

**Standards and Guidelines
for International Initial Accreditation
of Basic Medical and Pharmaceutical
Education Programmes
(based on WFME/ AMSE/ ESG)**



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

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АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

**Standards and Guidelines
for International Initial Accreditation
of Basic Medical and
Pharmaceutical Education Programmes
(based on WFME/ AMSE/ ESG)**

*Recommended by the Expert Council for Medical Education
of Independent Agency for Accreditation and Rating*

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These standards and guidelines have been developed in accordance with the standards of basic medical education (WFME, 2015), harmonised with the standards of basic medical education (WFME, 2020), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) and define the requirements for the preparation and conduct of the procedure for the international initial accreditation of basic medical education regardless of the status, organisational and legal form, departmental subordination and form of ownership of the educational organisation.

Foreword

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

2. APPROVED AND ENACTED by Order No. 142-25-OD of 3 September 2025 issued by the Director General of the Non-Profit Institution "Independent Agency for Accreditation and Rating".

3. These standards and guidelines have been developed in accordance with the standards of basic medical education (WFME, 2015), harmonised with the standards of basic medical education (WFME, 2020), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015).

4. FOURTH EDITION

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INTRODUCTION

These standards are developed in accordance with the standards of basic medical education (WFME, 2015, 2020), Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015) and define the requirements for the preparation and conduct of the procedure for initial accreditation of educational programmes of basic medical and pharmaceutical education, regardless of status, organisational and legal form, departmental subordination and form of ownership of the EO

The IAAR Standards and Guidelines for International Initial Specialised/Programme accreditation (based on the WFME/AMSE/ESG standards) consist of two parts: "Procedure for conducting international initial accreditation of educational programmes of basic medical and pharmaceutical education" and "Standards of international initial accreditation of educational programmes of basic medical and pharmaceutical education". The document defines the procedure for initial accreditation and regulatory requirements for the main provisions of the standards of international initial accreditation of educational programmes of basic medical and pharmaceutical education.

The procedure for conducting international initial accreditation of educational programmes of basic medical and pharmaceutical education is carried out according to the approved stages given in the first part of this Manual.

Changes and additions are being made to the current standards of initial accreditation in order to further improve it. Amendments and additions to the standards and guidelines are carried out by IAAR. In case of initiating changes and additions to the current standard by educational organisations and other interested organisations, suggestions and comments are sent by them to the IAAR. IAAR studies and conducts an examination of the proposals and comments received from the initiators for their validity and expediency. Changes and additions to the current standards and guidelines for initial accreditation after their approval are approved by the order of the General Director of the IAAR in a new edition with changes or in the form of a leaflet to the current standards and guidelines.

I. THE PROCEDURE OF INTERNATIONAL INITIAL ACCREDITATION OF EDUCATIONAL PROGRAMMES OF BASIC MEDICAL AND PHARMACEUTICAL EDUCATION

Goals and Objectives of the International Initial Accreditation

The purpose of the international initial accreditation (hereinafter - accreditation) is to assess and recognise the high quality of the activities of the EO (hereinafter - EO) and the educational programmes implemented (hereinafter - EP) in accordance with international accreditation standards in accordance with international standards for quality improvement in medical education (WFME/ AMSE/ ESG).

The procedure of initial accreditation serves the general purpose of assessing the quality of the activities of the EP EO for compliance with international accreditation standards. When conducting international initial accreditation, the specific legislation of the respective countries is taken into account.

The standards and procedures of international initial accreditation comply with the basic principles and documents of the Bologna Process: professionalism and accessibility of assessment; voluntariness; independence; objectivity and professionalism; transparency, reliability and relevance of information on initial accreditation procedures; collective decision-making, dissemination of information about positive and negative results.

The Procedure for Conducting International Initial Accreditation

The procedure for conducting international initial accreditation includes the following steps:

1. Application for accreditation.

Submission of EO application for initial specialised/programme accreditation with copies of title documents and permits attached.

Consideration of the IAAR application of the EO.

2. Conclusion of an agreement between the EO and IAAR.

Acceptance of the IAAR decision on the beginning of the procedure of initial specialised/programme accreditation of the EO. The schedule of the visit to the EO, the conditions and financial issues of accreditation are determined by the agreement between the IAAR and the EO.

At the request of the EO, IAAR can organise training to explain the criteria and procedure for initial specialised/programme accreditation to the internal experts of the EO at special seminars on the theory, methodology and technology of initial specialised/programme accreditation. This seminar procedure is not a mandatory component of the accreditation process.

3. Preparation of a self-assessment report

The EO independently organises and conducts a self-assessment of the EP in order to establish compliance with international accreditation standards, and also prepares a self-assessment report in accordance with section II of this Manual.

The EO is provided with guidelines and methodological materials for the preparation of a self-assessment report.

The EO sends the self-assessment report and all applications to the IAAR at least eight (8) weeks before the visit to the EEC. IAAR sends the experts a self-assessment report for review at least 6 (six) weeks before the visit after the internal examination for compliance with the requirements.

The expert studies the self-assessment report of the EP for compliance with international standards of the IAAR, prepares and sends a review to the IAAR within 10 (ten) calendar days. In case of non-compliance with the requirements of the IAAR, the review is sent to the expert for

revision. In case of repeated non-compliance, IAAR has the right to suspend this expert from participating in the work of the EEC.

Based on the analysis of the self-assessment report EP, the IAAR has the right to make one of the following decisions:

- "develop recommendations on the need to finalise the materials of the self-assessment report";
- "to conduct an external expert assessment";
- "to postpone the accreditation period due to the impossibility of carrying out the procedure of initial specialised/programme accreditation due to the non-compliance of the self-assessment report with the criteria of these standards".

4. EEC site visit to EO

In case of continued accreditation, IAAR forms an External Expert Commission, which is approved by the General Director of IAAR. External evaluation of the EP for compliance with international IAAR standards is carried out by an External Expert Commission during a visit to EO.

The composition of the EEC is formed depending on the volume of external evaluation. The EEC consists of independent experts, including foreign experts with experience in teaching and expert work on quality assurance, representatives of the community of employers and students.

In case of continued accreditation, the IAAR will coordinate with the EO the timing of the accreditation of the EP and the Programme of the visit of the EEC.

The programme of the EEC visit is being developed by the IAAR Coordinator and the Chairman of the EEC with the participation of the EO. The agreed programme of the visit of the EEC is approved by the General Director of the IAAR at least 2 (two) weeks before the visit to the EO. The structure and content of the programme is developed taking into account the specifics of the EO and EP according to the recommended sample of the visit programme of the EEC (Appendix 1).

The Head of the EO appoints a coordinator for interaction with the IAAR coordinator for planning and organising the visit (Appendix 2).

The duration of the commission's visit is usually 3-5 days. During the visit, the EO creates conditions for the work of the EEC in accordance with the Service Agreement:

- provides an office for the work of the EEC with the provision of a workplace for each member of the EEC;
- submits an electronic and paper version of the self-assessment report for each of the commission members;
- provides the necessary modern electronic office equipment in agreement with the representative of IAAR and the number of members of the EEC;
- organises a 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 the work of the EEC.

The results of the visit to the EO are reflected in the report on the results of the external evaluation.

The draft EEC report is reviewed by the IAAR and sent for approval to the EO. In case of identification of actual inaccuracies by the EO, the Chairman coordinates with the members of the EEC and makes the necessary changes to the EEC report. In case of disagreement with the comments of the EO to the EEC report, the Chairman, together with the IAAR coordinator, prepares an official response with justification.

The report contains a description of the visit of the EEC, a brief assessment of the compliance of the activities of the EO in the context of the international standards of the IAAR, the recommendations of the EO on improving the activities of the EO and ensuring the quality of the EP, recommendations to the Accreditation Council. Proposals to the Accreditation Council contain

a recommendation on accreditation (including the recommended period of accreditation) or non-accreditation.

The EEC report, including recommendations, is developed by the members of the EEC collectively.

5. IAAR decision-making

The basis for making a decision on the organisation of education in the field of healthcare by the Accreditation Council are the reports of the EEC on the assessment of the EP and the report on the self-assessment of the EP.

The Chairman of the external expert commission speaks to the Accreditation Council following the results of the visit of the external expert commission.

The exclusive competence of the IAAR Accreditation Council includes making decisions on accreditation or refusal of initial specialised/programme accreditation. 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 decision that does not comply with the recommendations of the EEC.

The Accreditation Council has the right to make 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 some shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 30% to 60%, lack of strong criteria);

- to accredit for a period of **3 (three) years** – if the criteria are met in general, but if there are some minor shortcomings and opportunities for improvement (when evaluating criteria requiring improvement from 15 to 30%, if there are strong criteria);

- to accredit for a period of **5 (five) years** – if the criteria are met in general and there are positive results (when evaluating criteria requiring improvement of up to 15%, if there are strong criteria);

- to accredit for a period of **7 (seven) years** – when the criteria are met in general and there are examples of best practice translation (when assessing those requiring improvement of up to 5%, and strong criteria of at least 15%);

- **refusal of accreditation** in the presence of significant shortcomings (when evaluating at least one criterion as "unsatisfactory" or requiring improvement of 60% or more).

If the Accreditation Council makes a positive decision, the IAAR sends an official letter to the EO with the results of the decision and a certificate of accreditation of the EO, signed by the Chairman of the Accreditation Council and the General Director of the IAAR in the EO. Further, the decision on the accreditation of the EO EP is sent to the authorised body in the field of education of the relevant country and posted on the IAAR website. The Report of the external expert commission is also posted on the IAAR website.

After receiving the certificate of accreditation, the EP EO publishes a self-assessment report on its website.

If the Accreditation Council makes a negative decision, the IAAR sends an official letter to the EO about the decision.

In accordance with the established procedure, in accordance with the Service Agreement and the Regulations on the Appeals and Complaints Commission, the EO may appeal to the IAAR against the decision of the Accreditation Council. In case of doubt about the competence of the external expert commission and Agency representatives, or a gross violation committed by members of the external expert commission, the EO can send a complaint to the IAAR.

6. Follow-up procedures

If the IAAR Accreditation Council makes a positive decision, the EO submits to IAAR an Action Plan for Improving and Improving Quality within the framework of the recommendations of the external expert commission (hereinafter - Plan), which is signed by the first head and stamped, and also enters into a Service Agreement with IAAR. The Contract and the Plan are the basis for post-accreditation monitoring.

In accordance with the Regulations on the post-accreditation monitoring procedure, the EO must prepare interim reports according to the Plan. Interim reports are sent to the IAAR before the expected date of post-accreditation monitoring.

Post-accreditation monitoring of the EP is carried out in accordance with the Regulations on the procedure for post-accreditation monitoring of the EO and (or) the EP.

In case of non-fulfillment of the Plan and requirements put forward by the IAAR for post-accreditation monitoring, as well as the lack of information about changes carried out in the EO, the Accreditation Council has the right to make one of the following decisions:

- "temporarily suspend the accreditation status of the EP";

- "revoke the certificate of accreditation of the EP of the EO, which may entail the cancellation of all previously achieved results of accreditation."

If the EO refuses to conclude a contract with the IAAR for post-accreditation monitoring, the AU has the right to decide on revocation of the certificate of accreditation.

The EO has the right to submit an application no earlier than 1 (one) year after the refusal to accredit her EP EO or revocation of her accreditation.

External Expert Commission (Group of Experts on External Evaluation)

External evaluation of the organisation of education by an external expert commission (a group of experts on external evaluation), consisting of independent experts with experience in teaching and expert activities on quality assurance, a representative of employers and students.

The EEC is formed on the basis of the order of the General Director of the IAAR from among the certified representatives of the academic, professional and student community included in the database of IAAR experts. Foreign experts may be attracted from partner accreditation agencies.

In order to exclude a conflict of interest, IAAR sends an official letter on the composition of the EEC to the EO 14 (fourteen) calendar days before the visit.

The EO has the right to notify the IAAR by an official letter of the existence of a conflict of interest with justification within 3 (three) working days. IAAR replaces the Expert if necessary.

All EEC members sign a Commitment Statement on the absence of a conflict of Interest and the Code of Ethics of an external IAAR expert during each visit.

The expert is obliged to notify the IAAR Coordinator of any connection with the EO or self-interest that may lead to a potential conflict related to the external evaluation process.

Each member of the EEC must perform his functions and duties efficiently. Failure to comply and refusal without a reasonable reason is considered a violation of the Code of Ethics of an external IAAR expert and may lead to exclusion from the IAAR expert database.

The information about the EO received during the external evaluation is presented as confidential and is not subject to disclosure.

The members of the EEC should not announce or comment on the recommended terms of accreditation before the decision of the Accreditation Council is made.

The External Expert Commission consists of:

- **The Chairman** of the External Expert Commission, responsible for coordinating the work of experts, preparing and orally presenting preliminary conclusions formed during the visit to the educational organisation, as well as responsible for preparing the final report on the results of the external evaluation of the EO and/or EP (cluster of programmes).

- **External experts** - representatives of the academic community responsible for assessing the compliance of the accredited EO and/or EP with the standards of international accreditation of the IAAR.

- **An external expert** - a representative of the professional community (employer), who must assess whether the accredited EO and/or EP (cluster of programmes) and the professional competencies of its graduates meet the requirements of the labor market.

- **An external expert** - a representative of the student community responsible for assessing the compliance of the accredited EO and/or EP with the needs and expectations of students (for each cluster, 1 representative of the student community).

IAAR appoints a coordinator from among its staff responsible for coordinating the work of the expert group. The educational organisation, for its part, appoints an authorised person responsible for the process of international accreditation of the EO of basic medical and pharmaceutical education.

II. SELF-ASSESSMENT REPORT

The Self-assessment Report (hereinafter - SAR) is one of the main documents of the international initial accreditation.

Basic Principles of SAR Preparation

- 1. Structuring:** strict compliance of the presented material with the sections of the document.
- 2. Readability:** the text of the document should be easy to read in terms of printing, semantic and stylistic features of the text.
- 3. Analyticity:** analysis of advantages and disadvantages, analysis of the dynamics of the development of EO and (or) EP (cluster of programmes).
- 4. The objectivity of the assessment.**
- 5. Evidence-based justification:** the provision of facts, data, and information as arguments supporting conclusions.

Programme-specific features that are not described in the guidelines shall be included in the relevant sections of the documentation.

During the accreditation of a cluster of programmes, aspects common to all programmes are described once in the introductory section to avoid repetition.

The final document shall be well structured and clearly numbered, including annexes.

SAR Format

The structure of the self-assessment report should meet the criteria of the IAAR standards and guidelines. All statements, judgments, assumptions of the report should be supported by the necessary documents in the main part of the text and appendices (Appendix 3. Structure of the self-assessment report).

The report shall be prepared in the following format: font type – Times New Roman; font size – 12; line spacing – 1.5; paragraph spacing before and after headings – not more than 6 pt. An automatically generated and editable built-in table of contents and page numbers shall be included at the beginning of the report. The report shall be printed in A4 format with portrait orientation; landscape orientation may also be used for annexes.

