STANDARDS

for initial specialised accreditation (ex-ante) of the master's degree programme (medical and pharmaceutical education) based on WFME/AMSE standards (The Republic of Kazakhstan)

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
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Astana 2018

Foreword

1 DEVELOPED AND INTRODUCED by the Non-Commercial Institution "Independent Agency for Accreditation and Rating".

2 APPROVED AND EFFECTED by the Order of the Director of the Non-Commercial Institution "Independent Agency for Accreditation and Rating" No. 68-18 / 1-OD dated May 25, 2018.

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

4 ORIGINAL holder independent Agency of accreditation and rating: 010000, Astana, B. Momyshuly str., 2, VP-4G

5 FIRST EDITION

The standards were developed taking into account the recommendations of the Ministry of Health of the Republic of Kazakhstan and the Ministry of Education and Science of the Republic of Kazakhstan

CONTENT

STANDARDS FOR INITIAL SPECIALISED ACCREDITATION

1 Main provisions

1.1 Scope of application

1.1.1 These standards are developed in accordance with the law of the Republic of Kazakhstan "On education", international accreditation standards in accordance with the international standards for quality improvement in medical education (WFME/AMSE) and establish requirements for medical organisations of education and conducting initial specialised accreditation of the master's degree programme.

1.1.2 These standards define the requirements for conducting initial (Ex-Ante) specialised accreditation of the master's degree programme.

1.1.3 This standard is applied when conducting the procedure of initial (Ex-Ante) specialised accreditation of the master's degree programme of a medical educational organisation, regardless of its status, organisational and legal form, departmental subordination and form of ownership.

1.1.4 These standards may also be used by a medical educational organisation for internal performance evaluation and development of relevant internal regulatory documentation.

1.2. Regulatory references

This standard uses references to the following normative documents:

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

1.2.2 Law of the Republic of Kazakhstan "On technical regulation" dated November 9, 2004 No. 603.

1.2.3 Law of the Republic of Kazakhstan "On amendments and additions to certain legislative acts of the Republic of Kazakhstan on expanding the academic and managerial independence of higher education institutions" dated July 4, 2018 No. 171-VI.

1.2.4 The Law of the Republic of Kazakhstan "On Accreditation in the Field of Conformity Assessment" dated July 5, 2008 № 61-IV.

1.2.5 Message of the President of the Republic of Kazakhstan N. A. Nazarbayev's address to the people "Five social initiatives of the President" dated March 5, 2018.

1.2.6 Order of the Minister of education and science of the Republic of Kazakhstan "On approval of The rules for recognition of accreditation bodies, including foreign ones, and formation of the register of recognised accreditation bodies, accredited educational organisations and educational programmes" dated November 1, 2016 No. 629.

1.2.7 Order of the Minister of education and science of the Republic of Kazakhstan "On approval of state mandatory standards of education at all levels of education" dated October 31, 2018 No. 604.

1.2.8 Order of the Minister of education and science of the Republic of Kazakhstan "On approval of standard rules of activity of educational organisations of the corresponding types" dated October 30, 2018 No. 595.

1.2.9 Order of the Minister of education and science of the Republic of Kazakhstan "On approval of the rules of organisation of the educational process on credit technology of teaching" dated April 20, 2011 No. 152.

1.3. Terms and definitions

These standards apply terms and definitions in accordance with the legal acts specified in paragraph 2.

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

Academic mobility: transfer of students or research teachers to study or conduct research for a certain academic period (semester or academic year) in another organisation of higher and (or) postgraduate education (within the country or abroad) with mandatory transfer of completed academic programmes, disciplines in the form of academic credits in their organisation of higher and (or) postgraduate education or to continue their studies in another organisation of higher and (or) postgraduate education.

Accreditation of educational programmes: the procedure for recognition by the accreditation body of compliance of educational programmes (specialty) with the established standards (regulations) of accreditation in order to provide objective information about their quality and confirm the existence of effective mechanisms for its improvement.

Analysis: a research method characterised by the identification and/or study of individual parts of the object of accreditation, the process of determining and collecting data to assess the quality of educational services.

Site Visit of the External Expert Panel: a generally accepted component of the holistic accreditation process, which includes checking the compliance of the reality with the previously submitted report on the self-assessment of the University, evaluating the quality and effectiveness of educational services provided, interviewing and questioning stakeholders, as well as developing recommendations for improving quality.

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.

Dublin descriptors: description of the level and scope of knowledge, skills, skills and competencies acquired by students at the end of the educational programme of each level (stage) of higher and postgraduate education, based on the results of training, formed competencies, as well as the total number of credit units of ECTS standard.

European Credit transfer And Accumulation System *(ECTS):* a student-centered method for planning, describing educational programmes, recording and recognising learning outcomes, as well as monitoring the dynamics of student progress along an individual educational trajectory, by determining the complexity of disciplines in all its components.

Quality of the educational programme: compliance of the level of competence of students and graduates with the requirements of professional

standards and additional requirements established by the organisation implementing educational programmes.

