



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# STANDARDS

of specialised accreditation  
(educational programmes)  
for medical colleges  
(The Republic of Kazakhstan)

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**Astana 2015**

## Foreword

**1 DEVELOPED AND INTRODUCED** by Non-profit institution "Independent accreditation and rating agency".

**2 Approved and put into effect** by the order of the Director of the Non-Profit Institution "Independent agency for accreditation and rating" dated September 28, 2015 No. 21-15-OD (as amended by the Director's order No. 8-17-OD dated February 15, 2017).

**3** This standards implements the norms of the Law of the Republic of Kazakhstan "On Education" dated July 27, 2007 No. 319-III.

**4 SECOND EDITION**

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# **STANDARDS AND CRITERIA FOR SPECIALISED ACCREDITATION OF MEDICAL COLLEGES**

## **General provisions**

### **1. Field of application**

1.1 This standard defines the requirements for the organisation and conduct of specialised accreditation of medical colleges.

1.2 This standard is applied when conducting the procedure for specialised accreditation of educational programmes (EP) of medical colleges, regardless of its status, organisational and legal form, departmental subordination and ownership.

1.3 This standard can also be used by medical colleges for internal evaluation of their activities and development of relevant internal regulatory documentation.

### **2. Regulatory references**

This standard uses references to the following normative documents:

2.1 Decree of the President of the Republic of Kazakhstan dated March 1, 2016 No. 205 "On approval of the State programme for the development of education and science of the Republic of Kazakhstan for 2016-2019".

2.2 Law of the Republic of Kazakhstan "On technical regulation" dated November 9, 2004

2.3 № 603.

2.4 Law of the Republic of Kazakhstan "On education" dated June 27, 2007 No. 319-III.

2.5 Law of the Republic of Kazakhstan "On accreditation in the field of conformity assessment" dated

2.6 July 5, 2008, No. 61-IV.

2.7 Resolution of the government of the Republic of Kazakhstan dated August 23, 2012 No. 1080 "On approval of state mandatory standards of education of the corresponding levels of education".

### **3 Terms and definitions**

This standard applies terms and definitions in accordance with the Laws of the Republic of Kazakhstan "On education", "On technical regulation", Decree of the government of the Republic of Kazakhstan dated August 23, 2012 No. 1080 "On approval of state mandatory standards of education of relevant levels of education".

In addition to these, the following definitions are set out in these standards:

**3.1 Accreditation of educational organisations** – the procedure for recognition by the accreditation body of compliance of educational services with the established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the existence of effective mechanisms to improve it.

**3.2 specialised accreditation** - is an assessment of the quality of individual educational programmes implemented by an educational organisation.

**3.3 Accreditation standards (regulations)** – documents of the accreditation body that establish requirements for the accreditation procedure.

**3.3 Analysis**- is the process of identifying, collecting, and preparing data to evaluate student achievement and educational goals. Effective analysis uses, respectively, direct, indirect, quantitative, and qualitative parameters that are appropriate for the measured goals or results.

**3.4 Academic policy** - published rules governing the implementation of an academic programme, including policies regarding admission, retention, promotion, graduation, handling complaints, and grading.

**3.5 Technical and vocational education** - education aimed at training qualified workers and mid-level specialists.

**3.6 Distance education technologies** - training carried out with the use of information and communication technologies and telecommunications tools with indirect (at a distance) or not fully mediated interaction between the student and the teacher.

**3.7 Competence** - the ability of a specialist to solve a certain set of professional tasks based on the unity of knowledge, professional experience, ability to act and behavior skills.

**3.8 Basic competence** - the ability to manage yourself and your own activities, a tendency to self-motivation and self-organisation.

**3.9 Stakeholders** - groups or individuals who are interested in the mission, objectives and expected results of the educational programme and in their successful achievement. The interested community consists of individuals involved in the programme and can include both internal (for example, representatives from among teachers and students, leaders and administration of a medical educational organisation) and external stakeholders (for example, future students, regulatory authorities, health practitioners, employers, society). The community concerned may also include individuals and groups with different backgrounds, race, ethnicity, gender, values, and interests that are served and depend on the programme.