The first appendix to the report should contain a text confirming the reliability, exhaustive nature and accuracy of all the data provided, signed by the head of the EO and the executors who compiled the report with the contact details of the report compilers for further consultations, if necessary: "I, [full name of the head of the EO], confirm that in this self-assessment report [name of the EO] containing [the number of pages of the main part of the report, i.e. without appendices] pages, absolutely reliable, accurate and exhaustive data are provided that adequately and fully characterise the activities of the EO."

The volume of the self-assessment report should not exceed 70-80 pages of the main text. The Self-assessment Report is separately accompanied by a package of documents in the form of appendices (in a separate file not exceeding 100 pages). Graphic images must first be compressed to a resolution of 96 dots per inch before being exported to the application text. To reduce the volume of applications, it is recommended that in the text of the self-assessment report, as much as possible, indicate links to supporting documents located on the electronic resources of the EO.

The SAR must be submitted in English¹ - officially in electronic format, unless otherwise agreed.

The report and its appendices are submitted to the IAAR in electronic form at the email address iaar@iaar.kz , and also on paper in 1 (one) copy in each of the selected languages.

¹ Large-volume documents may be submitted in the original language, provided that they are accompanied by a brief summary in English.

SAR Content

The SAR should include an introduction, three main sections and appendices.

It is recommended that the introduction include information about the conditions and organisation of self-assessment, its goals and objectives.

The first section provides general information about the organisation of education:

- brief information;
- organisational and legal support of activities;
- organisational structure and management system;
- interaction with educational, research, professional organisations at the local, regional and national levels;
- international activities;
- number of students (annual);
- dynamics of the contingent of students of different forms of education over the past 3-5 years (if available).

The second section includes an analysis of the compliance of the activities of the educational organisation and (or) the accredited EP with the standards of international accreditation.

The text of the section should be organised according to the order specified in the manual. The SAR must provide answers to all the basic questions and include all the necessary documentary evidence in the appendices.

The educational organisation should provide information about the achievements of the EO or EP for each standard (if available). It is also assumed that the report will indicate problems and areas requiring improvement that were identified using SWOT analysis.

The third section of the report should include general conclusions and a conclusion on the self-assessment process, giving grounds for applying for an external quality assessment procedure.

The SAR should be submitted on behalf of the head of the EO and should be signed by him.

The main provisions and conclusions of the report should be brought to the attention of all participants in the self-assessment process; published on the Internet resource of the educational organisation.

The final section of the self-assessment report should consist of a completed table titled "Conclusion of the Self-Assessment Commission." It is important to ensure that the completion of the table is objective and based on the information provided in the self-assessment report. To ensure the accuracy and reliability of the material presented in the report, all individuals responsible for the self-assessment should participate in filling out the table. This will help to ensure that the table is comprehensive and reflects the collective input and assessment of the group. By completing this table, the self-assessment commission can provide a clear and concise summary of the findings and conclusions of the self-assessment process, which can be used to guide future actions and decisions.

The external expert commission also fills in this table, and the results of comparing information according to these tables are taken into account when discussing the results of accreditation during the visit of the EEC to the EO.

The evaluation table "Conclusion of the Self-Evaluation Committee" has following positions for assessment:

- **"Strong"** is characterised by a high level of indicators of one criterion of international accreditation. This position of this criterion makes it possible to serve as an example of good practice for dissemination among other EOs.

- **"Satisfactory"** is determined by the average level of indicators of one criterion of international accreditation and means compliance with the criterion.

- **"Suggests improvement"** is characterised by a low level of performance of one criterion of international accreditation.

- **"Unsatisfactory"** means that indicators of EP does not meet the criterion of international accreditation.

III. STANDARDS OF INTERNATIONAL INITIAL ACCREDITATION OF EDUCATIONAL PROGRAMMES OF BASIC MEDICAL AND PHARMACEUTICAL EDUCATION

Scope of Application

These standards define the regulatory requirements for the main provisions of the standards of international initial accreditation of educational programmes of basic medical and pharmaceutical education during the procedure of initial accreditation of the EP, regardless of its status, organisational and legal form, forms of ownership and departmental subordination.

These standards can also be used:

- a) educational organisations for internal self-assessment and external evaluation of EP;
- b) to develop appropriate regulatory documentation.

Regulatory References

This standard uses references to the following regulatory documents:

1. World Federation for Medical Education: BASIC MEDICAL EDUCATION WFME GLOBAL STANDARDS FOR QUALITY IMPROVEMENT The 2015 Revision
2. World Federation for Medical Education: BASIC MEDICAL EDUCATION WFME GLOBAL STANDARDS FOR QUALITY IMPROVEMENT The 2020 Revision
3. Guidelines on the use of ECTS (European Credit Transfer and Accumulation System), approved at the Yerevan Conference of Ministers of Education on May 14-15, 2015.
4. Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015)
5. EFN (The European Federation of Nurses Associations) Competency Framework Adopted at the EFN General Assembly, April 2015, Brussels

Terms and Definitions

The following terms and definitions are used in this standard:

3.1 Academic mobility – the opportunity for students and academic staff to study or teach at other higher education institutions domestically or abroad, with subsequent recognition and transfer of credits.

3.2 Academic freedom – the right of academic staff and students to freely express opinions, conduct research, and publish results within the framework of professional responsibility.

3.3 Academic leadership – leadership in academic activities, including mission setting, educational programmes, teaching, research, and human resources policy.

3.4 Accreditation – a procedure for assessing the level of quality of an education organisation as a whole or of its individual educational programmes, carried out by an accreditation agency, through which compliance of the education organisation or educational programme with defined standards and criteria is recognised.

3.5 Validity of assessment – the extent to which an assessment method accurately measures the intended learning outcomes.

3.6 Vision – long-term aspirations and the desired future state of an educational programme or organisation.

3.7 Global health – awareness of major international health challenges and their impact on health policy and practice.

3.8 Evidence-based medicine (EBM) – clinical decision-making based on the best available scientific evidence, clinical expertise, and patient values.

3.9 European Credit Transfer and Accumulation System (ECTS) – a student-centred system for the accumulation and transfer of credits, based on the principles of transparency of learning, teaching, and assessment processes. Its purpose is to facilitate the planning, delivery, and evaluation of educational programmes and student mobility through recognition of learning

achievements, qualifications, and periods of study.

3.10 Credit transfer – the formal recognition of modules or courses successfully completed at another education organisation.

3.11 ECTS credits – a measure of the volume of learning based on defined learning outcomes and the associated student workload. Sixty ECTS credits correspond to the learning outcomes and workload of one full-time academic year or its equivalent, which usually comprises a range of educational components to which credits are allocated based on learning outcomes and workload. Credits are normally expressed as whole numbers.

3.12 Institutional autonomy – the independence of an education organisation in decision-making related to curricula, student admission, staffing policy, assessment, and allocation of resources.

3.13 Quality of an educational programme – the extent to which the level of competences achieved by students and graduates meets the requirements of educational standards and additional requirements established by the education organisation.

3.14 Qualification – a degree, diploma, or other official document issued by a competent authority attesting to the successful completion of a recognised educational programme.

3.15 Competences – the ability to apply knowledge, skills, and personal attributes in professional and learning contexts, defined in terms of responsibility and autonomy.

3.16 Assessment methods – a set of tools used to measure learner achievement, including tests, OSCE, Mini-CEX, portfolios, and other assessment instruments.

3.17 Mission – a strategic statement defining the purpose, values, and priorities of an education organisation and its programmes, providing the framework for all areas of activity.

3.18 Module – a course element within a system in which each course carries the same number of credits or a multiple thereof.

3.19 Reliability of assessment – the consistency and reproducibility of assessment results across repeated measurements.

3.20 Scientific method – a system of principles for generating and verifying knowledge, including hypothesis formulation, data collection, analysis, and reproducibility of findings.

3.21 Educational programme (EP) – a coherent set of objectives, intended learning outcomes, content, teaching and assessment methods, resources, and organisational mechanisms designed for the preparation of a specialist.

3.22 Feedback – systematic information provided to learners about their performance with the aim of supporting further learning and development.

3.23 Continuous renewal – a systematic process of reviewing and updating the mission, content, teaching methods, learning outcomes, and resources of an educational programme in response to developments in science, the healthcare system, and societal needs.

3.24 Learning outcomes – statements of what a learner is expected to know, understand, and be able to do upon completion of a learning process. Achievement of learning outcomes shall be assessed through established procedures based on clear and transparent criteria.

3.25 Social accountability – the orientation of the activities of an education organisation towards addressing the needs of society and the healthcare system.

3.26 Stakeholders – interested parties, including leadership, academic staff, students, administrative staff, employers, public authorities, patients, and society.

3.27 Student-centred learning – an approach to learning characterised by innovative teaching methods aimed at developing learning through interaction between teachers and learners, recognising learners as active participants in their own learning, and fostering skills such as problem-solving, critical thinking, and analytical reasoning.

3.28 Supervision – guided and monitored support of learners by a supervisor or mentor, ensuring safety and the provision of feedback.

3.29 Clinical rotation – a structured, time-limited phase of a learner's practical training at a clinical or practice-based site under supervision, aimed at competence development and gradual increase of responsibility.

3.30 Curriculum – a formalised description of the structure of an educational programme, including courses or modules, volume of learning, types of learning activities, assessment, and curricular sequencing.

3.31 Block teaching / Modular learning – an organisation of the educational process in which a course or block of courses is delivered in a concentrated format over a defined period (block).

Designations and Abbreviations

These standards use abbreviations and designations in accordance with the normative documents specified in paragraph 2. In addition, the following designations and abbreviations are used in these standards:

AC – Accreditation Council;

HEI – Higher Education Institution;

EEC – External Expert Commission;

IAAR – Independent Agency for Accreditation and Rating;

R&D – Research and Development (Research Activities);

CME – Continuing Medical Education;

CPD – Continuing Professional Development;

NQS – National Qualifications System;

EO – Education Organisation;

EP – Educational Programme;

SAR – Self-Assessment Report;

OSCE – Objective Structured Clinical Examination;

AS – Academic Staff;

Mass media – Mass media outlets;

ECTS – European Credit Transfer and Accumulation System;

ESG – Standards and Guidelines for Quality Assurance in the European Higher Education Area;

QF-EHEA – Qualifications Framework of the European Higher Education Area;

WFME – World Federation for Medical Education.

General Provisions

The main objectives of the implementation of the standards of the international initial accreditation of educational programmes of basic medical and pharmaceutical education:

- implementation of an accreditation model harmonised with the international practice of the quality assurance of education;
- assessment of the quality of education for improving the competitiveness of the system of higher and postgraduate education in the field of healthcare;
- encouraging the development of a quality culture in medical educational institutions
- promoting the improvement and continuous improvement of the quality of public health services in accordance with the requirements of a rapidly changing external environment;
- accounting and protection of the interests of society and consumer rights by providing reliable information about the quality of EP;
- use of innovation and scientific research;
- public announcement and dissemination of information on the results of the accreditation of the EO in the field of healthcare.

1. STANDARD "MISSION AND OUTCOMES"

1.1 Mission Definition

The education organisation shall:

1.1.1 Define the mission of the educational programme (EP) and communicate it to stakeholders and the healthcare sector.

1.1.2 Reflect in the mission of the educational programme its objectives and educational strategy aimed at preparing a competent graduate who:

- possesses fundamental knowledge, skills, and professional attitudes required to perform the roles and functions of a specialist;
- has a foundation for further career development in the healthcare field, including clinical practice, management, and research;
- demonstrates readiness for postgraduate education and a commitment to the principle of lifelong learning.

1.1.3 Ensure that the mission of the educational programme takes into account contemporary advances in biomedical, clinical, pharmaceutical, behavioural, and social sciences, and reflects current challenges and priorities of the healthcare system.

Indicative Areas for Review and Evaluation:

✓ *When preparing the self-evaluation report, it is recommended to describe the formulation of the institutional mission and the mission of the educational programme, as well as the relationship between them.*

✓ *How the mission is communicated to stakeholders and the healthcare sector, including through the official website, printed materials, presentations, meetings, and other channels.*

✓ *How the process of mission development is organised, including which groups were involved, such as academic staff, administration, students, and representatives of the healthcare sector, how opinions were collected, and how decisions were made.*

✓ *How the mission serves as a guiding reference for the educational programme, including how it defines programme objectives, shapes the educational strategy, and determines the structure of the programme.*

✓ *How alignment between the mission and the intended learning outcomes is ensured, including how learning outcomes correspond to the mission of the educational programme and the institutional mission.*

✓ *How the requirements of the healthcare sector are reflected in the mission, including which key professional roles and functions of graduates are addressed.*

✓ *How the mission reflects graduates' readiness for postgraduate education and commitment to the principle of lifelong learning.*

✓ *How contemporary advances in biomedical, clinical, pharmaceutical, behavioural, and social sciences are incorporated into the mission.*

✓ *How the mission reflects social accountability and the priorities of the healthcare system.*

1.2 Institutional Autonomy and Academic Freedom

The education organisation shall:

1.2.1 Possess institutional autonomy to approve and implement quality assurance policies, including the design of the educational programme and the allocation of the necessary resources.

1.2.2 Guarantee academic freedom for academic staff and learners in the delivery of the educational programme, as well as in the use of research outcomes to enrich and deepen course content.

Indicative Areas for Reflection in the Self-Evaluation Report:

✓ *The existence of an institutional mission, charter, and other official documents that enshrine the principles of institutional autonomy and academic freedom.*

✓ *How the university defines and exercises its autonomy in key areas, including the design and approval of educational programmes, the establishment of student assessment procedures, admission policies, and human resources policy.*

✓ *How responsibilities and decision-making powers related to the development and implementation of educational programmes are distributed between the administration, academic staff, and collegiate bodies.*

✓ *Which mechanisms ensure an appropriate balance between institutional autonomy and the requirements of the state, accreditation bodies, and the healthcare sector.*

✓ *How academic freedom of academic staff is formally established, including the right to choose teaching methods and to use up-to-date research to enrich course content within educational programmes.*

✓ *How academic freedom of learners is supported, including the choice of topics for coursework and research projects and participation in academic discourse.*

✓ *Which documents or regulations govern institutional autonomy and academic freedom, such as the institutional charter, academic policies, and internal regulations.*

1.3 Learning Outcomes

The education organisation shall:

1.3.1 Define the intended learning outcomes that learners are expected to achieve upon completion of the programme, including:

- achievement of foundational knowledge, skills, and professional attitudes;
- preparedness for a future career within the healthcare system;
- readiness for postgraduate education;
- orientation towards lifelong learning;
- consideration of the needs of society and the healthcare sector.

1.3.2 Foster in learners appropriate professional behaviour in relation to academic staff, peers, healthcare professionals, patients, and patients' relatives.

