changes in the demographic profile and health/disease pattern of the population, and socioeconomic and cultural conditions. The adjustment would ensure that new relevant knowledge, concepts and methods are included and outdated ones discarded.
- development of assessment principles, and the methods and the number of examinations according to changes in intended educational outcomes and instructional methods.
- adaptation of student recruitment policy, selection methods and student intake to changing expectations and circumstances, human resource needs, changes in the premedical education system and the requirements of the educational programme.
- adaptation of academic staff recruitment and development policy according to changing needs.
- updating of educational resources according to changing needs, i.e. the student intake, size and profile of academic staff, and the educational programme.
- refinement of the process of programme monitoring and evaluation.
- development of the organisational structure and of governance and management to cope with changing circumstances and needs and, over time, accommodating the interests of the different groups of stakeholders.

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