**3.10 Qualification** - the level of preparation for the competent performance of a certain type of activity in the acquired profession or specialty.

**3.11 Final learning outcomes** - are a set of competencies, knowledge and skills that students must possess at the time of graduation from a given educational

programme.

**3.12 Medical education organisation** - an organisation (for example, a University, college, or other organisation) that is accredited by the Agency for institutional accreditation and has overall responsibility and accountability for training programmes for specialists with secondary medical education.

**3.13 Mission** - a statement of the objectives of training, which defines the unique nature and scope of the medical education organisation or training programme for specialists with secondary medical education.

**3.14 Educational goals of the programme** - a set of expected results of the implementation of the educational programme in this area, level and profile of training of specialists with technical and professional education.

**3.15 Assessment** is the interpretation of data and evidence collected during the analysis process. The assessment determines the degree to which students' learning outcomes and educational goals of the programme are achieved and leads to decisions and actions to improve the programme.

**3.16 Expected results** - statements of a predetermined level about the expected aggregate results of students who have completed their studies. Expected results are set by teachers and meet professional standards and reflect the needs of the concerned community.

**3.17 Visit to an educational organisation by an external expert commission** - is a component of the external assessment, which is a generally accepted part of the accreditation process. External auditors-experts visit the educational organisation to check the self-assessment materials of the educational organisation, conduct an interview with/teachers, students, staff, and evaluate the quality and effectiveness of the services provided, as well as offer recommendations for their improvement. The result of the visit is an audit report of the educational organisation.

**3.18 Self - assessment procedure**- is an internal assessment process conducted by an educational organisation based on standards and criteria for institutional accreditation, which results in a self-assessment report.

**3.19 Professional standards** - a standard that defines the requirements for the level of qualification and competence, content, quality and working conditions in a specific field of professional activity.

**3.20 Professional competence**- is the ability of a specialist to solve a set of professional tasks based on knowledge, skills and abilities, as well as personal qualities that allow him to effectively carry out professional activities.

**3.21 Educational programme** - a single set of basic characteristics of education, including goals, results and content of training, organisation of the educational process, methods and methods of their implementation, criteria for evaluating learning outcomes.

**3.22 Teaching and learning practices**- are strategies that guide the learning process towards achieving individual student learning outcomes and expected student outcomes.

**3.23 Individual student learning outcomes** - statements related to learning that describe the characteristics or qualities that the student will receive as a result of the programme. At the curriculum level, these results can be reflected in the goals

of a course, module, section, and/or level.

**3.24 Aggregate student results** - level statements about the achievement of set results by a group of students as a result of completing the programme. Cumulative student results include graduation rate, certification exam pass rate, employment rate, employer satisfaction rate with alumni. Programmes may determine other expected student outcomes, such as the percentage of former students who are continuing their studies or actively participating in professional organisations.

**3.25 Cumulative teachers results** - statements of expected faculty achievements that will contribute to the achievement of the programme's mission and objectives. The combined expected accomplishments of teachers may reflect the components of the role of teachers in teaching, gaining knowledge, practice, and/or services as required by the programme and the medical college.

**3.26 Special competence** - the ability of a specialist to solve a set of professional tasks in a chosen field of activity based on specific knowledge, skills and abilities.

**3.27 Academic support services** - services that support teachers and students in achieving the expected results of an educational programme, and also includes library, computer and technology resources, consulting services, mentoring, and placement services.

**3.28 Goals** - overall goals of the programme that correspond to the institutional and programme missions, reflecting the principles and priorities of the programme.

#### **4 Symbols and abbreviations**

This standard uses abbreviations in accordance with the regulations specified in paragraph 2.