1.3.3 Ensure that the intended learning outcomes of the educational programme are publicly available.

1.3.4 Align the intended learning outcomes with the requirements of postgraduate levels of training.

1.3.5 Create opportunities for learners to be involved in research activities in the relevant field of healthcare.

1.3.6 Include learning outcomes related to global health issues.

Indicative Areas for Review and Evaluation:

✓ *When preparing the self-evaluation report, it is recommended to describe which intended learning outcomes are defined within the educational programme and how they reflect the knowledge, skills, and professional qualities required of graduates.*

✓ *How the intended learning outcomes are aligned with the mission of the educational programme and the institutional mission.*

✓ *Who participated in the development of the intended learning outcomes, including academic staff, administration, learners, representatives of the healthcare sector, and employers.*

✓ *How the intended learning outcomes are taken into account in the design of programme content and in the selection of teaching and assessment methods.*

- ✓ *How societal and healthcare system needs, including elements of social accountability, are reflected in the formulation of the intended learning outcomes.*
- ✓ *How the programme ensures the development of learners’ professional behaviour in relation to academic staff, peers, healthcare professionals, and patients.*
- ✓ *Which approaches are used to involve learners in research activities and to develop their critical thinking skills.*
- ✓ *How continuity is ensured between the intended learning outcomes of the programme and the competences required at postgraduate levels of training, including residency, master’s, and doctoral programmes.*
- ✓ *Which documents confirm the definition and publication of the intended learning outcomes, such as curricula, regulations, and internal policies.*
- ✓ *Completion of Table 1.3, presenting graduate generic competences, the corresponding intended learning outcomes, and the methods used to assess them.*

Table 1.3 Alignment of Generic Competences, Intended Learning Outcomes, and Assessment Methods

Generic competences	Intended learning outcomes for each competence	Assessment of learning outcomes

1.4 Participation in the Formulation of Mission and Learning Outcomes

The education organisation shall:

- 1.4.1 Ensure the involvement of key stakeholders, including learners, academic staff, employers, and the professional community, in the formulation of the mission and the intended learning outcomes.
- 1.4.2 Take into account the proposals and feedback of stakeholders in the development and refinement of the mission and the intended learning outcomes.

Indicative Areas for Reflection in the Self-Evaluation Report:

- ✓ *Who are identified as the main stakeholders, including administration, academic staff, learners, and representatives of the healthcare sector, and how they were involved in the formulation of the mission and intended learning outcomes.*
- ✓ *Which additional groups, such as employers, professional associations, and partner clinical training sites, were consulted during the development of the mission and intended learning outcomes.*
- ✓ *How the collection of stakeholder proposals and comments is organised and in which formats these inputs are documented, including minutes, reports, and surveys.*
- ✓ *How the outcomes of stakeholder discussions were communicated back to the participants involved in the process.*
- ✓ *Which documents provide evidence of stakeholder participation, such as meeting minutes, survey results, and letters of support.*

2. STANDARD "EDUCATIONAL PROGRAMME"

2.1 Educational Programme Model and Teaching Methods

The education organisation shall:

2.1.1 Define the specification of the educational programme, including the formulation of intended learning outcomes, the curriculum, and the qualification awarded upon successful completion of the programme.

2.1.2 Apply teaching and learning methods that motivate learners and develop their capacity for self-directed learning.

2.1.3 Ensure that the educational programme incorporates principles of equal access for learners to educational resources and learning opportunities.

2.1.4 Include programme components aimed at developing learners' skills in independent learning and critical analysis of information.

Indicative Areas for Reflection in the Self-Evaluation Report:

✓ Which academic degree and qualification are awarded upon completion of the educational programme.

✓ A brief description of the structure and content of the educational programme, including its curricular model, such as modular, spiral, or integrated.

✓ The year of initial implementation of the current educational programme and the year of its most recent revision.

✓ How the educational programme is designed and reviewed, including which stakeholders are involved, such as administration, academic staff, learners, advisory and collegiate bodies, representatives of the healthcare sector, and employers, how feedback is collected, and how decisions are made.

✓ Which major changes and additions were introduced during the most recent programme review.

✓ Which principles and approaches were applied in the design of the educational programme, including integrated learning strategies.

✓ Which teaching and learning methods are used, including clinical teaching, and how their alignment with contemporary educational principles is demonstrated.

✓ On which principles and needs analyses the selection of teaching and learning methods is based.

✓ How the content of the educational programme is updated in response to advances in science and healthcare practice.

✓ Examples of practices and enabling factors that support the effective application of teaching and learning methods.

✓ How learners are engaged in the educational process in ways that promote self-directed and independent learning.

✓ How the educational programme and applied teaching methods foster learners' ability to take responsibility for their own learning and support the development of lifelong learning skills.

✓ How the university anticipates and demonstrates that the applied teaching and learning methods ensure learners' readiness for lifelong learning.

2.2 Scientific Method

The education organisation shall:

2.2.1 Ensure that learners are introduced to the fundamentals of scientific methodology, including analytical and critical thinking, healthcare research methods, and the principles of evidence-based medicine.

2.2.2 Ensure regular updating of the content of the educational programme in accordance

with contemporary scientific evidence.

Indicative Areas for Reflection in the Self-Evaluation Report:

- ✓ *Which academic degree and qualification are awarded upon completion of the educational programme.*
- ✓ *A brief description of the structure and content of the educational programme, including its curricular model, such as modular, spiral, or integrated.*
- ✓ *How the educational programme was developed, including which groups were involved, such as administration, academic staff, learners, representatives of the healthcare sector, and employers, how proposals were collected, and how decisions were made.*
- ✓ *Which principles and approaches were applied in the design of the educational programme.*
- ✓ *Which teaching and learning methods are used, including clinical training where applicable, and how they align with the objectives of the educational programme.*
- ✓ *On what grounds teaching and learning methods were selected, including their alignment with intended learning outcomes and the needs of the healthcare sector.*
- ✓ *Which forms of learner engagement are used to support the development of self-directed learning skills and critical analysis of information.*
- ✓ *How the educational programme ensures equal access for learners to educational resources and learning opportunities.*

2.3 Basic Biomedical Sciences

The education organisation shall:

2.3.1 Define and incorporate within the educational programme the contribution of the basic biomedical sciences to ensure that learners develop an understanding of the scientific knowledge, concepts, and methods that underpin the acquisition and practical application of clinical knowledge.

2.3.2 Adjust and update the educational programme in line with advances in the biomedical sciences and the evolving needs of the healthcare system.

Indicative Areas for Review and Evaluation:

- ✓ *When preparing the self-evaluation report, it is recommended to present the list of basic biomedical disciplines included in the educational programme (Table 2.3).*
- ✓ *How the content selection and time allocation for basic biomedical disciplines are determined, including which parties were involved, such as administration, academic staff, and collegiate bodies, and which criteria were applied.*
- ✓ *How basic biomedical disciplines are integrated with clinical and other subjects at different stages of the educational programme.*
- ✓ *How learners develop an understanding of the scientific knowledge, concepts, and methods that underpin the acquisition of clinical knowledge.*
- ✓ *How advances in the biomedical sciences and the needs of the healthcare system were taken into account when designing programme content.*
- ✓ *Which documents confirm the inclusion and distribution of basic biomedical disciplines, including curricula and course syllabi.*

Table 2.3 Basic disciplines

Core basic sciences	Year of study/course			Number of credits/hours			Teaching and Learning Methods	Evaluation methods
	1	2	3	Lectures	Practical lesson	Laboratory classes		

2.4 Behavioral, Social Sciences and Medical/Pharmaceutical Ethics

The education organisation shall:

2.4.1 Include within the educational programme elements of behavioural and social sciences, medical/pharmaceutical ethics, and medical law.

2.4.2 Ensure that the educational programme incorporates components reflecting developments in behavioural and social sciences, medical/pharmaceutical ethics, and medical law, and takes into account the relevant social and cultural context.

Indicative Areas for Reflection in the Self-Evaluation Report:

✓ *The list of disciplines related to behavioural and social sciences, medical/pharmaceutical ethics, and medical law included in the educational programme (Table 2.4).*

✓ *The criteria for the selection of these disciplines and the allocation of study time, including which parties were involved in decision-making, such as administration, academic staff, and collegiate bodies.*

✓ *The contribution of these disciplines to the educational programme, including the understanding of socio-economic, demographic, and cultural determinants of health and disease.*

✓ *The contribution of these disciplines to developing knowledge of the healthcare system and patient rights.*

✓ *The contribution of these disciplines to the development of communication skills, clinical and pharmaceutical decision-making skills, and adherence to ethical standards.*

✓ *How advances in behavioural and social sciences, medical/pharmaceutical ethics, and medical law, as well as the social and cultural context, were taken into account in the design of programme content.*

✓ *Which approaches are used to foster learners' professional responsibility and ethical attitudes.*

✓ *Which documents confirm the inclusion of these disciplines in the educational programme, including curricula, course syllabi, and methodological materials.*

Table 2.4 Behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence (example)

Behavioral and Social Sciences	Year of study/course					Number of credits/hours		Teaching methods	Evaluation methods
	1	2	3	4	5	Lectures	Practical lessons		

2.5 Medical/Pharmaceutical Sciences and Skills

The education organisation shall:

2.5.1 Define and incorporate within the educational programme the contribution of clinical/pharmaceutical sciences to ensure that graduates achieve an adequate level of knowledge and skills to commence professional practice.

2.5.2 Ensure that learners gain practical experience in relevant clinical and practice-based settings, including interaction with patients and participation in disease prevention activities.

2.5.3 Determine the amount of time allocated to the study of core clinical and profile-specific disciplines.

2.5.4 Organise teaching and learning with primary attention to the safety of the educational environment and patient safety, including an appropriate level of supervision and oversight of learners' activities at clinical and practice-based training sites.

2.5.5 Take into account advances in science and technology, as well as the needs of the healthcare system, when developing the content of the educational programme.

2.5.6 Ensure early contact of each learner with real patients and service users, with a gradual expansion of participation and scope of responsibility, including:

- involvement in patient examination and/or treatment under supervision in appropriate clinical settings;

- participation in sanitary and epidemiological surveillance procedures, including inspection and/or assessment of facilities under supervision at relevant practice-based sites, such as sanitary and epidemiological expertise centres, territorial departments of sanitary and epidemiological control (including transport-related services), disinfection organisations, and healthcare institutions;

- counselling patients on the rational use of medicinal products in appropriate practice-based settings.

2.5.7 Structure the acquisition of clinical and practice-based skills in accordance with the stage of progression within the educational programme.

Indicative Areas for Review and Evaluation:

- ✓ *When preparing the self-evaluation report, it is recommended to describe the intended learning outcomes and graduate competences related to clinical and pharmaceutical sciences, including the knowledge, skills, and professional attributes that graduates are expected to acquire.*

- ✓ *How the list of core and profile-specific disciplines included in the educational programme is defined, including their volume expressed in credits or hours, with completion of Table 2.5.1 “Profile-Specific Disciplines”.*

- ✓ *How student time is distributed across different forms of practical training, including clinical practice, pharmaceutical practice, sanitary and epidemiological surveillance, and other relevant forms.*

- ✓ *How the educational programme ensures early contact of learners with patients and a gradual expansion of their scope of responsibility.*

- ✓ *Which forms of practical training are implemented and in which settings they take place, such as inpatient facilities, outpatient clinics, pharmaceutical organisations, and production sites.*

- ✓ *Which teaching and learning methods are applied for the delivery of clinical and pharmaceutical disciplines, including lectures, practical and laboratory classes, simulation-based learning, and training in real practice settings.*

- ✓ *Which assessment methods are used to evaluate learners' knowledge, skills, and professional behaviour, such as examinations, pass/fail assessments, testing, practical skills assessments, and OSCE, where applicable.*

- ✓ *How the safety of the educational environment for learners and patients is ensured, including appropriate levels of supervision and oversight.*

✓ Which documents confirm the organisation of practical training, including curricula, course syllabi, and agreements with clinical and practice-based training sites.

Table 2.5.1 Profile-Specific Disciplines

Profile disciplines	Year of study/course					Number of credits/hours			Teaching methods	Evaluation methods	Training base
	1	2	3	4	5	Lectures	Practical lesson	Production practice			

Table 2.5.2 Training rotations

Profile disciplines	Number of weeks	Number of hours	Learning outcomes	Training base

2.6 Structure of the Educational Programme, Content and Duration

The education organisation shall:

2.6.1 Describe the content, volume, and sequencing of courses/modules, ensuring an appropriate balance between basic biomedical, behavioural, social, and clinical/profile-specific disciplines.

2.6.2 Envisage horizontal integration of related sciences and disciplines.

2.6.3 Envisage vertical integration of clinical and subspecialty sciences with basic biomedical, behavioural, and social sciences.

2.6.4 Provide opportunities for elective courses and define a clear balance between the compulsory and elective components of the educational programme.

2.6.5 Reflect, within the description of the educational programme, its linkage to occupational medicine and environmental health-related aspects.

Indicative Areas for Review and Evaluation:

When preparing the Self-Evaluation Report, it is recommended to reflect the following:

✓ *description of the structure of the educational programme, including the duration of study (in years and semesters) and the total workload in credits/hours*

✓ *list of compulsory courses/modules and elective components with indication of their workload*

✓ *balance between basic biomedical, behavioural, social, and clinical/profile-specific disciplines*

✓ *elective courses/modules available to students and the procedure for their selection*

✓ *distribution of time across the main forms of learning (lectures, seminars, laboratory classes, practical training, independent study)*

✓ *approaches used to ensure horizontal and vertical integration of disciplines (for example, early introduction of clinical cases or interdisciplinary modules)*

✓ *the way occupational medicine and environmental factors affecting population health are addressed within the programme*

✓ *existence of elements related to health promotion and preventive medicine*

✓ *documents confirming the structure and content of the programme (curricula, course syllabi, elective catalogues)*

✓ *a summary of the programme structure presented in tabular format (courses/modules and their duration)*

2.7 Programme Management

The organisation of education shall:

2.7.1. establish procedures for the development, approval, and regular review of the educational programme.

2.7.2. define a body or committee, led by an academic leader, responsible for planning and implementation of the educational programme.

2.7.3. ensure the participation of teaching staff, students, and representatives of clinical/industrial bases in the governance of the educational programme.