Credit technology of teaching: teaching based on the choice and independent planning of the sequence of studying disciplines with the accumulation of academic credits.

Master's degree: a degree awarded to individuals who have completed master's degree programmes.

Master's student: a person who is studying for a master's degree.

Master's degree study: postgraduate education, the educational programmes of which are aimed at training personnel with the award of the master's degree.

Master's thesis: the final work, which is a generalisation of the results of independent scientific research by a master's student of one of the actual problems of a specific specialty of the corresponding branch of science.

Scientific and pedagogical master's degree: implementation of professional training programmes of postgraduate education for the training of scientific and pedagogical personnel for the system of higher, postgraduate education and the scientific sphere with in-depth scientific and pedagogical training.

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;

Educational monitoring: systematic monitoring, analysis, assessment and forecast of the state and dynamics of changes in the results and conditions of educational processes, the number of students, the network, as well as rating indicators of achievements of educational organisations.

Evaluation: a method for determining the degree of achievement of the planned results of educational services, educational goals of the programme for decision-making and determining the further direction of quality improvement. Interpretation of the data and evidence collected in the analysis process.

Self-assessment report: a document developed by the University based on the results of self-assessment and submitted for review and decision-making by the accredited body.

Initial specialised accreditation (Ex-Ante)- is the process of evaluating the quality of the educational programme of higher and (or) postgraduate medical education in the absence of students and/or graduates for compliance with the declared status and standards of the accreditation body.

Quality assurance policy: the main directions that characterise the key priorities and value orientations of quality assurance development, determined on the basis of collective discussion and approved by the management of higher education institutions.

Specialised master's degree: implementation of professional training programmes of postgraduate education for the preparation of managerial personnel for the sectors of economy, medicine, law, education, art, services and business that have in-depth professional training.

Learning outcomes: the amount of knowledge, skills and abilities acquired and demonstrated to students during the development of the educational programme, as well as the values and attitudes formed.

Performance: the degree of implementation of the planned activities and achievement of the planned learning outcomes.

Self-assessment: a procedure for self-assessment of a University based on standards and criteria of institutional and (or) specialised accreditation.

Quality system: a set of procedures, divisions and officials in an organisation that perform certain quality management functions in accordance with established rules and accepted methods and ensure that all graduates of an educational programme meet the requirements established in accordance with professional standards.

Stakeholder: an individual, group of individuals, or organisation that is interested in and/or involved in activities or decision-making in a particular area.

Student-centered approach in education: the fundamental principle of the Bologna reforms in higher education, which implies a shift in the emphasis in the educational process from teaching (as the main role of the teaching staff in the "translation" of knowledge) to teaching (as an active educational activity of the student).

Curriculum: a programme that defines the content and scope of knowledge, skills, and competencies to be mastered for each academic subject, discipline, and / or module.

Educational plan: a document that regulates the list, sequence, volume (labor intensity) of academic subjects, academic disciplines and (or) modules, professional practice, and other types of educational activities of students of the appropriate level of education and forms of control.

Expert assessment: the procedure for obtaining an assessment based on the analysis of the problem under consideration, the opinion of specialists for the purpose of subsequent decision-making.

Efficiency: the ratio between the result achieved and the resources used.

1.4. Symbols and abbreviations

These standards use abbreviations in accordance with the normative documents specified in section 2, in addition to them, the following designations and abbreviations are used:

RoK - Republic of Kazakhstan
RoK MoH – Ministry of health of the Republic of Kazakhstan;
RoK MES – Ministry of education and science of the Republic of Kazakhstan;
UNIVERSITY – higher education institution;
EEC – external expert commission
SAC – State attestation commission
SCES– State Compulsory Educational Standard
SPDE– state programme for the development of education
CPD – continuous professional development
CME – continuing medical education

TS – teaching staff

NQF – national qualifications framework

NCS – national qualifications system

EP – educational programme

MM – mass media;

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.

1.5 General provisions

1.5.1 Initial specialised accreditation of master's degree programmes is carried out according to these standards, which include: the standard "Mission and final learning outcome", the standard "Research environment and educational resources", the standard "Policy and admission criteria", the standard "master's Programme", the standard "Scientific leadership", the standard "Management and administration" and the standard "Continuous improvement".

1.5.2 The standards for initial specialised accreditation of master's programmes are developed on the basis of the International Standards of the World Federation for Medical Education (WFME), the Association of Medical Schools of Europe (AMSE) and the European Model for Accreditation of Educational Programmes in Biomedicine and Health Sciences (ORPHEUS), with the introduction of national characteristics healthcare system and medical education of the Republic of Kazakhstan.

1.6 Main goals and objectives of implementing initial specialised accreditation standards

1.6.1 Main purpose of implementing the standards of initial specialised accreditation is to improve the educational process of the University to ensure the quality of training of specialists who meet modern requirements of the labor market.