Also, present standard uses the following symbols and abbreviations:

**RoK** - Republic of Kazakhstan

**RoK MES** – Ministry of education and science of the Republic of Kazakhstan;

**RoK MoH** – Ministry of health of the Republic of Kazakhstan;

**RoKL** – Law of the Republic of Kazakhstan

**SCES**– State Compulsory Educational Standard;

**MLHW**– mid-level health workers

**IAAR**– Nonprofit institution "Independent Agency of Accreditation and Rating";

**QMS** – quality management system;

**EP** – educational programme

**T&PE**– technical and professional education;

**SWOT analysis** – analysis of strengths and weaknesses, problems and opportunities of the organisation, abbreviation of English words: S (strengths) - strengths, W (weaknesses) - weaknesses, O (opportunities) – opportunities, T (threats) – threats.



## **5. The main objectives of the implementation of standards for specialised accreditation**

5.1 Specialised accreditation is aimed at achieving at least five main goals:

5.1.1 ensuring that the educational programme meets the interests of the community – the mid-level medical profession (MLMP), consumers, employers, technical and professional, post-secondary education, students and their families, and working professionals-by ensuring that the educational programme includes statements about the mission, goals, and expected results needed to prepare individuals capable of performing their professional functions;

5.1.2 assessment of the success of the educational programme in achieving its mission, goals and expected results;

5.1.3 assessment of the degree of compliance of the educational programme with the standards of specialised accreditation;

5.1.4 informing the public about the goals and principles of accreditation and identifying MLHP training programmes that meet the accreditation standards.

5.1.5 promoting the improvement and continuous improvement of the quality of educational programmes of medical colleges in accordance with the requirements of a rapidly changing external environment;

5.1.6 taking into account and protecting the interests of society and the rights of consumers by providing reliable information about the quality of educational programmes;

## **6. Principles of formation of specialised accreditation standards**

6.1 The presented standards for quality assurance of medical college educational programmes are based on the following principles:

6.1.1 voluntariness – the procedure for accreditation of educational programmes is carried out on a voluntary basis;

6.1.2 integrity and transparency – internal and external evaluation is conducted in an extremely honest and transparent manner, ensuring that information is available to all participants in the accreditation process;

6.1.3 objectivity and independence - internal and external assessment is carried out objectively, independently of third parties (government agencies, the administration of the medical college and public opinion) and the results obtained;

6.1.4 responsibility of medical education organisations – the main responsibility for the quality of education is assigned to the medical college

6.1.5 confidentiality – information provided by medical colleges is used confidentially by the accreditation body;

6.2 External evaluation is carried out independently of third parties (government agencies, medical colleges, and public organisations).

6.3 Information about the accredited educational programme is provided to the public in the country and abroad in the mass media, including the presentation of information on the website of the accreditation body.

## **7. Tasks of accreditation of educational programmes for MLHP training**

7.1 The main objectives on which specialised accreditation standards are based include the following:

7.1.1 development and application of accreditation standards that ensure continuous improvement of MLHP training programmes;

7.1.2 ensuring active participation of the interested community in reviewing, formulating and approving accreditation standards and policies, and determining the reliability of the accreditation procedure;

7.1.3 establish and implement an effective, cost-effective, and accountable assessment and recognition process for medical colleges and students;

7.1.4 assessment of the relevant programme by the achievements of the MLHP preparation of the stated missions, goals and expected results;

7.1.5 ensuring that the MLHP training programmes meet the expectations of the MLHP profession in terms of the appropriate preparation of students for professional practice, lifelong learning and postgraduate education;

7.1.6 ensuring that MLHP training programmes are focused on successful education by improving the quality of teaching, learning and assessment, as well as the quality of knowledge and services provided to society in accordance with the unique mission of the medical college;

7.1.7 ensure continuous improvement of programmes through resource planning and development;

7.1.8 recognition and respect for the independence of the medical college, as well as the diversity of programmes used in MLHP preparation;

7.1.9 raising public awareness of the functions and principles inherent in the accreditation of MLHP training programmes;

7.1.10 ensure that accredited MLHP training programmes are accountable to the public, as well as ensuring public approval and support.