2.7.4. provide for the consideration and implementation of innovations in the educational programme.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to reflect the following:

✓ *which structural units and/or committees within the university are responsible for planning, developing, and approving the educational programme (EP)*

✓ *the composition, powers, and responsibilities of the programme management bodies*

✓ *who is responsible for determining the content of the educational programme and approving the curriculum*

✓ *how academic staff, students, and representatives of clinical/industrial bases are involved in the programme management process*

✓ *how the participation of academic staff, students, and external representatives is documented (minutes of meetings, surveys, reports)*

✓ *what approaches are used for introducing innovations into the educational process*

✓ *documents confirming programme governance (policies, regulations, meeting minutes)*

2.8 Communication with Medical/Pharmaceutical Practice and Healthcare System

The organisation of education shall:

2.8.1. ensure continuity between the educational programme (EP) and the subsequent stages of professional training or practical activity that graduates will undertake upon completion of their studies

2.8.2. take into account the conditions of graduates' future professional activity and, where necessary, adjust the educational programme accordingly

Indicative Areas for Review and Evaluation:

When preparing the self-assessment report, it is recommended to reflect:

✓ *how continuity between the educational programme and subsequent stages of training (residency, master's programmes, etc.) and graduates' professional practice is ensured;*

✓ *which disciplines and types of practical training are included at the final stage of the programme and how they prepare students for the transition to postgraduate education and professional activity;*

✓ *how the conditions of graduates' future professional activity were taken into account when designing the programme content (requirements of the healthcare sector, specific features of clinical and production bases);*

✓ *who participated in discussing issues of programme continuity (teaching staff, employers, representatives of clinical bases, professional community);*

✓ *which documents confirm the reflection of continuity in the educational programme (curricula, course syllabi, regulations, minutes of meetings).*

3. STANDARD "STUDENT ASSESSMENT POLICY"

3.1 Assessment Methods

The organisation of education shall:

3.1.1. define and approve the core principles and methods of student assessment, including examination formats, criteria for establishing pass marks, and procedures for resits;

3.1.2. ensure that assessment procedures cover knowledge, skills, attitudes, and professional behaviour;

3.1.3. ensure the use of assessment methods and formats aligned with the aims and learning outcomes, taking into account the level of learners' training;

3.1.4. provide for the possibility of independent review of assessment processes and methods;

3.1.5. ensure that assessment methods and outcomes exclude conflicts of interest and are accompanied by an appeal procedure;

3.1.6. ensure transparency of assessment procedures and results, and timely inform students about assessment criteria and methods;

3.1.7. provide for documentation of the assessment methods used and their periodic analysis.

Indicative Areas for Review and Evaluation:

When preparing the self-assessment report, it is recommended to describe:

✓ *the existence of an approved policy and procedures for student assessment, as well as the ways in which information is communicated to students and faculty (website, curricula, methodological materials, regulations);*

✓ *the main assessment methods and criteria, examination formats, procedures for setting pass marks, and rules for resits;*

✓ *the ways in which assessment procedures cover knowledge, skills, attitudes, and students' professional behaviour;*

✓ *how assessment methods and formats are aligned with the aims and intended learning outcomes of the educational programme;*

✓ *the organisation of the assessment process, including the distribution of responsibilities between administration, faculty members, and examination committees;*

✓ *the availability of appeal procedures and the ways students are informed about the possibility to submit appeals;*

✓ *the measures taken to ensure transparency of assessment procedures and results;*

✓ *the documents confirming the organisation and functioning of the assessment system (regulations, procedures, minutes of meetings).*

3.2 The Relationship between Assessment and Learning

The organisation of education shall:

3.2.1. use assessment methods that are aligned with the intended learning outcomes and teaching methods, ensuring the achievement of the stated educational outcomes and maintaining a balance between formative and summative assessment

3.2.2. where necessary, adjust the number and nature of examinations in accordance with the learning objectives

3.2.3. ensure the provision of timely, specific, constructive, and fair feedback to students based on assessment results

Indicative Areas for Review and Evaluation:

When preparing the self-assessment report, it is recommended to reflect the following:

✓ *the extent to which assessment methods correspond to the intended learning outcomes and the applied teaching methods*

- ✓ *a correspondence table demonstrating the alignment between learning outcomes, teaching methods, and assessment methods*
- ✓ *the way in which a balance between formative (continuous) assessment and summative assessment is ensured*
- ✓ *the number and forms of examinations for the main sections or modules of the programme and their alignment with learning objectives*
- ✓ *the procedures by which the number and nature of examinations are adjusted, where necessary*
- ✓ *the manner in which students are provided with timely, specific, constructive, and fair feedback on assessment results*
- ✓ *documents confirming the organisation of assessment and feedback processes, including policies, regulations, curricula, and methodological materials*

4. STANDARD "STUDENTS"

4.1 Admission and Selection Policy

The organisation of education shall:

- 4.1.1. develop and approve an admission policy based on the principles of objectivity, including a clear description of student selection procedures;
- 4.1.2. have an admission policy for applicants with special educational needs in accordance with the applicable legislation and shall provide appropriate conditions to support their education;
- 4.1.3. have policies and practices governing the transfer of students from other educational organisations, including international institutions;
- 4.1.4. ensure alignment between the admission policy, the mission of the organisation of education, the educational programme, and the expected attributes and competencies of graduates;
- 4.1.5. establish and implement an appeals procedure for admission decisions.

Indicative Areas for Review and Evaluation:

When preparing the Self-Evaluation Report, it is recommended to address the following:

- ✓ *How the admission and selection policy is aligned with the mission of the organisation of education, the educational programme, and the expected attributes and qualities of graduates.*
- ✓ *Compliance of the admission policy with national regulatory and legislative requirements.*
- ✓ *The academic criteria established for admission to the educational programme.*
- ✓ *A concise description of the admission and selection procedure, including the stages of the process, selection criteria, and the bodies or individuals responsible for decision-making.*
- ✓ *The existence of an admission policy for applicants with special educational needs and the conditions provided to support their education.*
- ✓ *Procedures governing the transfer of students from other educational organisations, including international institutions.*
- ✓ *The mechanism for submitting and reviewing appeals related to admission decisions and the ways in which applicants are informed about this procedure.*
- ✓ *The bodies responsible for the admission policy, including their roles, functions, and authorities.*
- ✓ *Documents confirming the organisation and implementation of the admission process, such as policies, regulations, admission rules, and minutes of admissions committee meetings.*
- ✓ *Admission statistics for the available period, including the number of applications received, the number of students admitted, and the number of students enrolled in the first year of study.*

Table 4.1.1 Passing score for admission to the EO (if this technique is used)

Years	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..
Passing score					

Table 4.1.2 Number of Applicants and Number of Students Admitted

Years	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..
Number of Applicantse					
Number of Students Admitted					

Table 4.1.3 The number of enrolled students for the first year and the total number of students enrolled in this educational programme

Number of students	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..
First year					
General					

Table 4.1.4 Number of Students Admitted and Withdrawn from the Educational Programme

Number of Students	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..
First Year					
Total					

Table 4.1.5 Information about students in this educational programme

Categories of students	Academic year							Total
	1	2	3	4	5	6	7	
Expelled								
Expelled for academic reasons								
Transferred to another EO								
Transferred from another EO								
Repeat academic year								
Repeated completion of required clinical rotations or disciplines								
Academic leave								

4.2 Recruitment of Students

The organisation of education shall:

4.2.1. determine the number of students to be admitted in accordance with the resources and capacities of the organisation of education at all stages of implementation of the educational programme;

4.2.2. take into account the views of stakeholders when determining student intake in order to meet the needs of the healthcare system and society;

4.2.3. provide for the possibility of reviewing the number and composition of admitted students in response to changing needs of the healthcare system and society.

Indicative Areas for Review and Evaluation:

When preparing the Self-Evaluation Report, it is recommended to reflect on the following:

✓ *Data on the number of students admitted to the educational programme over the available period (for example, for the last 1–2 years), including distribution by categories (state-funded / fee-paying, domestic / international students).*

✓ *How the number of admitted students corresponds to the resources of the organisation of education (human resources, material and technical infrastructure, clinical bases).*

✓ *The procedure for determining the number of available places for admission and the bodies responsible for making the relevant decisions.*

✓ *How the opinions of stakeholders (for example, healthcare authorities and employers) were taken into account when determining the number of students to be admitted.*

✓ *How transparency of information on student intake is ensured (official website, admissions committee, information materials for applicants).*

✓ *Documents confirming the determination and publication of the number of available places (admission rules, decisions of authorised bodies, information materials).*

4.3 Counseling and Supporting Students

The organisation of education shall:

- 4.3.1. organise a system of academic advising for students.
- 4.3.2. provide a student support programme aimed at meeting social, financial and personal needs, while ensuring the confidentiality of counselling.
- 4.3.3. establish mechanisms for obtaining feedback from students regarding the conditions and organisation of the educational process.
- 4.3.4. ensure the issuance to students of documents certifying the awarded qualification (diploma) and the diploma supplement (transcript) upon completion of the programme.
- 4.3.5. take into account the needs of different groups of students and provide opportunities for the individualisation of educational pathways.
- 4.3.6. provide academic advising that includes issues of professional orientation and career planning.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to reflect the following aspects:

- ✓ *the organisation of the academic advising system for students, including the bodies or persons responsible for its functioning and the ways in which students are informed about the available advising opportunities;*
- ✓ *the types of advising provided, including academic, social and career advising and, where appropriate, psychological support;*
- ✓ *the mechanisms used to obtain feedback from students on the conditions and organisation of the educational process;*
- ✓ *the ways in which the needs of different groups of students are taken into account and opportunities for the individualisation of educational pathways are created;*
- ✓ *the existence of a student support programme aimed at meeting social and personal needs, including measures to ensure the confidentiality of counselling;*
- ✓ *the organisation of career advising and professional orientation for students;*
- ✓ *the documents confirming the provision of advising and student support, such as regulations, internal policies, procedures and activity plans;*
- ✓ *the provision of documents certifying the awarded qualification (diploma) and the diploma supplement (transcript) to students upon completion of the programme.*

4.4 Representation of Students

The organisation of education shall:

- 4.4.1. establish a policy for student representation and participation in discussions of the mission, as well as in the development and evaluation of the educational programme.
- 4.4.2. ensure appropriate conditions for student engagement and the activities of student organisations, including academic, professional and social initiatives.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to reflect the following aspects:

- ✓ *the existence of approved policies or regulations that formalise student participation in discussions of the mission and the educational programme.*
- ✓ *the forms of student participation in governance and advisory bodies, for example representation in committees and working groups.*
- ✓ *the conditions created to support student engagement and the functioning of student organisations, including academic, professional and social associations.*
- ✓ *the mechanisms applied to support student organisations, including informational, methodological and organisational support.*

✓ *the documents confirming student participation, such as policies, regulations, minutes of meetings and decisions of collegial bodies.*

5. STANDARD "ACADEMIC STAFF/FACULTY"

5.1 Selection and Recruitment Policy

The organisation of education shall develop and approve a policy for the selection and recruitment of staff, which shall:

5.1.1. define the categories and responsibilities of teachers in the basic biomedical sciences, behavioural and social sciences, clinical and pharmaceutical disciplines, and shall ensure an appropriate balance between teachers with medical, non-medical and pharmaceutical backgrounds.

5.1.2. take into account criteria related to educational, clinical and, where applicable, scientific achievements, including an appropriate combination of teaching, research activities and other academic or professional functions.

5.1.3. define the duties and responsibilities of academic staff/teachers in the main disciplinary areas, with the possibility of subsequent monitoring and evaluation of their performance.

5.1.4. allow the selection and recruitment policy to take into account factors such as alignment with the mission of the education organisation, economic capacity, and significant regional characteristics.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to reflect the following aspects:

✓ *the existence of an approved policy for the selection and recruitment of staff, including relevant institutional documents, orders and regulations.*

✓ *the qualification requirements for teachers, including level of education, professional training and work experience.*

✓ *the manner in which the recruitment policy ensures an appropriate balance of teaching staff across biomedical, social, clinical and pharmaceutical disciplines.*

✓ *the alignment of the academic staff composition with the needs of the educational programme, including the number, qualifications and professional profiles of teachers.*

✓ *the availability of teachers with relevant practical experience in the corresponding professional field.*

✓ *documentary evidence supporting staff selection and recruitment processes, including regulations, orders and internal procedures.*

✓ *completion of Tables 5.1.1 and 5.1.2 in order to present the actual composition of academic staff.*

Table 5.1.1 Academic staff of departments delivering basic disciplines

Disciplines	Full-time					Part-time (adjunct) staff	The number of part-time practitioners with at least 10 years of experience
	Professor	Docent / associate professor	Assistant/Assistant Professor	Laboratory assistant	Vacant bids		

Table 5.1.2 Academic staff of departments delivering clinical / specialised disciplines

Disciplines	Full-time					Part-time (adjunct) staff	The number of part-time practitioners with at least 10 years of experience
	Professor	Docent / associate professor	Assistant/Assistant Professor	Laboratory assistant	Vacant bids		

5.2 Employee Activity and Development Policy

The organisation of education shall develop and approve a staff activity and development policy, which shall be aimed at:

5.2.1. ensuring a reasonable balance between teaching, research activities (where applicable), and other functions, as well as recognising significant academic achievements

5.2.2. ensuring that teaching staff possess an adequate level of subject-specific knowledge within the disciplines taught and providing opportunities for training, upskilling, and continuous professional development

5.2.3. establishing indicative teacher-to-student ratios depending on the components of the educational programme

5.2.4. providing conditions for the professional development of staff and for career planning and progression

Indicative Areas for Review and Evaluation:

When preparing the self-assessment report, it is recommended to reflect the following aspects:

✓ *the availability of an approved staff activity and development policy, including relevant regulations, internal rules and orders*

✓ *how an adequate level of subject-specific knowledge of teaching staff within the disciplines taught is ensured*

✓ *what opportunities are provided for further training and continuous professional development, including courses, training programmes and mentoring*

✓ *the existence of induction training and mentoring practices for newly appointed teaching staff*

✓ *how the staff policy takes into account the teacher-to-student ratio across different components of the educational programme*

✓ *what mechanisms are in place to support professional development and career planning for staff members*

✓ *documentary evidence supporting staff activity and development, including regulations, professional development plans and minutes of meetings*

6. STANDARD "EDUCATIONAL RESOURCES"

6.1 Material and Technical Base

The organisation of education shall:

6.1.1. ensure the availability of adequate physical facilities and infrastructure required for the implementation of the educational programme, as well as a safe learning environment for staff and students

6.1.2. provide for the renewal and further development of physical facilities and infrastructure, taking into account changes in educational practice

Indicative Areas for Review and Evaluation:

When preparing the self-assessment report, it is recommended to reflect the following aspects:

✓ *description of the existing infrastructure (teaching buildings, laboratories, libraries, ICT infrastructure, clinical and production bases) supporting the implementation of the educational programme;*

✓ *how the adequacy of available resources for the educational process is ensured (teaching facilities, equipment, learning materials, access to electronic resources);*

✓ *measures in place to ensure a safe learning environment for students and staff (health and safety regulations, induction and briefing procedures, allocation of responsibilities);*

✓ *mechanisms for collecting feedback from students and academic staff on the condition and adequacy of physical facilities and infrastructure;*

✓ *availability of documents confirming the use of resources (acceptance certificates, agreements with clinical bases, orders related to the provision of equipment for laboratories and classrooms);*

✓ *description of plans for the gradual development and renewal of physical facilities and infrastructure within available resources.*

6.2 Resources for Practical Training

The organisation of education shall:

6.2.1. provide resources for ensuring clinical and practical experience for students, including diversity of categories of patients or service users, availability of clinical and production bases, and an appropriate level of supervision and oversight.