1.6.2 Tasks:

1.6.2.1 Introduction of a model of accreditation in higher education institutions that is harmonised with international practice of ensuring the quality of education;

1.6.2.2 assessment of the quality of professional and educational programmes to improve the competitiveness of the national higher education system;

1.6.2.3 attachment of the educational programme of the general strategy and policies of the University in the field of quality, compliance of EP with requirements of Kazakhstan (RoK Law "On education"), the structural requirements for the accreditation of programmemes of study at the graduate level;

1.6.2.4 promoting a quality culture in higher education institutions;

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

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

programmes;

1.6.2.7 use of innovation and research;

1.6.2.8 public announcement and dissemination of information on the results of accreditation of the master's programme of medical organisations of higher and postgraduate education.

1.7 Principles of forming standards for initial specialised accreditation

1.7.1 The presented standards for quality assurance of higher education programmes are based on the following principles:

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

1.7.1.2 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;

1.7.1.3 objectivity and independence – internal and external assessment is carried out objectively, regardless of third parties (government agencies, University administration and public opinion) and the results obtained;

1.7.1.4 responsibilities of medical educational organisations – initial responsibility for the quality of higher education is assigned to medical educational organisations;

1.7.1.5 confidentiality – information provided by universities is used confidentially by the accreditation body;

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

1.7.3 Informing the public in the country and abroad about accredited educational programmes is carried out in the media, incl. presentation of information on the website of the accreditation body.

1.8. Procedure for conducting initial specialised accreditation of an educational programme

1.8.1 submission by the University of an application for initial specialised accreditation with copies of title and authorisation documents attached.

1.8.2 IAAR consideration of the University's application.

1.8.3 decision-making by the IAAR on the beginning of the procedure for initial specialised accreditation of the EP. Conclusion of an agreement between the IAAR and the University on conducting initial specialised accreditation.

1.8.4 at the request of the educational organisation, the IAAR organises a training seminar for the working group of the educational organisation to prepare a self-assessment report in accordance with the criteria of the standards and guidelines for initial specialised accreditation. This training seminar is a voluntary procedure.

1.8.5 conducting a self-assessment by an educational organisation in accordance with the requirements established by the IAAR. The final report signed by the first

head (in Kazakh, Russian and English) of the educational organisation is sent to the IAAR in electronic form and in the amount of 1 (one) copy on paper.

1.8.6 Analysis of the report on self-assessment of the educational programme by the IAAR. Based on the results of the self-assessment report analysis, the IAAR makes one of the following decisions:

− "develop recommendations on the need to finalise the materials of the self-assessment report";

− "conduct an external expert assessment»;

− "to postpone the accreditation period due to the impossibility of conducting the initial specialised accreditation procedure due to the non-compliance of the self-assessment report with the criteria of these standards."

1.8.7 in case of continuing accreditation, the IAAR forms a EEC, which is approved by the General Director of the IAAR for evaluating the University's EP. Depending on the scope of the external audit, the quantitative composition of the commission is formed. It consists of representatives of the academic community, stakeholders in Kazakhstan, including employers, students, and foreign/foreign experts.

1.8.8 in case of continuing accreditation, the IAAR will coordinate with the educational organisation the dates of initial specialised accreditation and the programme of the visit to the higher educational institution.

1.8.9 The duration of the EEC visit is usually 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:

− provides an office for the work of the EEC with the provision of a workplace for each member of the EEC;

− submit an electronic and paper version of the self-assessment report for each member of the Commission;

− provides the necessary modern electronic office equipment in agreement with the representative of the IAAR and the number of members of the EEC;

− organises visual 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 photography of EEC work.

1.8.10 At the end of the visit, the EEC prepares a report on the external evaluation of the University's EP.

1.8.11. The report contains a description of the EEC visit, an assessment of the EP's compliance with the IAAR standards, recommendations to the University to improve the quality of the educational programme, and recommendations from the AC. The AC proposals contain a recommendation for making a decision (to accredit /

not to accredit) and a recommended accreditation period for each educational programme.

1.8.12 The EEC report, including recommendations, is developed collectively by the EEC members. If one of the members of the EEC forms a different decision that does not coincide with the majority of the members of the EEC, this is recorded in the report text.

1.8.13 The basis for making a decision on the initial specialised accreditation of the AC is the report on the assessment of the EP by an external expert commission and the report on the self-assessment of the University's EP.

1.8.14 Chairman of the EEC speaks to the AC on the results of the visit of the external expert commission. If there is an objective reason, IAAR Director General 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 EEC is made by order of the General Director of the IAAR.

1.8.15 The exclusive competence of the IAAR AC includes making decisions on accreditation or refusal to accredit the EP of a medical educational organisation. The composition of the AC is determined in accordance with the regulations on the Accreditation Council. The meeting is held if there is a quorum. The AC has the right to make a decision that does not comply with the recommendations of the EEC.