## **8 Procedure for conducting specialised accreditation.**

**8.1** The procedure for conducting specialised accreditation begins when the medical college submits an application for specialised accreditation. The application must be accompanied by copies of the state license, appendices to the license for legal studies of educational activities and a brief description of the activities of the relevant medical college.

**8.2** Consideration by the IAAR of the application of a educational organisation.

**8.3** Adoption of IAAR decision to start the specialised accreditation procedure. Conclusion of an agreement between the Agency and the medical college for specialised accreditation.

**8.4** The management of the medical college and the IAAR organises training to explain the criteria and procedures for specialised accreditation to internal experts of the medical college at special seminars on the theory, methodology and technology of conducting specialised accreditation.

**8.5** Self-assessment by the medical college in accordance with the requirements established by the IAAR, and the submission of a self-assessment report (in Kazakh, Russian and English) to the IAAR in electronic form and in the amount of 1 copy on paper for each of the languages.

**8.6** On the basis of the self-assessment report of the educational organisation, the IAAR has the right to make the following decisions:

- develop recommendations on the need to finalise the materials of the self-assessment report;
- conduct an external expert assessment;
- postpone the accreditation period due to the inability to conduct the institutional accreditation procedure due to non-compliance of the self-assessment report with the criteria of these standards.

**8.7** If accreditation is continued, the IAAR forms an external expert commission, which is approved by the director of the IAAR to assess the organisation of education. The number of experts is determined depending on the scope of verification and the number of educational programmes of the medical college. The external expert commission includes representatives of the academic community, stakeholders in Kazakhstan, including employers, students, foreign experts.

**8.8** If the accreditation is continued, the IAAR will agree with the medical college the terms of the specialised accreditation and the programme of the visit of the external expert commission.

**8.9** The duration of the visit of the external expert commission is 3-5 days. During the visit, the educational organisation creates conditions for the work of the EEC in accordance with the Agreement on the provision of services:

- submit an electronic and paper version of the self-assessment report for each member of the Commission;
- provides the necessary office equipment in agreement with the representative of the IAAR and the number of members of the EEC;
- organises inspection of infrastructure and resources, meetings, questionnaires, interviews and other types of work of the EEC in accordance with the Programme of the EEC visit;
- provides the requested information;
- organises photo and video recording of the work of external expert commission;

- prepares a video for the meeting of the IAAR Accreditation Council containing a brief description of the organisation of education and information on the course of the visit of the external expert commission.

**8.10** At the end of the visit, the external expert committee prepares a report on the assessment of the medical college and a presentation on the progress of the visit of the external expert committee.

**8.11** The report contains a description of the visit of the external expert commission, a brief assessment of the compliance of educational programmes in the context of the criteria of the IAAR standards, recommendations of the educational organisation to improve performance and quality assurance, recommendations to the Accreditation Council. Recommendations to the Accreditation Council contain information on the status of the educational programme and the recommended period of accreditation.

**8.12** The report of the external expert committee, including the recommendations, is prepared collectively by the members of the external expert committee.

**8.13** The basis for making a decision on specialised accreditation by the Accreditation Council is a report on the assessment of educational programmes by an external expert commission and a report on a self-assessment of educational programmes of an educational organisation.

**8.14** The Chairman of the external expert Commission addresses the Accreditation Council on the results of the visit of the external expert Commission. If there is an objective reason, the director of the IAAR appoints a member of the external expert commission to participate with a report at the meeting of the Accreditation Council. Replacement of the Chairman of the external expert commission is made by order of IAAR Director.

**8.15** The exclusive competence of the IAAR Accreditation Council includes making decisions on accreditation or refusal of accreditation of an educational organisation. The composition of the Accreditation Council is determined in accordance with the regulations on its activities. The meeting is held if there is a quorum. The Accreditation Council has the right to make a reasoned decision that does not correspond to the recommendation of the external expert commission.