6.2.2. ensure the evaluation and adaptation of conditions for clinical and practical training with due consideration of the current needs of the population.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to address the following aspects:

✓ *a list and brief description of the clinical and production bases used for practical training, indicating their profile, departments, capacity, and existing agreements with organisations.*

✓ *the conditions under which students obtain practical experience, including inpatient and outpatient settings, laboratories, pharmaceutical institutions, centres of sanitary and epidemiological control, and other relevant environments.*

✓ *the ways in which diversity of categories of patients or service users is ensured for the acquisition of core practical skills.*

✓ *the availability of mentorship and supervision during practical training, including the distribution of responsibilities between academic staff and supervisors from the training bases.*

✓ *a description of the basic mechanisms used to verify the alignment of clinical and production settings with the objectives of the educational programme.*

- ✓ *documentary evidence confirming the organisation of practical training, such as agreements, institutional orders, and protocols for the allocation of students to training bases.*
- ✓ *the possibility to revise and expand the list of training bases in accordance with the needs of the educational programme and the healthcare system.*
- ✓ *completion of Tables 6.2.1 and 6.2.2 to demonstrate the actual capacity and opportunities for practical training.*

Table 6.2.1 Characteristics of clinical bases

No	Name of the base/branch and date of conclusion of the contract	Legal address	Bed fund (if available)	Name of clinical disciplines	Number of study groups or clinical rotations	Number of study rooms/classrooms

Table 6.2.2 Characteristics of production bases

No	Types, name of practices	Year of study					How is the practice distributed in the semester (in parallel with the study of disciplines / separately, in separate terms)	Production base	The position of the head from the practice base
		1	2	3	4	5			

6.3 Information Technology

The organisation of education shall:

- 6.3.1. develop and approve a policy ensuring the effective and ethical use of information and communication technologies (ICT).
- 6.3.2. ensure access to web resources and other electronic information sources.
- 6.3.3. provide teaching staff and students with access to healthcare information systems and learning resources through the use of modern ICT.

Indicative Areas for Review and Evaluation:

In preparing the self-evaluation report, it is recommended to reflect:

- ✓ *the existence of an approved (or developed) policy on the use of information and communication technologies (ICT) within the educational programme.*
- ✓ *the range of electronic resources available to students and teaching staff, including electronic libraries, web resources, learning platforms and databases.*
- ✓ *the conditions of access to ICT, including the availability of a learning management system (LMS), access to online courses, internal educational resources, and internet connectivity in academic buildings and clinical training bases.*
- ✓ *the ways in which equal access to electronic resources is ensured for students and teaching staff.*
- ✓ *the availability of documents confirming the use of ICT, such as policies, orders and guidelines.*
- ✓ *a brief description of plans for expanding and improving the use of ICT in the educational process.*

6.4 Research and Scientific Achievements

The organisation of education shall:

- 6.4.1. use achievements and outcomes of scientific research in medicine and pharmacy as a foundation for the educational programme.

6.4.2. develop and approve a policy aimed at reflecting the interrelationship between scientific research and the educational process.

6.4.3. envisage the involvement of students in scientific activity and foster their interest in research work in the field of healthcare.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to reflect the following aspects:

✓ *the availability within the university of units and resources that may be used within the educational programme to create a research environment, including laboratories, departments, clinical bases and student research clubs.*

✓ *examples of integrating achievements of contemporary research into the content of disciplines, such as updated lecture topics and the use of recent data and publications in teaching and learning materials.*

✓ *a description of the policy or institutional approach aimed at reflecting the relationship between scientific research and the educational process, for example regulations on student research activities or departmental research plans.*

✓ *forms of student involvement in research activities, including participation in research clubs, student scientific conferences, and the preparation of course papers or final qualification works with a research component.*

✓ *the way in which the programme contributes to the development of students' basic research competences, such as critical thinking, working with academic literature and the fundamentals of evidence-based medicine.*

✓ *the availability of documentary evidence confirming student participation in research activities, including orders, conference programmes, collections of abstracts and departmental reports.*

✓ *brief information on plans to expand research opportunities for students, for example through the development of research clubs or the introduction of basic research modules within the curriculum.*

✓ *completion of Tables 6.4.1 and 6.4.2 to the extent possible, with an emphasis on local initiatives and student participation in conferences and projects, even at an initial level.*

Table 6.4.1 Main directions of scientific research of the EO (within the framework of the educational programme)

Name of the topic of scientific projects/programmes	The customer and the source of financing	Full name of the head	Deadlines for execution	Co-executing organisations, including foreign ones	Number of local (country) publications	Number of publications in the near and far abroad	The number of copyright certificates, pre-patents, patents, and other security documents	Number of implemented scientific and technical developments

Table 6.4.2 Information on the participation of students currently studying in scientific research

Name of scientific projects/research	Participation of students (number)	Published Articles (number)	Participation in local, international conferences/presentations (number)

6.5 Expertise in the Field of Education

The organisation of education shall:

6.5.1. provide access to educational expertise in the processes and practices of medical and pharmaceutical education, including the possibility of engaging specialists and experts at different levels.

6.5.2. ensure the use of internal and/or external educational expertise in the development of staff capacity and in the introduction of contemporary approaches in medical and pharmaceutical education.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to reflect the following aspects:

✓ *the existence within the education organisation of practices of educational expertise, for example the review of curricula, course syllabi and assessment materials.*

✓ *the structural units or working groups that may be involved in conducting educational expertise, including their functions and areas of responsibility.*

✓ *the documents regulating the use of educational expertise in the development and revision of programmes and teaching methods, such as policies, regulations and orders.*

✓ *the forms of involvement of internal specialists, including academic staff, methodologists and mentors, in the review of teaching and learning materials and assessment tools.*

✓ *examples of initial use of external experts, for instance peer review of syllabi or participation of employers or healthcare practitioners in programme discussions.*

✓ *the participation of academic staff and employees in activities related to educational expertise, including internal seminars, methodological meetings and conferences on medical or pharmaceutical education.*

✓ *a description of how educational expertise contributes to the improvement of programmes, teaching methods and assessment at the current stage.*

✓ *the existence of plans for further development of educational expertise practices, for example expanding the pool of experts, establishing a database of internal reviewers, and developing a research culture in education.*

6.6 Exchange in the Field of Education

The organisation of education shall:

6.6.1. develop and approve a policy for cooperation with educational organisations, providing for academic mobility of staff and students.

6.6.2. provide for the participation of academic staff and students in academic mobility programmes at national and international levels.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, the following aspects should be addressed:

✓ *the existence of a cooperation policy, including which internal regulations or local acts define the organisation's approach to academic mobility and cooperation with other educational organisations.*

- ✓ *forms of cooperation, including a description of initial agreements or arrangements with national and, where applicable, international universities, clinical bases or research centres, and the areas covered by such agreements (educational, clinical, research).*
- ✓ *academic mobility, including data on cases of participation of students and academic staff in academic mobility activities (for example, short-term placements, participation in conferences, elective courses at partner institutions).*
- ✓ *support for participation, including a description of organisational support mechanisms for mobility (orders, appointment of responsible persons, student advising, arrangements with host organisations).*
- ✓ *documentary evidence, including the availability of cooperation agreements, orders, minutes of meetings and reports on the outcomes of participation in mobility programmes.*
- ✓ *resources and opportunities, including which organisational and human resources the organisation can allocate to support the mobility of students and academic staff.*
- ✓ *development plans, including planned steps to expand academic mobility and educational exchange (for example, concluding new agreements, expanding the range of programmes, preparing students for participation in international projects).*

7. STANDARD "PROGRAMME EVALUATION"

7.1 Monitoring and Evaluation Mechanisms of the Programme

The organisation of education shall:

7.1.1. provide procedures for monitoring and evaluation of the educational programme, covering learning outcomes and students' academic progress.

7.1.2. develop and approve a mechanism for evaluation of the educational programme, including analysis of its structure and components, indicators of students' academic performance, and identification of problematic aspects.

7.1.3. provide for programme evaluation that includes analysis of the educational process, programme structure, and students' achievements.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to address the following aspects.

✓ *the existence of basic procedures, including which monitoring and evaluation procedures for the educational programme are approved within the organisation (local regulations, orders, policies).*

✓ *governance and responsibility, including which body or group (for example, a teaching and learning committee, quality committee or working group) is responsible for collecting and analysing data on programme implementation.*

✓ *data collected, including which indicators are available at the current stage (students' academic performance, results of examinations and assessments, data on academic progress, feedback from students and academic staff).*

✓ *use of feedback, including how the views of students and academic staff are taken into account when identifying problematic aspects and making adjustments to the programme.*

✓ *initial analytical mechanisms, including how the primary analysis of the programme structure and its components is carried out and which tools are used (departmental reports, minutes of meetings, survey results).*

✓ *identification of problems and corrective actions, including how identified non-conformities are recorded and which steps are taken to address them.*

✓ *availability of information, including how monitoring results are communicated to academic staff, students and administration (for example, through departmental meetings, reports, internal communications).*

✓ *documentary evidence, including which documents confirm the existence of programme monitoring and analysis procedures (policies, minutes of meetings, reports of academic and methodological units).*

7.2 Feedback from the Teacher and the Student

The organisation of education shall:

7.2.1. provide for the collection and consideration of feedback from academic staff and students.

7.2.2. use the feedback received to adjust and improve the educational programme.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to address the following aspects:

✓ *how the organisation of education organises the systematic collection of feedback from students, graduates and academic staff, including questionnaires, interviews, focus groups and electronic tools.*

✓ *the regularity and coverage of feedback collection, including how often and in which areas data on the educational process and learning outcomes are collected, as well as evaluation of the learning environment and conditions of the educational programme.*

✓ *analysis and interpretation of feedback, including which mechanisms are used to analyse the collected information and how objectivity, reliability and representativeness of the data are ensured.*

✓ *feedback on misconduct, including whether procedures are in place to identify and review cases of unethical practice or inappropriate behaviour by academic staff or students, including the existence of legal or disciplinary consequences, and how confidentiality and protection of participants are ensured.*

✓ *use of results, including how the organisation of education uses feedback results to review and improve the educational programme, curricula, teaching methods and assessment practices.*

✓ *involvement of academic staff and students, including how they are informed about the results of surveys and subsequent actions, and how they are involved in the process of adjusting and improving the educational programme.*

✓ *use of results in quality management, including whether data from surveys and other feedback tools are taken into account in decision-making related to programme revision, strategic planning and development of the learning environment.*

7.3 Educational Achievements of Students

The organisation of education shall:

7.3.1. provide for the analysis of students' academic performance in line with the mission of the organisation of education, the intended learning outcomes and the structure of the educational programme.

7.3.2. take into account the entry level of students when analysing their academic performance and use the results of this analysis for programme adjustment and for academic advising and counselling of students.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to reflect:

✓ *collection of academic performance data, including which key indicators are recorded by the organisation of education, such as grade point average, results of interim and final assessments, examinations, and practical training.*

✓ *analysis of learning achievements, including how a basic analysis of students' academic performance is conducted and how strengths and weaknesses are identified.*

✓ *alignment with learning outcomes, including how the analysis of academic performance is linked to the intended learning outcomes of the educational programme.*

✓ *consideration of prior educational level, including how the organisation takes into account the entry level of knowledge and skills of admitted students when analysing their academic performance.*

✓ *use of data to support students, including examples of how the results of academic performance analysis are used for student counselling, organisation of additional classes, or revision of teaching and learning materials.*

✓ *use of data for programme adjustment, including how analysis results are applied for initial adjustment of individual disciplines or elements of the educational programme.*

✓ *documentary evidence, including which reports, minutes, summary tables, and orders confirm the collection and analysis of data on students' academic achievements.*

7.4 Stakeholder Engagement

The organisation of education shall:

7.4.1. provide for the involvement of key stakeholders in the process of evaluation of the educational programme.

7.4.2. ensure that stakeholders have access to information on programme evaluation and take into account their feedback on the quality of graduates' training.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to reflect the following aspects:

✓ *how internal participants, including academic staff and students, are involved in the discussion and evaluation of the educational programme, for example through departmental meetings, surveys, or participation in committees or working groups.*

✓ *how external stakeholders, including employers, representatives of clinical or production bases, and graduates, are involved in providing feedback on the training of students and the quality of the educational programme.*

✓ *which feedback channels are used to collect stakeholders' views, such as questionnaires, oral discussions, or minutes of meetings.*

✓ *examples of how feedback received from stakeholders has been used to revise or improve specific elements of the educational programme, for instance changes in course content or practical training arrangements.*

✓ *which documents provide evidence of stakeholder involvement in programme evaluation, including minutes of meetings, survey reports, and written feedback from employers.*

8. STANDARD "GOVERNANCE AND ADMINISTRATION"

8.1 Governance

The organisation of education shall:

8.1.1. define the governance structure, including the functions and powers of structural units, as well as the nature of their interaction within the university.

8.1.2. provide, within the governance structure, a system of committees and define their responsibilities and composition, taking into account the representation of key stakeholders.

Indicative Areas for Review and Evaluation:

When preparing the self-evaluation report, it is recommended to address the following aspects:

✓ *organisational structure: a concise description of the governance structure of the education organisation (administrative and academic units), including their main functions and responsibilities.*

✓ *committees and collegial bodies: information on the committees or working groups established for the management of educational programmes, including their composition and functions.*

✓ *representation: evidence of the participation of academic staff and students in committees and working bodies related to the educational process.*

✓ *interaction of units: a description of how the activities of key structural units involved in the delivery of the educational programme are coordinated.*

✓ *documentary evidence: examples of regulations, internal policies, or minutes of meetings confirming the functioning of the governance structure and the involvement of stakeholders.*

8.2 Academic Leadership

The organisation of education shall:

8.2.1. define the responsibilities of academic leadership with regard to the design, implementation, and management of the educational programme.

8.2.2. provide for the evaluation of the effectiveness of academic leadership in terms of achieving the mission and the intended learning outcomes.

Indicative Areas for Review and Evaluation:

When preparing the self-assessment report, it is recommended to address the following aspects:

✓ *distribution of responsibilities: specify which officials (deans, heads of departments, programme leaders) are responsible for the design, implementation, and monitoring of the educational programme.*

✓ *functions of academic leadership: describe their main responsibilities, such as coordination of the educational process, monitoring of teaching quality, and interaction with academic staff and students.*

✓ *role in programme management: provide examples of how academic leadership is involved in planning and implementation of the programme, including approval of curricula, coordination of disciplines, and organisation of practical training.*

✓ *documentary evidence: present documents defining the duties and powers of academic leaders, such as job descriptions, regulations on structural units, and minutes of meetings.*

✓ *link with the mission and learning outcomes: demonstrate how the activities of academic leadership are directed towards achieving the mission of the educational programme.*

8.3 Educational Budget and Resource Allocation

The organisation of education shall:

8.3.1. provide for the allocation of responsibility for ensuring that the educational programme is adequately resourced, including the allocation of a budget for teaching and learning.