The accreditation council makes one of the following decisions:

- to accredit:

− for a period of 1 (one) year – if the criteria are met in general, but if there are significant shortcomings and opportunities for improvement (when evaluating criteria requiring improvement of more than 20%, lack of strengths);

− for a period of 3 (three) years – with positive results in general, but with some minor shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 10 to 20%, if there are strengths);

− for a period of 5 (five) years – with positive results in general (when evaluating criteria requiring improvement of no more than 10%, if there are strengths);

− for a period of 7 (seven) years – with re-accreditation, positive results in general and successful completion of post-accreditation monitoring of the educational programme previously accredited for a period of 5 years in the IAAR (when evaluating the criteria of strengths of at least 10%, and requiring improvement of no more than 5%);

- not accredited (when evaluating at least one criterion as "unsatisfactory", in the absence of strengths).

1.8.16 if the AC makes a positive decision, the IAAR sends an official letter with the results of the decision and a certificate of initial specialised accreditation of the EP, signed by the Chairman of the AC and the General Director of the IAAR to the educational organisation. Further, the decision on accreditation of the educational

programme is sent to the MES for inclusion in the Register of accredited educational programmes (Register 3) and posted on the IAAR website. The EEC report is also available on the website.

After receiving the certificate of accreditation, the educational organisation publishes a self-assessment report on its website. In agreement with the IAAR, the EO has the right not to post confidential information specified in the self-assessment report.

1.8.17 if the AC makes a negative decision, the IAAR sends a letter to the educational organisation explaining the decision.

1.8.18. The organisation of education in accordance with the Agreement on the provision of services and the Regulations on the Commission for the consideration of appeals and complaints may appeal to the IAAR against the decision of the AC. In case of doubt about the competence of the EEC and representatives of the IAAR, or a gross violation committed by members of the EEC, the educational organisation can send a complaint to the IAAR.

8.19 If the educational organisation decides to undergo specialised re-accreditation (re-accreditation in the IAAR), then the application for re-accreditation, the educational organisation must submit at least 6 (six) months before the end of the EP accreditation period, provided that the post-accreditation procedure monitoring the educational organisation was successful in accordance with the Regulations on the procedure for post-accreditation monitoring of educational organisations and (or) educational programmes.

8.20 An educational organisation has the right to submit an application not earlier than 1 (one) year after the refusal of its initial specialised accreditation or its deprivation of specialised accreditation.

1.9. Subsequent procedures

1.9.1 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.

1.9.2 In accordance with the Regulations on the procedure for post-accreditation monitoring of educational organisations and (or) educational programmes that have passed the initial specialised accreditation of EP, must prepare interim reports in accordance with the Plan. Interim reports are sent to the IAAR before the expected date of post-accreditation monitoring.

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

1.9.4. If the University does not comply with the plan and requirements put forward by the IAAR for post-accreditation monitoring, as well as the lack of information about changes being made at the University, the AC has the right to make one of the following decisions:

− "temporarily suspend the accreditation status for the EP»;

− "revoke the certificate of accreditation of an educational organisation by excluding it from the list of register 3, which may lead to the cancellation of all previously achieved accreditation results."

1.9.5 If an educational organisation refuses to enter into a contract with the IAAR for post-accreditation monitoring, the AC has the right to make a decision to revoke the validity of the accreditation certificate.

1.10 Procedure for making changes and additions to the accreditation standards

1.10.1 Changes and additions are made to the existing standards of specialised accreditation in order to further improve them.

1.10.2 Changes and additions to the standards of specialised accreditation are made by the IAAR.

1.10.3 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.

1.10.4 IAAR conducts examination of the received proposals and comments for their validity and appropriateness in the prescribed manner.

1.10.5 Changes and additions are made to the current accreditation standards after their approval.

2. "MISSION and LEARNING OUTCOMES" STANDARD

2.1 Mission definition

2.1.1 Medical education organisation **should** define the mission of the educational programme and bring it to the attention of stakeholders and the health care sector.

2.1.2 Medical education organisation **must** ensure that the main stakeholders are involved in the development (formulation) of the educational programme mission.

2.1.3 Medical education organisation **must** ensure that the stated mission includes public health issues, the needs of the health care system, and other aspects of social responsibility.

2.1.4 Medical education organisation **must** ensure that the mission of the educational programme corresponds to the mission of the organisation and allows you to prepare a competent researcher at the level of postgraduate medical education.

2.1.5 Mission of the educational programme**:**

– **it must** meet the available resources, opportunities, and market requirements;

– ways to support it **must** be defined;

– access to information about the mission of the educational programme for the public **should** be provided (availability of information on the website of the university).

2.1.6 Mission of an educational programme similar to the mission of a medical educational organisation **should** be approved by an Advisory Board.

2.1.7 Medical education organisation **should** have a strategic plan for the development of educational programmes appropriate to the stated mission of medical education institutions, including improving the quality of graduate programmes and approved by an Advisory Council of medical organisations of education.

2.2 Institutional autonomy and academic freedom

2.2.1 Organisation that implements master's degree programmes **should** have institutional autonomy to develop and implement policies that are the responsibility of the faculty and administration, especially in relation to:

– development of an educational programme;

– use of the allocated resources necessary for the implementation of the educational programme.