Accreditation Council makes decisions:

- to accredit:

1 year - if the criteria are met in general, but there are some shortcomings and opportunities for improvement (in assessing criteria that require improvement in the range of more than 30%, the absence of strong criteria);

3 years - with positive results in general, but with some minor shortcomings and opportunities for improvement (in assessing criteria that require improvement in the range from 15 to 30%, the presence of strong criteria);

5 years - with positive results in general (in assessing criteria that require improvement in the range of no more than 15%, the presence of strong criteria);

7 years - if standards criteria are met in general and best practice examples are available (in assessing the strong criteria at least 10%, and criteria requiring improvement no more than 5%).

- denial of accreditation (in assessing at least one criterion as "unsatisfactory", the absence of strong points).

**8.16** When the Accreditation Council makes a positive decision, the IAAR sends an official letter with the results of the decision and a certificate of specialised accreditation of the educational programme of the medical college, signed by the Director of the IAAR to the educational organisation. The agency sends the decision on the accreditation of the educational programme of the educational organisation to the Ministry of Education and Science of the Republic of Kazakhstan for inclusion in the Register of accredited educational programmes (Register 3) and places the information on the IAAR website. The website also contains the report of external expert commission.

After receiving the certificate of accreditation of the educational programme, the educational organisation publishes a self-assessment report on its website.

**8.17** If the Accreditation Council makes a negative decision, IAAR sends a letter to the educational organisation with the decision.

**8.18** Education organisation, in accordance with the established procedure, in accordance with the Service Agreement and the Regulation on the Appeals and Complaints Commission, may appeal to the IAAR against the decision of the Accreditation Council. In case of doubts about the competence of the external expert committee and representatives of the Agency, or a gross violation committed by members of the external expert committee, the educational organisation can send a complaint to the IAAR.

## **9 Subsequent procedures**

**9.1** If the IAAR Accreditation Council makes a positive decision, the educational organisation submits to IAAR an Action Plan for improving the quality as part of the recommendations of an external expert commission (hereinafter referred to as the Plan), which is signed by the first head and sealed, and also concludes a Service Agreement with IAAR. The agreement and Plan are the basis for post-accreditation monitoring.

**9.2** In accordance with the regulation on the post-accreditation procedure monitoring of educational organisations/educational programmes, the organisations that have passed specialised accreditation of educational programmes must prepare interim reports according to the plan. Interim reports are sent to the IAAR before the expected date of post-accreditation monitoring.

**9.3** Post-accreditation monitoring of educational organisations is carried out in accordance with the regulations on the procedure for post-accreditation monitoring of educational organisations and (or) educational programmes.

**9.4** In case of non-fulfillment of the Plan and the requirements put forward by IAAR in relation to the medical college, as well as lack of information about the changes carried out in the educational organisation, the Accreditation Council has the right to make the following decisions:

**9.5** temporarily suspend the specialised accreditation of the medical college educational programme;

**9.6** - revoke the accreditation of the educational programme of the medical college by excluding it from the list of register 3, which may lead to the cancellation of all previously achieved accreditation results.

**9.7** If the educational organisation refuses to conduct post-accreditation

monitoring, expressed in non-signing of the Service Agreement with IAAR, in accordance with clause 6.4, the IAAR Accreditation Council has the right to decide on termination and revocation of the accreditation status.

**9.8** In case of early termination and revocation of accreditation, the educational organisation is not entitled to apply for accreditation in the IAAR within one year from the date of the decision to revoke the accreditation of the medical college.

## **10 "MISSION AND LEADERSHIP" STANDARD**

### **10.1 General provisions**

10.1.1 The mission, goals, and expected cumulative results of the educational programme coincide with the mission, goals, and expected cumulative results of the medical college.

10.1.2 The mission, goals and expected overall results of the educational programme take into account the needs and expectations of stakeholders.

10.1.3 The policies of the medical college and training programmes for specialists with secondary medical and pharmaceutical education are aimed at achieving the mission, goals and expected results of the educational programme.

10.1.4 Teachers and students enrolled in the educational programme participate in the management of the programme and the measures taken to improve the quality of the educational programme.