8.3.2. ensure the allocation and distribution of the resources required for the implementation of the educational programme in accordance with identified needs.

8.3.3. provide for the participation of the educational organisation in the management of resource allocation, taking into account developments in health sciences and the needs of society.

Indicative Areas for Review and Evaluation:

When preparing the self-assessment report, it is recommended to address the following aspects:

✓ *distribution of responsibilities: indicate which units and officials are responsible for providing the educational programme with resources, including financial, human, and material resources.*

✓ *budget allocation: describe how the budget for the educational programme is formed and approved, and which expenditure items are included, such as teaching and learning materials, equipment, practical training, and student support.*

✓ *alignment of resources with needs: explain how the allocated resources are matched to the needs of the educational programme and the teaching and learning process.*

✓ *support for academic staff and students: provide examples of how resources are directed towards supporting the educational process, academic staff, and the creation of appropriate learning conditions for students.*

✓ *documentary evidence: present examples of documents, such as financial plans, budgets, orders, and minutes, confirming the allocation of resources and their distribution.*

8.4 Administrative Staff and Management

The organisation of education shall:

8.4.1. provide for the availability of administrative and professional staff supporting the implementation of the educational programme and related activities.

8.4.2. ensure the involvement of organisational units in the processes of the internal quality assurance system.

Indicative Areas for Review and Evaluation:

When preparing the self-assessment report, it is recommended to address the following aspects:

✓ *functions of administrative staff: describe the main functions of staff supporting the educational process, including documentation support, organisation of the teaching and learning process, human resources administration, IT support, coordination of practical training, and monitoring of academic workload.*

✓ *structure and allocation of responsibilities: present a description of the structure of administrative and professional staff, indicating key units and areas of responsibility related to the implementation of the educational programme.*

✓ *staffing levels and adequacy: characterise the number of administrative staff and justify that it is adequate to the scale of the programme and sufficient to ensure its effective implementation.*

✓ *support for the quality assurance system: demonstrate how administrative units are involved in quality assurance processes, including participation in data collection, preparation of reports, and support of accreditation and monitoring procedures.*

✓ *documentary evidence: provide examples of documents, such as staffing tables, job descriptions, and regulations on structural units, confirming the availability of administrative and professional staff.*

8.5 Interaction with the Health Sector

The organisation of education shall:

8.5.1. provide for interaction with the healthcare system, related sectors of society, and public authorities.

8.5.2. provide for the formalisation of cooperation, including the involvement of staff and students in joint initiatives with partner organisations.

Indicative Areas for Review and Evaluation:

✓ *when preparing the self-evaluation report, it is recommended to describe the interaction policy by outlining the main areas of cooperation with the healthcare system and related organisations that support the organisation of practical training, clinical rotations, and internships.*

✓ *it is recommended to indicate supporting documents, including agreements, memoranda, or contracts concluded with clinical and production training bases, as well as with governmental and municipal healthcare authorities.*

✓ *it is recommended to provide examples of joint initiatives currently implemented, such as clinical practice placements, participation in preventive health campaigns, and joint educational or research projects.*

✓ *it is recommended to describe how students and academic staff are involved in joint initiatives with partner organisations, including educational and industrial practice, joint events, and research activities.*

✓ *it is recommended to explain how responsibilities and roles are defined and distributed between the university and partner organisations with regard to the organisation of practice and the assurance of patient safety and the educational process.*

✓ *it is recommended to indicate how cooperation with clinical and production training bases contributes to improving the quality of the educational programme and enhancing the professional readiness of graduates.*

8.6 Informing the Public

The organisation of education shall:

8.6.1. publish on the official website information on the educational programme, its aims, and its main characteristics.

Indicative Areas for Review and Evaluation:

✓ *when preparing the self-evaluation report, it is recommended to describe information about the organisation by indicating what core information is published on the official website, including the mission, objectives, organisational structure, contact details, and quality assurance policy.*

✓ *it is recommended to indicate whether information on the educational programme is available, including its aims, duration of study, awarded qualification, main disciplines or modules, and the structure of the curriculum.*

✓ *it is recommended to describe whether the expected learning outcomes to be achieved by graduates are clearly presented.*

✓ *it is recommended to describe the availability of information for applicants and students, including admission requirements and procedures, conditions of study, and the availability of student support services such as academic counselling, access to library resources, and electronic learning resources.*

✓ *it is recommended to explain how the relevance and accessibility of information are ensured, including mechanisms for timely updating of website content and providing open access to information for stakeholders.*

APPENDICES

Appendix 1. Recommended Form of the Site Visit Programme

AGREED

Rector _____

(name of the EO)

_____ Full name

« ____ » _____ 202_

APPROVED

General Director of NPI "Independent Agency for Accreditation and Rating"

_____ Zhumagulova A.B.

« ____ » _____ 202_

VISIT PROGRAMME OF IAAR EXTERNAL EXPERT COMMISSION

To _____

name of the EO

Date of visit: ____ _____ 202_

Arrival day: _____ 202_

Departure day: _____ 202_

Accredited EP

(in case of initial programme accreditation)

Cluster 1	EP
	EP
	EP
Cluster 2	EP
	EP
	EP
Cluster 3	EP
	EP
	EP

Standards and Guidelines for International Initial Accreditation of Basic Medical and Pharmaceutical Education Programmes (based on WFME/ AMSE/ ESG)

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
<i>«__» _____ 202__ г.</i>			
During the day	Arrival of EEC members		Hotel
16.00-18.00	Preliminary meeting of the EEC (distribution of responsibility, discussion of key issues and the programme of the visit)	<i>External experts of IAAR</i>	Hotel
18.00-19.00	Dinner (EEC members only)	<i>External experts of IAAR</i>	
Day 1: " " _____ 202__			
9.00-9.30	Discussion of organisational issues with experts	<i>External experts of IAAR</i>	Main building, office for EEC
9.30-10.00	Meeting with the head of the EO	<i>Director (Full management)</i>	Director's office at EO
10.00-10.30	Meeting with deputy heads of EO (vice-rector, deputy director, vice-presidents)	<i>Position, full name</i>	Main building, Conference office
10.30-11.15	Meeting with heads of organisational units of EO	<i>Position, full name (or Appendix №__)</i>	Main building, Conference office
11.15-11.30	Coffee break with internal discussion	<i>EEC members only</i>	EEC office
11.30-12.45	Visual inspection of the EO (in the case of programme accreditation, only objects under the accredited EP)	<i>Position, full name</i>	Along the route
13.00-14.00	Lunch (EEC members only)	Lunch break	
14.00-14.15	EEC work		EEC office
14.15-15.00	Meeting with the heads of the accredited EP	<i>Position, full name (or Appendix №__)</i>	Main building, Conference office
15.00-15.45	Meeting with heads of departments of accredited EP	<i>Position, full name (or Appendix №__)</i>	Main building, Conference office
15.45-16.00	Coffee break with internal discussion	<i>EEC members only</i>	
16.00-17.00	Meeting with teachers of accredited EP	<i>Lists of teachers (Appendix №__)</i>	

Standards and Guidelines for International Initial Accreditation of Basic Medical and Pharmaceutical Education Programmes (based on WFME/ AMSE/ ESG)

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
	1-cluster: course lecture room 1		
2-cluster: course lecture room 2			
3-cluster: course lecture room 3			
Day 2: " " _____ 202__			
09.00-09.30	EEC work (discussion of organisational issues)		EEC office
09.30-12.30	Visiting the graduating departments of EP (in the case of programme accreditation)	<i>Position, full name</i>	Academic building №5
09.30-12.30	Attendance at classes	<i>According to the schedules of accredited EP</i>	Academic buildings №2, 5
12.30-13.00	Work of EEC (exchange of views)		EEC office
13.00-14.00	Lunch (EEC members only)	Lunch break	
14.00-15.00	Meeting with students	<i>Students of accredited EP (Appendix No._)</i>	1-cluster: course lecture room №1 2-cluster: course lecture room №2 3-cluster: course lecture room №3
15.00-16.00	Student survey (in parallel)	<i>Students of accredited EP</i>	Comp.cl. №513-519
15.00-16.00	Meeting with employers	<i>Representatives of state and financial institutions, heads of industrial enterprises and organisations (Appendix No._)</i>	Course lecture room №1
16.00-16.30	Coffee break with internal discussion	<i>only EEC members</i>	EEC office
16.30-17.00	Meeting with EP alumni (if available)	<i>Graduates - representatives for each EP (Appendix No._)</i>	Course lecture room №1
17.00-18.00	EEC work (discussion of the estimated parameters of profile, discussion of the results and summarising conclusions 2 days)	<i>only EEC members</i>	EEC office
18.00-19.00	Meeting with employers	<i>Representatives of state and financial institutions, heads of industrial enterprises and organisations (Appendix No._)</i>	Course lecture room №1
Day 3: " " _____ 202__.			
09.00-09.30	EEC work (discussion of organisational		EEC office

Standards and Guidelines for International Initial Accreditation of Basic Medical and Pharmaceutical Education Programmes (based on WFME/ AMSE/ ESG)

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
	issues)		
09.30-12.30	Visiting practice bases, branches of departments (clinical bases, educational and clinical centers)	<i>Full name, practice base</i>	Visiting practice bases, branches of departments (clinical bases, educational and clinical centers)
12.30-13.00	EEC work (collegial agreement and preparation of oral preliminary review on results of visit by EEC)		EEC office
13.00-14.00	Lunch (EEC members only)	<i>Lunch break</i>	
14.00-16.30	EEC work		EEC office
16.30-17.00	Final meeting of EEC with management of the EO	Heads of the university and structural divisions	Main building, conference office
18.00-19.00	Dinner (EEC members only)		
According to the schedule	<i>Departure of the EEC members</i>		
« » 202 2.			
According to the schedule	<i>Departure of the EEC members</i>		

Appendix 2. Direction of interaction with the EO coordinator

The coordinator is appointed by the head of the EO. The coordinator does not have to be the head of the working group on the preparation of the self-assessment of the EP.

The Coordinator interacts with the IAAR Coordinator on planning and organising a visit to the EO.

To ensure maximum efficiency of the accreditation procedure, the coordinator of the EO contributes to:

- coordination of the process of preparing the self-assessment report of the EP;
- ensuring timely submission of the self-assessment report to IAAR;
- assistance in the timely coordination of the programme of the visit of the EEC;
- ensuring the organisation of visits to facilities according to the visit programme, including the provision of transport;
- ensuring meetings of EEC members with the target groups of the EO during the visit of the EEC;
- organisation of the approval of the EEC report for the presence of actual inaccuracies.

The EO Coordinator facilitates the provision of the necessary additional information about the EP at the request of the members of the external expert commission.

Appendix 3. Recommended Structure of the Self-Assessment Report

The report should be submitted according to the following structure:

Title page with the name of the EO and the Accreditation Body (1 page) *See Appendix 4 below.*

Statement confirming the reliability and accuracy of the submitted data, signed by the first head of the EO (usually given in Appendix 1 of the self-assessment report) (1 page)

Contents (with an automatically editable table of contents) (1 page)

Designations and Abbreviations (1-2 pages)

A list of designations and abbreviations used in the text of the Self-Assessment Report is provided.

Introduction (1 page)

1.1 Education Organisation Profile (1-2 pages)

The basis for the external assessment, the result of the previous accreditation (the Accreditation body, the accreditation standards according to which the external assessment was carried out and the status of accreditation) in the case of reaccreditation are indicated.

A brief description of the methods used in the development of the Self-assessment Report of the EO is reflected (appointment of a working group, involvement of stakeholders, etc.).

The following tables are also included in this section.

Table 1

GENERAL INFORMATION ABOUT THE ORGANISATION OF EDUCATION (example)

Full name of the EO	
Contact Information	
Founders	
Year of foundation (name, renaming (when implemented)	
Current accreditation status:	
Location / registration	
Rector / Head of EO	
License (title document)	
Number of students (total, in terms of forms of study: full-time, part-time)	
Date of submission of the self-assessment report	
Name of contact person for preparation of the report	

Levels of education implemented by the university in accordance with the NQF (for example, 6,7,8) and QF-EHEA (for example, 1,2,3 cycles)	
The output of the IAAR Standard according to which the assessment is carried out	
Information about the group that conducted the self-assessment	

Tasble 2

**INFORMATION ABOUT THE EDUCATIONAL PROGRAMME(S)
UNDERGOING INTERNATIONAL INITIAL ACCREDITATION (example)**

PART I	<i>Samples</i>
Educational programme / Educational programmes	<i>"Public health" (programme code)</i>
"Medicine" (programme code)	
Level / Period of study	<i>Undergraduate / ____ years</i>
Structural unit (head)	<i>Faculty / Department "Name"</i>
Head name, position, academic degree, title	
Main departments (heads of departments)	<i>Department of "Public Healthcare"</i>
Head name, position, academic degree, title	
Dates of the external site visit	<i>Day month Year.</i>
Person in charge of accreditation (tel./fax / e-mail)	<i>Name, position, academic degree, title</i>
Contact details	
Number of ECTS credits	
Duration of study, form of study	Number of semesters, form of study (full-time, distance, mixed)
Training start date	winter semester / summer semester
Date of introduction of the educational programme	Day month Year
Previous accreditation	Date, duration, accreditation agency
Requirements for applicants	Requirements according to state and EO documents
Further education opportunities (upon completion of the programme)	List the levels and titles of the EP
Goals and objectives of the EP	
Brief description of the EP	Briefly describe structure of EP
Learning outcomes	List final learning outcomes
Specialisation	Direction of training

1.2 Presentation of EO, EP EO (1-2 pages)

A brief history, information about the types of activities of the EO, the directions of educational services, indicating quantitative data on the levels of education, information about the position and status of the EO in the national and international educational space is provided.

The uniqueness of the internal quality assurance system functioning in the EO is noted.

The information about the accredited EP of the EO is provided.

1.3 Previous Accreditation (1-2 pages)

A brief description of the results of the previous accreditation is provided with an analysis and the degree of implementation of each recommendation of the EEC.

II. Main part.

Compliance with the Standards of Accreditation of Basic Medical and Pharmaceutical Education (70-80 pages)

The evidentiary and analytical material developed based on the results of the self-assessment of the EP of the EO for compliance with the criteria of each standard of initial specialised/programme accreditation is presented. The result of the analysis of the current state of the EP EO is reflected, material is presented on the effectiveness of the functioning of the internal quality assurance system and the effectiveness of its mechanisms, achievements (if any) in accordance with the criteria of standards.

Each Standard is drawn up as follows:

It contains evidentiary and analytical materials on the compliance of the EP EO with the criteria of this standard, thus consistently reflects the results of self-assessment.