Medical education organisation *should* guarantee academic freedom to their employees and future doctoral students:

2.2.2. in relation to the educational programme, which will be allowed to rely on different points of view in the description and analysis of questions on accredited specialties;

2.2.3 possibility of using the results of new research to improve the study of specific disciplines/issues without expanding the educational programme.

2.3 End results of teaching

2.3.1 Medical education organisation **should** determine the expected final learning outcomes that undergraduates will have to show after completing the master's programme.

2.3.2 Medical education organisation must ensure that the master's degree programme with the award of an academic master's degree provides undergraduates with the competencies that will enable them to become a qualified teacher and/or researcher in accordance with the principles of best teaching/research practice.

2.3.3 Completion of the master's programme **should** have potential benefits for those who continue their career outside of the medical organisation and apply their competencies formed during the master's programme, including critical analysis, assessment and solution of complex problems, the ability to transfer new technologies and synthesise new ideas.

2.3.4 Medical education organisation *should* ensure that the process of updating and restructuring the educational programme is carried out regularly (at least once a year) and is aimed at modifying the final results of training of graduates in accordance with the responsibilities that are assigned to graduates after completing the master's programme in modern conditions of industry development.

3. "RESEARCH ENVIRONMENT AND EDUCATIONAL RESOURCES" STANDARD

3.1   Research environment

3.1.1 Success of individual master's degree programmes **should** be ensured by the organisation of a strong and effective research environment.

The quality of the research environment **should** be assessed by analyzing:

3.1.2 publications of research results (number of publications, impact factor, etc.) on the master's degree profile in a medical educational organisation;

3.1.3 the level of attracting external funding for research in a medical educational organisation;

3.1.4 the number of qualified and competent teachers, researchers at the department, faculty, educational institution and their compliance with the qualification requirements;

3.1.5 national and international cooperation with research groups of medical organisations, universities, research centers;

3.1.6 availability of procedures / systems for compliance with research ethics in the medical educational institution;

3.1.7 opportunities to provide access to the tools necessary for writing a dissertation.

3.1.8 Master's degree programmes implemented in a given medical organisation of higher and postgraduate education *may* include training in other laboratories, preferably in another country, thus ensuring internationalisation.

3.1.9 Medical education organisation *should* explore the possibility of providing joint master's degree programmes from both universities and joint guidance to support collaboration between higher education institutions.

3.1.10 Medical education organisation *should* ensure that the process of updating educational resources is carried out in accordance with changing needs, such as the recruitment of undergraduates, the number and profile of academic staff, and the master's programme.

3.1.11 Medical education organisation *should* be given sufficient autonomy in the allocation of resources, including procedures to ensure that teachers are adequately rewarded in achieving the final learning outcomes.

3.2 Material and technical base

Medical education organisation **must** have material and technical support that meets the license indicators, which include the following criteria:

3.2.1 classrooms, laboratories and the equipment, which **should** be modern and adequate to the goals and objectives of the master's programme;

3.2.2 conditions for independent educational and research work of future undergraduates;

3.2.3 updating and improving the material and technical base **should** be carried out regularly.

3.2.4 Medical education organisation **must** have sufficient resources to properly implement the master's programme to ensure:
  – admission of undergraduates,
  – organisation of training in the master's programme,
  – completion of the dissertation work,
  – scientific guidance,
  – counseling of undergraduates,
  – consideration, review and evaluation of the dissertation,
  – awarding of an academic master's degree,
  – operating expenses,
  – expenses for participation in training courses, international scientific conferences,
  – payment for master's degree studies in institutions where it is practiced.
  – scholarships for undergraduates in terms of variation in the sise of the scholarship.

3.2.5 Resource policy **should** be aimed at maintaining and ensuring continuous professional growth of teachers of the master's programme.

3.2.6 Medical education organisation **should** have a service and support service for future undergraduates, including a Registrar's office, research centers and laboratories, a canteen, a buffet, a medical center, sports fields and halls.

3.2.7 Medical educational organisation **must** provide a safe environment for employees, undergraduates and those who provide the programme implementation, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment.

3.2.8 Medical education organisation *should* have approved procedures for improving the learning environment of undergraduates through regular updating, expansion and strengthening of the material and technical base, which should correspond to the development in the practice of training.

3.3. Information technology

3.3.1 Medical educational organisations **must** have information support that meets the goals and objectives of the master's programme.

3.3.2 Library **must** contain the necessary materials for training – educational, technical, scientific and reference literature, various medical periodicals, etc.

3.3.3 Medical education organisation **must** ensure that undergraduates have timely and free access to library resources.

3.3.4 The library **must** have basic technical equipment to support daily activities: fax machines, copiers, computers, printers available for public use, and a telephone with voice mail or an answering machine.