### **10.2 Evaluation criterion**

10.2.1 The medical college should define the mission, goals and expected results of the educational programme and bring them to the attention of interested parties.

10.2.2 The mission, goals, and expected results of students are reviewed periodically to reflect:

- professional standards of technical and professional, post-secondary education in medical and pharmaceutical specialties;
- needs and expectations of stakeholders.

10.2.3 The medical college must have a strategic development plan that corresponds to the stated mission of the educational programme and ensures the achievement of final learning outcomes.

10.2.4 The medical college must guarantee representation from teachers and students in the management of the educational programme, ensuring their quality.

10.2.5 Documentation and publication must be accurate and reliable. References to offers, results, programme accreditation/approval status, training schedule, personnel and admission policies, grading policies, programme completion requirements for qualifications, and tuition fees must be accurate and reliable.

10.2.6 The academic policy of the medical college is coordinated with the training programme for specialists with secondary medical and pharmaceutical education. This policy is aimed at achieving the mission, goals and expected results of students and is fair, published, revised to improve the quality of the educational programme.

## **11 “EDUCATIONAL PROGRAMME” STANDARD**

### **11.1 General provisions**

11.1.1 The educational programme is developed in accordance with the mission, objectives and expected overall results of students, and reflects the professional standards of technical and professional, post-secondary education in medical and pharmaceutical specialties.

11.1.2 The educational programme is developed in accordance with the theoretical and practice-oriented requirements for basic and professional competencies.

11.1.3 In the educational programme, teaching and learning practices are aligned with the expected learning outcomes of the individual student and the expected aggregate student outcomes.

11.1.4 The learning and teaching environment contributes to achieving the expected learning outcomes of an individual student.

11.1.5 The educational programme contributes to the achievement of certain learning outcomes and meets the requirements of safe practice in the modern healthcare system.

### **11.2 Evaluation criterion**

11.2.1 Educational and programme documentation: the model of the curriculum, standard working curricula and programmes, individual curricula correspond to the goals and content of the educational programme to achieve the expected learning outcomes.

11.2.2 The medical college should use an educational programme and teaching and learning methods based on modern teaching principles that stimulate,

prepare and support students and ensure that students are responsible for their learning process.

11.2.3 The medical college should describe the content, scope and sequence of courses and other elements of the educational programme to ensure that the principles of studying the cycle of disciplines combined in modules on the principle of integrated learning are observed.

11.2.4 The medical college should set a certain amount of time for the specialisation component of the profile, which includes disciplines in priority areas of health care, taking into account national and regional needs.

11.2.5 The medical college must ensure that students acquire sufficient knowledge and clinical and professional skills to take appropriate responsibility for health promotion, disease prevention, and patient care.

11.2.6 Contracts and written agreements with medical organisations that were clinical bases for internships are valid, determine the expectations of all participants and ensure the protection of students.

11.2.7 The medical college guarantees various assessment methodologies that reflect the established basic and professional competencies, and assess the achievement of students' learning outcomes

11.2.8 Working curricula and curricula of academic subjects should be regularly reviewed in accordance with the goals and results of the educational programme to ensure integrity, rigor and relevance.

11.2.9 The medical college should provide an operational link between the educational programme and the subsequent stages of professional training (bachelor's degree, specialisation, CPD/CME) or practice, which the student will start at the end of training.

## **12. “EFFECTIVENESS OF THE EDUCATIONAL PROGRAMME” STANDARD**

### **12.1 General provisions**

12.1.1 The programme effectively fulfills its mission, goals and expected combined results of students and teachers.

12.1.2 Programme performance data is used to continually improve the educational programme.

12.1.3 The effectiveness of the educational programme is evaluated on the basis of:

12.1.3.1 analysis of training methods

12.1.3.2 methods for assessing the results of educational activities of students;

12.1.3.3 definitions of a graduate's competence;

12.1.3.4 interviews and surveys of students, teaching staff, and stakeholders;

12.1.3.5 analysis of employment.