Justifications of the positions of the EO EP (strong, satisfactory, suggests improvement, unsatisfactory) are given in accordance with the evaluation of the criteria by the EP self-assessment working group. In the case of the assessment "suggests improvement" and "unsatisfactory", the proposed measures to strengthen the position are indicated.

At the end of each section, the conclusions of the EO working group on the standard are given, for example, "According to the standard "....." (name of the Standard), the EP (name) has ___ "strong" positions, ___ "satisfactory" and ___ "suggesting improvement" positions.

III. SWOT ANALYSIS (1-3 pages)

The analysis of strengths and weaknesses, opportunities and threats identified during the self-assessment of the EP EO for compliance with the standards of initial specialised/programme accreditation is given..

IV. Conclusion of the Self-Assessment Commission (7-8 pages)

The evaluation table "Parameters of the EP profile" (section "Conclusion of the Self-Assessment Commission") is provided with a note on the compliance of the EP with the criteria (strong/ satisfactory/ suggest improvements/ unsatisfactory) of the evaluation table, considered as the conclusions of the self-assessment working group.

Conclusion of the Self-Assessment Commission

№ p/p	№ sub/p	№ crit .	ASSESSMENT CRITERIA	Assessment Indicators			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
1. STANDARD "MISSION AND OUTCOMES"							
1.1 Mission Definition							
The organisation of education shall:							
1	1	1.1.1.	Define the mission of the educational programme (EP) and communicate it to stakeholders and the healthcare sector				
2	2	1.1.2.	Reflect in the mission of the educational programme its objectives and educational strategy aimed at preparing a competent graduate who: <ul style="list-style-type: none"> – possesses fundamental knowledge, skills, and professional attitudes required to perform the roles and functions of a specialist; – has a foundation for further career development in the healthcare field, including clinical practice, management, and research; – demonstrates readiness for postgraduate education and a commitment to the principle of lifelong learning 				
3	3	1.1.3.	Ensure that the mission of the educational programme takes into account contemporary advances in biomedical, clinical, pharmaceutical, behavioural, and social sciences, and reflects current challenges and priorities of the healthcare system				
1.2 Institutional Autonomy and Academic Freedom							
The organisation of education shall:							
4	4	1.2.1.	Possess institutional autonomy to approve and implement quality assurance policies, including the design of the educational programme and the allocation of the necessary resources				
5	5	1.2.2.	Guarantee academic freedom for academic staff and learners in the delivery of the educational programme, as well as in the use of research outcomes to enrich and deepen course content				
1.3 Learning Outcomes							
The organisation of education shall:							
6	6	1.3.1.	Define the intended learning outcomes that learners are expected to achieve upon completion of the programme, including: <ul style="list-style-type: none"> – achievement of foundational knowledge, skills, and professional attitudes; – preparedness for a future career within the healthcare system; – readiness for postgraduate education; – orientation towards lifelong learning; – consideration of the needs of society and the healthcare sector 				
7	7	1.3.2.	Foster in learners appropriate professional behaviour in relation to academic staff, peers, healthcare professionals, patients, and patients' relatives				

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8	8	1.3.3.	Ensure that the intended learning outcomes of the educational programme are publicly available				
9	9	1.3.4.	Align the intended learning outcomes with the requirements of postgraduate levels of training				
10	10	1.3.5.	Create opportunities for learners to be involved in research activities in the relevant field of healthcare				
11	11	1.3.6.	Include learning outcomes related to global health issues				
1.4 Participation in the Formulation of Mission and Learning Outcomes							
The organisation of education shall:							
12	12	1.4.1.	Ensure the involvement of key stakeholders, including learners, academic staff, employers, and the professional community, in the formulation of the mission and the intended learning outcomes				
13	13	1.4.2.	Take into account the proposals and feedback of stakeholders in the development and refinement of the mission and the intended learning outcomes				
				<i>Total by Standard</i>			
2. STANDARD "EDUCATIONAL PROGRAMME"							
2.1 Educational Programme Model and Teaching Methods							
The organisation of education shall:							
14	1	2.1.1.	Define the specification of the educational programme, including the formulation of intended learning outcomes, the curriculum, and the qualification awarded upon successful completion of the programme				
15	2	2.1.2.	Apply teaching and learning methods that motivate learners and develop their capacity for self-directed learning				
16	3	2.1.3.	Ensure that the educational programme incorporates principles of equal access for learners to educational resources and learning opportunities				
17	4	2.1.4.	Include programme components aimed at developing learners' skills in independent learning and critical analysis of information				
2.2. Scientific Method							
The organisation of education must:							
18	5	2.2.1.	Ensure that learners are introduced to the fundamentals of scientific methodology, including analytical and critical thinking, healthcare research methods, and the principles of evidence-based medicine				
19	6	2.2.2.	Ensure regular updating of the content of the educational programme in accordance with contemporary scientific evidence				
2.3 Basic Biomedical Sciences							
The organisation of education shall:							
20	7	2.3.1.	Define and incorporate within the educational programme the contribution of the basic biomedical sciences to ensure that learners develop an understanding of the scientific knowledge, concepts, and methods that underpin the acquisition and practical application of clinical knowledge				
21	8	2.3.2.	Adjust and update the educational programme in line with advances in the biomedical sciences and the evolving needs of the healthcare system				
2.4. Behavioral, Social Sciences and Medical/Pharmaceutical Ethics							
The organisation of education shall:							
22	9	2.4.1.	Include within the educational programme elements of behavioural and social sciences, medical/pharmaceutical ethics, and medical law				
23	10	2.4.2.	Ensure that the educational programme incorporates components reflecting developments in behavioural and social sciences, medical/pharmaceutical ethics, and medical law, and takes into account the relevant social and cultural context				
2.5. Medical/Pharmaceutical Sciences and Skills							

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The organisation of education shall:							
24	11	2.5.1.	Define and incorporate within the educational programme the contribution of clinical/pharmaceutical sciences to ensure that graduates achieve an adequate level of knowledge and skills to commence professional practice				
25	12	2.5.2.	Ensure that learners gain practical experience in relevant clinical and practice-based settings, including interaction with patients and participation in disease prevention activities				
26	13	2.5.3.	Determine the amount of time allocated to the study of core clinical and profile-specific disciplines				
27	14	2.5.4.	Organise teaching and learning with primary attention to the safety of the educational environment and patient safety, including an appropriate level of supervision and oversight of learners' activities at clinical and practice-based training sites				
28	15	2.5.5.	Take into account advances in science and technology, as well as the needs of the healthcare system, when developing the content of the educational programme				
29	16	2.5.6.	Ensure early contact of each learner with real patients and service users, with a gradual expansion of participation and scope of responsibility, including: – involvement in patient examination and/or treatment under supervision in appropriate clinical settings; – participation in sanitary and epidemiological surveillance procedures, including inspection and/or assessment of facilities under supervision at relevant practice-based sites, such as sanitary and epidemiological expertise centres, territorial departments of sanitary and epidemiological control (including transport-related services), disinfection organisations, and healthcare institutions; – counselling patients on the rational use of medicinal products in appropriate practice-based settings.				
30	17	2.5.7.	Structure the acquisition of clinical and practice-based skills in accordance with the stage of progression within the educational programme				
2.6. Structure of the Educational Programme, Content and Duration							
The organisation of education shall:							
31	18	2.6.1.	Describe the content, volume, and sequencing of courses/modules, ensuring an appropriate balance between basic biomedical, behavioural, social, and clinical/profile-specific disciplines				
32	19	2.6.2.	Envisage horizontal integration of related sciences and disciplines				
33	20	2.6.3.	Envisage vertical integration of clinical and subspecialty sciences with basic biomedical, behavioural, and social sciences				
34	21	2.6.4.	Provide opportunities for elective courses and define a clear balance between the compulsory and elective components of the educational programme				
35	22	2.6.5.	Reflect, within the description of the educational programme, its linkage to occupational medicine and environmental health-related aspects				
2.7. Programme Management							
The organisation of education shall:							
36	23	2.7.1.	establish procedures for the development, approval, and regular review of the educational programme				
37	24	2.7.2.	define a body or committee, led by an academic leader, responsible for planning and implementation of the educational programme				
38	25	2.7.3.	ensure the participation of teaching staff, students, and representatives of clinical/industrial bases in the governance of the educational programme				

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39	26	2.7.4.	provide for the consideration and implementation of innovations in the educational programme				
2.8. Communication with Medical/Pharmaceutical Practice and Healthcare System							
The organisation of education shall:							
40	27	2.8.1.	ensure continuity between the educational programme (EP) and the subsequent stages of professional training or practical activity that graduates will undertake upon completion of their studies				
41	28	2.8.2.	take into account the conditions of graduates' future professional activity and, where necessary, adjust the educational programme accordingly				
				<i>Total by Standard</i>			
3. STANDARD "STUDENT ASSESSMENT POLICY"							
3.1. Assessment Methods							
The organisation of education shall:							
42	1	3.1.1.	define and approve the core principles and methods of student assessment, including examination formats, criteria for establishing pass marks, and procedures for resits				
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes, and professional behaviour				
44	3	3.1.3.	ensure the use of assessment methods and formats aligned with the aims and learning outcomes, taking into account the level of learners' training				
45	4	3.1.4.	provide for the possibility of independent review of assessment processes and methods				
46	5	3.1.5.	ensure that assessment methods and outcomes exclude conflicts of interest and are accompanied by an appeal procedure				
47	6	3.1.6.	ensure transparency of assessment procedures and results, and timely inform students about assessment criteria and methods				
48	7	3.1.7.	provide for documentation of the assessment methods used and their periodic analysis				
3.2. The Relationship between Assessment and Learning							
The organisation of education shall:							
49	8	3.2.1.	use assessment methods that are aligned with the intended learning outcomes and teaching methods, ensuring the achievement of the stated educational outcomes and maintaining a balance between formative and summative assessment				
50	9	3.2.2.	where necessary, adjust the number and nature of examinations in accordance with the learning objectives				
51	10	3.2.3.	ensure the provision of timely, specific, constructive, and fair feedback to students based on assessment results				
				<i>Total by Standard</i>			
4. STANDARD "STUDENTS"							
4.1. Admission and Selection Policy							
The organisation of education shall:							
52	1	4.1.1.	develop and approve an admission policy based on the principles of objectivity, including a clear description of student selection procedures				
53	2	4.1.2.	have an admission policy for applicants with special educational needs in accordance with the applicable legislation and shall provide appropriate conditions to support their education				
54	3	4.1.3.	have policies and practices governing the transfer of students from other educational organisations, including international institutions				
55	4	4.1.4.	ensure alignment between the admission policy, the mission of the organisation of education, the educational programme, and the expected attributes and competencies of graduates				
56	5	4.1.5.	establish and implement an appeals procedure for admission				

Standards and Guidelines for International Initial Accreditation of Basic Medical and Pharmaceutical Education Programmes (based on WFME/ AMSE/ ESG)

			decisions				
4.2. Recruitment of Students							
The organisation of education shall:							
57	6	4.2.1.	determine the number of students to be admitted in accordance with the resources and capacities of the organisation of education at all stages of implementation of the educational programme				
58	7	4.2.2.	take into account the views of stakeholders when determining student intake in order to meet the needs of the healthcare system and society				
59	8	4.2.3.	provide for the possibility of reviewing the number and composition of admitted students in response to changing needs of the healthcare system and society				
4.3. Counseling and Supporting Students							
The organisation of education shall:							
60	9	4.3.1.	organise a system of academic advising for students				
61	10	4.3.2.	provide a student support programme aimed at meeting social, financial and personal needs, while ensuring the confidentiality of counselling				
62	11	4.3.3.	establish mechanisms for obtaining feedback from students regarding the conditions and organisation of the educational process				
63	12	4.3.4.	ensure the issuance to students of documents certifying the awarded qualification (diploma) and the diploma supplement (transcript) upon completion of the programme				
64	13	4.3.5.	take into account the needs of different groups of students and provide opportunities for the individualisation of educational pathways				
65	14	4.3.6.	provide academic advising that includes issues of professional orientation and career planning				
4.4. Representation of Students							
The organisation of education shall:							
66	15	4.4.1.	establish a policy for student representation and participation in discussions of the mission, as well as in the development and evaluation of the educational programme				
67	16	4.4.2.	ensure appropriate conditions for student engagement and the activities of student organisations, including academic, professional and social initiatives				
				<i>Total by Standard</i>			
5. STANDARD "ACADEMIC STAFF/FACULTY"							
5.1. Selection and Recruitment Policy							
The organisation of education shall:							
68	1	5.1.1.	define the categories and responsibilities of teachers in the basic biomedical sciences, behavioural and social sciences, clinical and pharmaceutical disciplines, and shall ensure an appropriate balance between teachers with medical, non-medical and pharmaceutical backgrounds				
69	2	5.1.2.	take into account criteria related to educational, clinical and, where applicable, scientific achievements, including an appropriate combination of teaching, research activities and other academic or professional functions				
70	3	5.1.3.	define the duties and responsibilities of academic staff/teachers in the main disciplinary areas, with the possibility of subsequent monitoring and evaluation of their performance				
71	4	5.1.4.	allow the selection and recruitment policy to take into account factors such as alignment with the mission of the education organisation, economic capacity, and significant regional characteristics				
5.2. Employee Activity and Development Policy							

The educational organisation must develop and implement a policy of activity and staff development, which is aimed at:							
72	5	5.2.1.	ensuring a reasonable balance between teaching, research activities (where applicable), and other functions, as well as recognising significant academic achievements				
73	6	5.2.2.	ensuring that teaching staff possess an adequate level of subject-specific knowledge within the disciplines taught and providing opportunities for training, upskilling, and continuous professional development				
74	7	5.2.3.	establishing indicative teacher-to-student ratios depending on the components of the educational programme				
75	8	5.2.4.	providing conditions for the professional development of staff and for career planning and progression				
<i>Total by Standard</i>							
6. STANDARD "EDUCATIONAL RESOURCES"							
6.1. Material and Technical Base							
The organisation of education shall:							
76	1	6.1.1.	ensure the availability of adequate physical facilities and infrastructure required for the implementation of the educational programme, as well as a safe learning environment for staff and students				
77	2	6.1.2.	provide for the renewal and further development of physical facilities and infrastructure, taking into account changes in educational practice				
6.2. Resources for Practical Training							
The organisation of education shall:							
78	3	6.2.1.	provide resources for ensuring clinical and practical experience for students, including diversity of categories of patients or service users, availability of clinical and production bases, and an appropriate level of supervision and oversight				
79	4	6.2.2.	ensure the evaluation and adaptation of conditions for clinical and practical training with due consideration of the current needs of the population				
6.3. Information Technology							
The organisation of education shall:							
80	5	6.3.1.	develop and approve a policy ensuring the effective and ethical use of information and communication technologies (ICT)				
81	6	6.3.2.	ensure access to web resources and other electronic information sources				
82	7	6.3.3.	provide teaching staff and students with access to healthcare information systems and learning resources through the use of modern ICT				
6.4. Research and Scientific Achievements							
The organisation of education shall:							
83	8	6.4.1.	use achievements and outcomes of scientific research in medicine and pharmacy as a foundation for the educational programme				
84	9	6.4.2.	develop and approve a policy aimed at reflecting the interrelationship between scientific research and the educational process				
85	10	6.4.3.	envisage the involvement of students in scientific activity and foster their interest in research work in the field of healthcare				
6.5. Expertise in the Field of Education							
The organisation of education shall:							
86	11	6.5.1.	provide access to educational expertise in the processes and practices of medical and pharmaceutical education, including the possibility of engaging specialists and experts at different levels				
87	12	6.5.2.	ensure the use of internal and/or external educational expertise in the development of staff capacity and in the introduction of				