3.3.5 The library **must** have an informational website. The website may contain the following elements: links, interlibrary exchange forms, full-text electronic magazine articles, and a feedback form.

3.3.6 Medical organisation of education **should** regularly monitor library resources, study and implement strategies to meet the current and future needs of undergraduates, including on the basis of applications from departments and faculties, and the amount of funds allocated for the purchase of educational, methodological and scientific literature.

3.3.7 Medical education organisation **must** guarantee that undergraduates will be provided with computer classes and terminals with access to information resources (local network, Internet).

3.3.8 Medical education organisation **should** monitor the availability and adequate use of information resources by undergraduates.

3.3.9 Medical education organisation **should** constantly update, improve and expand the database of information resources, with access for undergraduates to modern electronic databases, including foreign databases (Thomson Reuters (Web of Science, Thomson Reuters) Scopus, Pubmed, Elsevier, etc.).

3.3.10 Medical education organisation **should** open and constantly update on its website a section dedicated to master's degree programmes that will be opened in the new academic year, containing the following information:

– structure and staff of the master's Department, responsibilities of the head and employees of the Department;

– admission policy, including clear rules about the selection process for undergraduates;

– list of master's degree programmes;

– structure, duration and content of master's programmes;

– criteria for the appointment of a supervisor with a description of the characteristics, responsibilities and qualifications of the supervisor;

– methods used for evaluating undergraduates;

– criteria for the preparation and writing of the thesis;

– description of the dissertation defense procedure;

– description of the work of the State attestation commission for the defense of master's theses;

– quality assurance programme and regular evaluation of the master's programme;

    – information about already enrolled undergraduates, including the year of study.

4. "POLICIES AND CRITERIA of ADMISSION" STANDARD

4.1 Medical education organisation **should** establish a relationship between the selection of undergraduates and the mission of the medical organisation of education, the educational programme and the requirements of the labor market.

4.2 Medical education organisation **should** define and implement an admission policy, including a clearly defined provision on the selection process for undergraduates.

4.3 Candidates for the master's programme **must** have completed the professional training programmes of higher education (basic medical/pharmaceutical/chemical, higher professional (basic medical + internship) or postgraduate education (residency).

4.4 Medical education organisation **should** have a system/mechanisms of career guidance aimed at selecting applicants for the chosen specialty of the master's degree.

4.5 Medical education organisation **should** determine the structure responsible for organising the admission and selection of undergraduates, developed and approved admission rules/criteria based on the established standard rules for admission to the master's programme for higher education institutions, and dissemination of information to the general public.

4.6 When selecting future master's students, you *should* evaluate the research potential of the applicant, and not just take into account their academic performance.

4.7 In a medical educational organisation, there should be a system for studying employment, demand, career support, and continuous professional development of future graduates.

4.8 The data obtained through this system **should** be used to further improve the admission and selection policies of applicants and educational programmes.

4.9 Medical education organisation *should* ensure that the process of updating and restructuring leads to the adaptation of the admission policy for undergraduates to meet changing expectations and circumstances, human resource needs, changes in the postgraduate education system, and programme needs.

5. "MASTER PROGRAMME" STANDARD

5.1 Educational programme model, teaching methods, and structure

5.1.1 Medical education organisation **must** ensure that the educational programme is developed on the basis of integrated, complex, competence-based approach, using modular training technologies.

5.1.2 Medical education organisation **must** define the purpose and objectives of the master's degree programme, which are aimed at achieving the mission of the educational organisation/educational programme and the final results of training.

5.1.3 Medical educational organisation **must** ensure that the content of the

educational programme meets the requirements of the state educational standard and the standard curriculum of the relevant specialty and is designed to meet the needs of the labor market.

5.1.4 Medical education organisation **must** ensure the implementation of the educational programme with appropriate work curricula, academic calendar, training programmes in disciplines, forms of individual curriculum for future undergraduates and individual work plan for undergraduates.

5.1.5 The master's programme **should** include original research that requires analytical and critical thinking and should be performed under scientific guidance.

5.1.6 Medical education organisation **must** ensure that the educational programme is implemented in accordance with the principles of equality.

5.1.7 Medical education organisation **should** provide mechanisms to ensure that future undergraduates fulfill their obligations to doctors, teachers, patients and their relatives in accordance with the Code of conduct/Code of honor approved in this medical organisation of higher and postgraduate education.

5.1.8 Master's programme **should** ensure that undergraduates are taught the rules of ethics and responsible research.

5.1.9 The medical educational organisation **must** determine the teaching and learning methods that correspond to the educational programme and the achievement of students ' competencies.

5.1.10 The master's programme **should** be structured with a clear time limit equivalent to 1-2 full-time years and contain:
- theoretical training, including the study of cycles of basic and core disciplines;
- practical training of undergraduates – various types of practices, professional internships;
- research work, including the implementation of a master's thesis for scientific and pedagogical master's degree;
- experimental research work, including the implementation of a master's thesis for a specialised master's degree;
- intermediate and final certifications.