### **12.2 Evaluation criterion**

12.2.1 Within the framework of the educational programme, a student



assessment plan is defined and implemented, which establishes the fact that graduates of the programme have achieved the expected learning outcomes of students and assesses the effectiveness of the programme.

12.2.2 Surveys and other data sources are used to collect information about the level of satisfaction of students, former students, and employers and demonstrate the achievements of graduates. The data collected includes, among other things, the percentage of graduates, the percentage who successfully passed the certificate exam, and the percentage of employment.

12.2.3 Data on students' aggregate results indicate the effectiveness of the programme in achieving its mission and goals, as well as expected results.

12.2.4 The combined results of teachers correspond to and contribute to the achievement of the mission and goals of the educational programme and the expected results of students.

12.2.5 The educational programme implements a clear and open policy regarding complaints from students, and if necessary, information obtained from official complaints is used to facilitate continuous improvement of the programme.

12.2.6 The educational programme monitoring system includes determining the degree of satisfaction with the quality of education among students and employers.

12.2.7 The medical college has mechanisms for approving, regularly evaluating and monitoring the educational programme and graduates.

### **13. “TEACHERS AND TEACHING EFFECTIVENESS” STANDARD**

#### **13.1 General provisions**

13.1.1 Teachers are the main resource of the educational process available to most students.

13.1.2 The medical college should have mechanisms and criteria for evaluating the competence of teachers.

13.1.3 Teachers should have full knowledge and understanding of the subject taught, the necessary skills and experience to effectively transfer knowledge within the educational process, as well as to organise feedback on the quality of their teaching.

#### **13.2 Evaluation criterion**

13.2.1 The medical college must ensure that the qualifications of teachers correspond to the profile of the subjects taught.

13.2.2 The teaching staff that ensures the implementation of the programme should be represented by specialists in the specialised areas of knowledge covered by the educational programme.

13.2.3 Mentors, if available, should be qualified professionals with relevant practical experience and their job responsibilities should be clearly documented.

13.2.4 The number of full-time teachers should be sufficient to ensure that student learning outcomes and programme outcomes are achieved.

13.2.5 Teachers should be involved in the continuous development and support of learning and distance learning technologies.

13.2.6 The medical college should define and implement an employee performance and development policy that:

13.2.6.1 ensures that clinical activities and research are used in teaching and learning;

13.2.6.2 guarantees that each employee has sufficient knowledge of the educational programme, which includes knowledge about teaching/learning methods and the general content of the educational programme, and other disciplines and subject areas to encourage collaboration and integration;

13.2.6.3 includes training, development, support and evaluation of teachers, which involves all teachers, not only newly hired, but also teachers drawn from practical health care.

13.2.7 The medical college provides monitoring of the activity of the teaching staff, systematic assessment of the competence of teachers, and comprehensive assessment of the effectiveness of the quality of teaching.

13.2.8 Systematic evaluation of teachers' activities demonstrates competencies that correspond to the goals and results of the educational programme

## **14 “STUDENTS” STANDARD**

### **14.1 General provisions**

14.1.1 Students should be evaluated using consistent procedures based on published uniform criteria and regulations.

14.1.2 Procedures for assessing the level of knowledge of students should:

- be designed in accordance with the planned learning outcomes and meet the goals of the educational programme;

- meet its purpose (diagnostic, current, or final) and be based on clear, generally accepted criteria;

- be conducted by specialists who are aware of the impact of their assessment on the further learning process and the success of the student in obtaining the knowledge, skills and abilities necessary to assign them a qualification;

- if possible, be based on the judgment of more than one examiner.

### **14.2 Evaluation criterion**

14.2.1 Changes in policies, procedures, and information about the educational programme are clearly, consistently, and promptly communicated to students.

14.2.2 The medical college guarantees the quality of programmes and graduates based on regular feedback from employers, representatives of industrial practices and other relevant organisations.

14.2.3 Students should be clearly informed about the evaluation strategy used in their programme, about exams or other methods and evaluation criteria that will be used to evaluate their knowledge, skills and attitudes.

14.2.4 The medical college must:

14.2.4.1 have a system of academic counseling for their students, which includes questions related to the choice of elective classes, professional career planning, and the appointment of mentors for individual students or small groups of

students.

14.2.4.2 offer a student support programme focused on social, financial and personal needs that includes support for social and personal issues and events, health and financial issues, access to health care, immunisation programmes and health insurance, and financial assistance services in the form of financial assistance, scholarships;

14.2.4.3 allocate resources to support students

14.2.4.4 provide privacy regarding advice and support.

14.2.4.5 The medical college should define and implement a policy of students representation and their respective participation in the development, management and evaluation of the educational programme, and other matters relevant to students, which includes student self-government, participation of student representatives in medical college boards and other relevant bodies, as well as in community activities and local health projects.

14.2.4.6 An important factor is monitoring the employment and professional activities of graduates.

14.2.4.7 Students' satisfaction with the quality of educational services (systematic survey).

14.2.4.8

14.2.4.9 "EDUCATIONAL RESOURCES" STANDARD

14.2.4.10 General provisions

14.2.4.11 Medical college demonstrates a continuous commitment and support to the programme of training specialists with secondary medical and pharmaceutical education.

14.2.4.12 The medical college provides the resources necessary to achieve the mission and goal of the educational programme, as well as the expected cumulative results of the student.

14.2.4.13 Financial, material, and educational resources are reasonable and sufficient to guarantee the achievement of student learning outcomes and programme outcomes.

14.2.4.14 Students must have access to all learning resources. Resources can be both material (libraries or computers) and human (teachers, mentors, curators, and others).

14.2.4.15 Educational resources and other mechanisms of the student support system should be freely available and meet their needs.

14.2.4.16 The medical college must constantly monitor the effectiveness of educational resources.

14.2.4.17

14.2.4.18 Evaluation criterion

14.2.4.19 The medical college must ensure that the resources used to organise the training process are sufficient and meet the requirements of the educational programme being implemented.

14.2.4.20 Budget and material resources are sufficient to ensure that the programme achieves its mission, objectives and expected results. Resource sufficiency is checked on a periodic basis and resources are modified if necessary.

14.2.4.21 Academic support services ensure quality and are regularly checked for compliance with the educational programme and student needs. There is a process to regularly verify that the academic support services provided by the programme are adequate.

14.2.4.22 The academic support services available in the educational programme ensure that the students' mission and expected results are achieved, and at a minimum, include the following:

14.2.4.23 computer and technology services;

14.2.4.24 library services;

14.2.4.25 support for distance education, if necessary;

14.2.4.26 consulting services, including counselling in career issues in health care;

14.2.4.27 other student support services (for example, literature centers, support services for people with disabilities), if they are related to the programme.

14.2.4.28 Resources are sufficient in volume, level, variety, and quantity to support the EP, research programme, and intellectual and cultural development of students, faculty, and staff.

14.2.4.29 The medical college has the necessary resources for students to acquire practical skills and acquire professional competencies, including specialised laboratories, mannequins, simulators, simulation equipment, and clinical bases for practical health care.

14.2.4.30 The medical college should guarantee integration with intra-college electronic resources, availability of comparative information (benchmarking) on the achievements of the educational programme implementation against the background of other specialties (areas of training) in the medical college.

## **15 Procedure for making changes and additions**

15.1 Changes and additions are made to the current accreditation standard in order to further improve it.

15.2 Changes and additions to the standard are made by the IAAR.

15.3 If changes and additions to the existing standards are initiated by educational organisations and other interested bodies, suggestions and comments are sent to the IAAR.

15.4 IAAR examines and evaluates the received proposals and comments on their validity and expediency in accordance with the established procedure.

16.5. Changes and additions to the current accreditation standard, after their approval, are approved by order of the IAAR Director in a new edition with changes or in the form of an insert brochure to the current standard.

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