5.1.11 Medical education organisation **should** provide mechanisms for the implementation of pedagogical practice (in accordance with the type of master's degree) for the formation of practical skills and teaching methods for undergraduates.

5.1.12 Medical education organisation **should** provide mechanisms for the implementation of research practice for the formation of undergraduates ' knowledge, skills, competencies in the field of the latest theoretical, methodological and technological achievements of domestic and foreign science, modern research methods, processing and interpretation of experimental data.

5.1.13 Medical education organisation **should** provide mechanisms for the implementation of industrial internship to promote students on the basis of theoretical knowledge and practical skills, competencies and expertise of specialty trained, development of best practices.

5.1.14 Medical education organisation **should** ensure that future undergraduates will have the opportunity to study under the academic mobility

programme, have mechanisms/procedures for accepting students from other universities, and recognise credits acquired under the academic mobility programme.

5.1.15 Medical education organisation should guarantee that undergraduates will be provided with the possibility of additional training during the vacation period if they have academic debt or wish to develop additional credits.

5.1.16 Appeal mechanism **should** be developed in the medical education organisation to allow future master's students to review the decision regarding their programmes and the evaluation of their dissertations.

5.2 Evaluation of the master's programme

5.2.1 Medical education organisation **should** have a programme for monitoring processes and outcomes, including routine data collection on key aspects of the educational programme. The purpose of monitoring is to ensure the quality of the educational process and identify areas that require intervention.

5.2.2 Medical education organisation **should** have approved mechanisms for regularly evaluating the quality of the programme, including feedback from academic supervisors, employers, and undergraduates.

5.2.3 Medical education organisation **should** have mechanisms aimed at systematically collecting, analyzing feedback and providing it to teachers and undergraduates, which will include information about the process and products of the educational programme, including information about unfair practices or inappropriate behavior of teachers or undergraduates.

Medical education organisation *should* ensure that the process of updating and restructuring the programme is carried out regularly and is aimed at:

5.2.4 adapting the educational programme model and teaching methods to ensure that they are appropriate;

5.2.5 adjustment of programme elements and their interrelationships in accordance with achievements in medical and pharmaceutical science, changes in the demographic situation and health status/morbidity structure of the population, and socio-economic and cultural conditions.

5.3 Stakeholder engagement

5.3.1 Medical education organisation **must** ensure that the monitoring programme and activities for evaluating the educational programme will involve teaching staff, undergraduates, administrative and managerial personnel, and employers.

5.3.2 Medical education organisations *should* involve other stakeholders in the evaluation process, including representatives of academic and administrative staff, members of the public, authorised bodies for education and health, professional organisations, and employers.

5.3.3 Medical educational organisation *should* have mechanisms for providing access to the results of the evaluation of the educational programme to all interested parties.

5.3.4 Medical education organisation *should* ensure that the process of updating and restructuring the educational programme leads to improved monitoring

and evaluation of the programme in accordance with changes in the final learning outcomes and methods of teaching and learning.

6. "SCIENTIFIC MANAGEMENT" STANDARD

6.1 Medical education organisation **should** ensure that each master's student is assigned a research supervisor, and in appropriate cases a co-supervisor, to cover all aspects of the programme.

6.2 Medical education organisation **should** have mechanisms/procedures that regulate the process of discussion and approval of the candidate of a scientific supervisor and the research topic of a master's student in accordance with the standard requirements and SCES.

6.3 Medical education organisation **must** guarantee that candidates for scientific supervisors will be selected from specialists who have an academic degree and are actively engaged in scientific research in the field of science in the specialty of training a master's student.

6.4 Medical education organisation **should** have clearly defined duties and responsibilities of a scientific supervisor.

6.5 Medical education organisations *should* plan and organise training courses for scientific supervisors on the policy of implementing master's programmes, on the main responsibilities of scientific supervisors.

6.6 Medical education organisation **should** have procedures/mechanisms/structures that organise and control the scientific activities of future master's students in the implementation of their dissertation research.

6.7 Medical education organisation **must** define, approve, and publish the principles, methods, and practices that will be used to evaluate undergraduates, including criteria for evaluating research work.

7. "MANAGEMENT AND ADMINISTRATION" STANDARD

7.1 Programme management

7.1.1 Management of the medical education organisation **should** be effective and ensure the improvement of the educational programme.

7.1.2 Medical education organisation **must** ensure that the master's degree programme is conducted only on a full-time basis.

7.1.3 Medical education organisation **should** determine the structural unit responsible for implementing educational programmes of postgraduate education and achieving the final results of training.

7.1.4 Structural unit responsible for the implementation of postgraduate education programmes **should** have the authority to plan and implement the educational programme, including the allocation of allocated resources for planning and implementing teaching and learning methods, evaluating undergraduates, evaluating the educational programme and courses of study.

7.1.5 Medical education organisation **should** ensure that future undergraduates interact with the management of the design, management and evaluation of master's

programmes.

7.1.6 Medical education organisations **should** encourage and facilitate the involvement of future undergraduates in the development and improvement of educational programmes for training undergraduates, for which appropriate procedures should be provided.

7.1.7 Structural unit responsible for the implementation of postgraduate education programmes **should** ensure transparency of the management system and decisions that are published in bulletins, posted on the University's website, and included in the protocols for review and execution.

7.1.8 Medical education organisation *should* plan and implement innovations in the educational programme through the structural division responsible for the implementation of educational programmes of postgraduate education.

7.1.9 Medical educational organisation *should* include representatives from other relevant stakeholders in the advisory body responsible for educational programmes, including other participants in the educational process, representatives from clinical and industrial bases, graduates of medical educational organisations, health/pharmacy professionals involved in the training process, or other faculty members of the University

7.1.10 Medical education organisation **should** ensure that the structural unit responsible for the implementation of the postgraduate education programme:

- takes into account the specifics of the conditions in which graduates will work and accordingly modify the educational programme;

- consider the modification of the educational programme based on feedback from the public and society as a whole.

7.1.11 Medical education organisation **should** periodically evaluate the academic leadership regarding the achievement of its mission and final learning outcomes.

7.1.12 Medical education organisation *should* ensure that the process of updating and restructuring leads to improvements in the organisational structure and management principles of the master's programme to ensure effective operation and (in the future) to meet the interests of various groups of stakeholders in the face of changing circumstances and needs.

7.2 Academic leadership

7.2.1 Medical education organisation **should** clearly define the responsibility of the academic leadership in relation to the development and management of the educational programme.

7.2.2 Medical education organisation **should** periodically evaluate the academic leadership regarding the achievement of its mission and final learning outcomes.

7.3 Training budget and resource allocation

7.3.1 Medical educational organisation **must:**

- have a clear range of responsibilities and powers to provide the educational programme with resources, including the target budget for training;

- plan and allocate resources necessary for the implementation of the educational programme, and allocate educational resources in accordance with their needs.

7.3.2 System of financing of medical education organisation **should** be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.

7.3.3 Financial and administrative policies **should** be aimed at improving the quality of educational resources for the implementation of the educational programme.

7.4 Administrative staff and management

7.4.1 Medical education organisation **must** have an appropriate administrative and academic staff, including their number and composition in accordance with their qualifications, in order to:

- ensure the implementation of the educational programme and related activities;

- ensure proper management and allocation of resources.

7.4.2 Medical education organisation **should** develop and implement an internal quality management programme that includes consideration of needs for improvement, and conduct regular management review and analysis.

7.5 Interaction with the health care sector

7.5.1 Medical education organisation **should** have a constructive interaction with the health sector, with related health sectors, society and government, including the exchange of information, cooperation and initiatives of the organisation, which contributes to the provision of qualified specialists in accordance with the needs of society.

7.5.2 Medical educational organisation **should** provide an operational link between the educational programme and the subsequent stages of professional training.

7.5.3 Medical education organisation should give official status to cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and/or the conclusion of a joint contract and the establishment of a coordination committee, and joint activities.

8 "CONTINUOUS IMPROVEMENT" STANDARD

Medical education organisation **must** ensure that, as a dynamic and socially responsible institution, it will:

8.1 initiate procedures for regular review and revision of content, results/competencies, assessment and learning environment, structure and function, document and address deficiencies;

8.2 allocate resources for continuous improvement.

Medical education organisation **should ensure that:**

8.3 update process will be based on forward-looking research and analysis, and on the results of in-house research, evaluation, and literature on medical postgraduate

education;

8.4 process of updating and restructuring will lead to a review of its policies and practices in accordance with previous experience, current activities and prospects.

Medical education organisation in the process of updating/continuous improvement **should ensure that** special attention is paid to:

8.5 adapting the mission and final results of postgraduate medical education to the scientific, socio-economic and cultural development of society for the future;

8.6 modification of the intended end results of postgraduate training in the selected field of health care in accordance with the documented needs of the environment. Changes may include adjustments to the structure and content of the educational programme and the principles of active learning. The adjustment will ensure that new relevant knowledge, concepts, methods and concepts are developed, along with the elimination of outdated ones, based on new advances in basic biomedical, clinical, behavioral and social sciences, taking into account changes in the demographic situation and population structure on public health issues, as well as changes in socio-economic and cultural conditions;

8.7 development of assessment principles, methods of conducting and number of examinations in accordance with changes in the final results of training and methods of teaching and learning;

8.8 adaptation of the policy of recruitment and selection of students for the master's degree programme, taking into account changing expectations and circumstances, human resource needs, changes in the system of postgraduate education and the needs of the educational programme;

8.9 adapting the policy of recruitment and formation of academic staff in accordance with changing needs;

8.10 improve the process of monitoring and evaluating the educational programme.

8.11 Medical education organisation should ensure that the improvement of the organisational structure and management principles will be aimed at ensuring effective performance in the face of changing circumstances and needs, and, in the future, to meet the interests of various groups of stakeholders.

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