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			contemporary approaches in medical and pharmaceutical education				
6.6. Exchange in the Field of Education							
The organisation of education shall:							
88	13	6.6.1.	develop and approve a policy for cooperation with educational organisations, providing for academic mobility of staff and students				
89	14	6.6.2.	provide for the participation of academic staff and students in academic mobility programmes at national and international levels				
				<i>Total by Standard</i>			
7. STANDARD "PROGRAMME EVALUATION"							
7.1. Monitoring and Evaluation Mechanisms of the Programme							
The organisation of education shall:							
90	1	7.1.1.	provide procedures for monitoring and evaluation of the educational programme, covering learning outcomes and students' academic progress				
91	2	7.1.2.	develop and approve a mechanism for evaluation of the educational programme, including analysis of its structure and components, indicators of students' academic performance, and identification of problematic aspects				
92	3	7.1.3.	provide for programme evaluation that includes analysis of the educational process, programme structure, and students' achievements				
7.2. Feedback from the Teacher and the Student							
The organisation of education shall:							
93	4	7.2.1.	provide for the collection and consideration of feedback from academic staff and students				
94	5	7.2.2.	use the feedback received to adjust and improve the educational programme				
7.3. Educational Achievements of Students							
The organisation of education shall:							
95	6	7.3.1.	provide for the analysis of students' academic performance in line with the mission of the organisation of education, the intended learning outcomes and the structure of the educational programme				
96	7	7.3.2.	take into account the entry level of students when analysing their academic performance and use the results of this analysis for programme adjustment and for academic advising and counselling of students				
7.4. Stakeholder Engagement							
The organisation of education shall:							
97	8	7.4.1.	provide for the involvement of key stakeholders in the process of evaluation of the educational programme				
98	9	7.4.2.	ensure that stakeholders have access to information on programme evaluation and take into account their feedback on the quality of graduates' training				
				<i>Total by Standard</i>			
8. STANDARD "GOVERNANCE AND ADMINISTRATION"							
8.1. Governance							
The organisation of education shall:							
99	1	8.1.1.	define the governance structure, including the functions and powers of structural units, as well as the nature of their interaction within the university				
100	2	8.1.2.	provide, within the governance structure, a system of committees and define their responsibilities and composition, taking into account the representation of key stakeholders				
8.2. Academic Leadership							
The organisation of education shall:							
101	3	8.2.1.	define the responsibilities of academic leadership with regard to the design, implementation, and management of the				

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			educational programme				
102	4	8.2.2.	provide for the evaluation of the effectiveness of academic leadership in terms of achieving the mission and the intended learning outcomes				
8.3. Educational Budget and Resource Allocation							
The organisation of education shall:							
103	5	8.3.1.	provide for the allocation of responsibility for ensuring that the educational programme is adequately resourced, including the allocation of a budget for teaching and learning				
104	6	8.3.2.	ensure the allocation and distribution of the resources required for the implementation of the educational programme in accordance with identified needs				
105	7	8.3.3.	provide for the participation of the educational organisation in the management of resource allocation, taking into account developments in health sciences and the needs of society				
8.4. Administrative Staff and Management							
The organisation of education shall:							
106	8	8.4.1.	provide for the availability of administrative and professional staff supporting the implementation of the educational programme and related activities				
107	9	8.4.2.	ensure the involvement of organisational units in the processes of the internal quality assurance system				
8.5. Interaction with the Health Sector							
The organisation of education shall:							
108	10	8.5.1.	provide for interaction with the healthcare system, related sectors of society, and public authorities				
109	11	8.5.2.	provide for the formalisation of cooperation, including the involvement of staff and students in joint initiatives with partner organisations				
8.6. Informing the Public							
The organisation of education shall:							
110	12	8.6.1.	publish on the official website information on the educational programme, its aims, and its main characteristics				
				<i>Total by Standard</i>			
				GRAND TOTAL ACCORDING TO ALL STANDARDS			

Appendices to the self-assessment report (issued as a separate file in accordance with the requirements of standards and guidelines for international initial accreditation of basic medical education programmes or applications can be made in the form of hyperlinks in the text of the self-assessment report).

Appendix 4. Example of the title page

Name of the EO

APPROVED

Rector

_____ Full name

sign

« _____ » _____ 20 _____

seals

SELF-ASSESSMENT REPORT

on the educational programme

"Name of the programme" of

"Name of the educational institution"

or

for the cluster of educational programmes

"Name of the programmes" of

"Name of the educational institution"

prepared for

the Independent Agency for Accreditation and Rating (IAAR)

City, year

Appendix 5. Functions and responsibilities of the members of the EEC

Functions of the Chairman:

- participation in the development of the programme of the visit to the EO and responsibility for its implementation, leadership and coordination of the work of the members of the EEC, preparation of the final report of the EEC with recommendations for improving the quality of the EP and recommendations for the Accreditation Council;
- interaction with the IAAR coordinator prior to conducting an external evaluation on the organisation and visit and programme approval;
- setting the agenda and holding meetings;
- ensuring the participation of members of the expert commission at meetings with various target groups, as well as monitoring compliance by experts with the main purpose of the external assessment and visit to the EO;
- ensuring collegial discussion of the evaluation table of parameters by the entire composition of the EEC in accordance with international standards IAAR;
- holding a final meeting with the members of the EEC to coordinate recommendations on the accreditation of the EP;
- Presentation of the results of the visit to the EO and the main provisions of the EEC report at the meeting of the Accreditation Council. In case of his absence for a valid reason, the presentation of the results of the visit to the EO is carried out by one of the members of the EEC.

Duties of the Chairman

Before the visit: ознакомиться с данными ОО и ОП;

- get acquainted with the data of the EO and EP;
- study the EP self-assessment report and write a review according to the requirements of the IAAR;
- take part in the development of the programme of the visit of the EEC;
- officially present all the members of the EEC at a preliminary meeting, inform the purpose of the visit, discuss the programme of the visit and the self-assessment report of the EP.

During the visit:

- to hear the opinions of the members of the EEC on the self-assessment of the EP and identify areas that require clarification;
- distribute responsibilities among the members of the EEC;
- speak at meetings with target groups;
- hold a final meeting with the members of the EEC to agree on recommendations;
- to provide oral feedback on the results of the visit of the EEC, to familiarise with the draft recommendations of a general nature in time for the final meeting with the management of the EO.

After the visit:

- to prepare a draft report on the results of the visit of the EEC and coordinate it with the members of the EEC;
- send a draft report on the results of the EEC visit for consideration by the IAAR;
- if there are actual inaccuracies identified after the approval of the EEC report with the EO, make the necessary changes to the EEC report and coordinate them with the EEC members;
- in case of disagreement with the comments of the EO to the EEC report, prepare together with the IAAR coordinator an official response with justification in the EO;
- To prepare a report of the EEC for submission to the Accreditation Council for consideration.

▪ *Functions of an external expert*

- assessment of the completeness and reliability of the results of the self-assessment of the EP in accordance with international standards IAAR;
- preparation for each meeting with the target groups of the EO with the definition of key issues in accordance with international standards IAAR;
- preparation of a report on the results of an external evaluation of the EP for compliance with international IAAR standards;
- development of recommendations for improving the quality of EP;
- development of recommendations for the Accreditation Council for Accreditation in accordance with the level of preparedness of the EO for accreditation of educational programmes of basic medical and pharmaceutical education.

Responsibilities of an external expert

Before the visit:

- study all documentation, including the self-assessment report and any other available information (Standards, legal acts in the field of education, the relevant country where accreditation is carried out, IAAR websites, EO, etc.);
- keep in touch with IAAR and the Chairman of the EEC;
- prepare a review (except for employers and students) for compliance with international accreditation standards according to IAAR requirements;
- discuss with the IAAR Coordinator and Chairman a visit to the EO;
- coordinate with the IAAR coordinator the details of the trip;
- participate in the preliminary meeting of the EEC.

During the visit:

- actively participate in all meetings and discussions, contribute to the work of the EEC;
- perform duties within the EEC related to the direction of the assessment;
- inform the IAAR Coordinator and the Chairman of any doubts and questions that arise during the work of the EEC;
- to continue working as part of the EEC during the entire period of the visit;
- to speak at meetings in agreement with the Chairman of the EEC;
- document the received data;
- provide the Chairman of the EEC with the necessary documentation on the data obtained during the external evaluation;
- conduct interviews with target groups;
- attend various types of classes, training facilities, practice base, etc. according to the programme of the visit of the EEC;
- participate in conducting online surveys of teachers and students aimed at identifying the degree of satisfaction with the educational process;
- receive through the IAAR Coordinator and the Chairman additional information necessary to analyse the prospects of the EP.

After the visit:

- participate in the preparation of the EEC report;
- destroy confidential materials received during the visit;
- not to disclose the results of the external evaluation of the EP until the official decision of the AC is made..AC.

Appendix 6. Preparation of an External Expert Commission for a Site Visit

The purpose of the visit to the educational organisation of the external expert commission of the Independent Accreditation and Rating Agency is to assess the quality of the EP according to the international standards of accreditation IAAR and develop recommendations on accreditation for consideration by the Accreditation Council. To achieve the goal, the following tasks are defined:

- control of completeness and reliability of the results of self-assessment of the EP;
- conducting an assessment in accordance with international IAAR standards developed on the basis of ESG;
- development of the EEC report on the results of the EP assessment;
- preparation of recommendations for improving the quality of the EP;
- preparation of recommendations for the Accreditation Council for Accreditation in accordance with the level of preparedness of the EO and EP for accreditation.

Materials considered by the EEC before the visit to the EO

The following methodological and regulatory documentation is sent to the members of the external expert commission:

- Regulatory documents concerning the external audit of the EO, EP;
- Standards and Guidelines for international IAAR accreditation abroad (based on WFME/AMSE);
- Self-assessment report submitted within the framework of the accredited EP;
- Information about the composition of the expert commission;
- Schedule of the visit to the EO;
- Additional information about the EO, EP (at the request of members of the external expert commission).

Review of the self-assessment report of the accredited EP

After receiving the self-assessment report (SAR) of the EP accredited by IAAR, copies of the SAR are sent to the expert commission no later than 6 weeks before the date of the visit.

Each member of the expert commission must carefully study the SAR and write a review (except for the employer and the student) in accordance with the requirements of the IAAR.

Preliminary meeting of the EEC

The preliminary meeting is held in order to coordinate and distribute the responsibilities of the members of the EEC by the Chairman, discuss the programme of the visit, the self-assessment report of the EP to identify key points and issues requiring additional information. The preliminary meeting of the EEC is held according to the programme the day before the visit to the EO. Only EEC members are present at the meeting. The preliminary meeting provides for consideration of the following issues:

Does the SAR provide sufficient information on all aspects specified in this Manual at the EO level?

What additional information about EO and EP should be provided?

Is the specifics of EO and EP sufficiently reflected?

Have the strategic goals been achieved?

Are the mechanisms of strategic management of the EO and the management of the EP clearly defined?

What are the main areas of issues that should be taken into account during the visit in particular?

The Chairman of the external expert commission and its members should discuss their impressions on the results of the information received prior to the visit, in order to identify any additional documentation they would like to access, and the main structure and strategy of the visit should also be determined.

Recommendations for planning the work of the EEC

The EO submits a preliminary schedule of events planned during the visit to the IAAR and the Chairman of the expert commission for consideration.

The plan of activities during the visit should be well drawn up to improve the efficiency of the work schedule. The planned meeting should provide an opportunity to cross-check the facts presented in the self-assessment report.

The work schedule should include meetings with the management of the EO and its departments, employees, students, graduates and representatives of professional associations.

When planning a visit, it should be provided that the expert commission needs sufficient time to hold group meetings at which the members of the expert commission can review the evidence presented, formulate and discuss preliminary conclusions, as well as resolve issues on the main structure and agenda of the next meetings and interviews with key employees and stakeholders of the EO and EP. The expert group should also have sufficient time for individual meetings with employees and students of the EO.

The schedule of the visit of the EO by the expert group for external evaluation should also include information about the participants of the EO EP.

In order to make the most effective use of the time allocated for the visit, the expert group can be divided into small subgroups for meetings and interviews in the EO.

Meetings and interviews during the visit

During meetings and interviews with EO representatives, the expert group verifies the information provided by the EO in the self-assessment report. It is expected that the scheduled meetings should provide an opportunity for cross-checking the facts.

The results of the meetings and interviews serve as the basis for evaluating the EP. For this purpose, each member of the expert commission receives reference tables with verification criteria.

Meeting with management

The meeting with the management staff is aimed at obtaining general information about the activities of the EO, quality assurance policies and mechanisms, compliance with regional and national quality assurance requirements.

During the interaction, the parties discuss the participation of all stakeholders (administrative bodies, teachers, students and employers) in determining the goals and development strategy of the EO in the field of education.

Meetings with the teaching staff

During meetings and interviews with the teaching staff, issues related to the implementation of the educational process, quality assurance, as well as research, mobility, resources and funding are discussed.

Topics/questions that were previously discussed at meetings with students are also raised. The preferred number of participants is 15-25 people.

Meetings with students

Students are a valuable source of information, and the opinions of students should be compared with the information provided by the teaching staff.

From interviews with students, the expert group receives information about the workload, the level of professional competence of teachers, the systematicity and consistency of the EP, the

clarity of goals and objectives, the development of curricula, as well as the material resources available for the implementation of the educational process.

Interviews with students should be conducted in a favorable environment, at meetings organised for interviews only with students. The optimal number of students for the meeting is no more than twenty people. Students invited to the interview should be familiar with the programme accreditation considered.

It is recommended that the selection of candidates for interviews from among the students be carried out by members of the expert commission.

Meetings with the teaching staff

During meetings and interviews with the teaching staff, issues related to the implementation of the educational process, quality assurance, as well as research, mobility, resources and funding are discussed.

Topics/questions that were previously discussed at meetings with students are also raised. The preferred number of participants is 15-25 people.

Meeting with employers

The key issues that should be discussed during meetings with employers are the level of competence of graduates of the EO, the demand for graduates in the regional labor market. The meetings also discuss the problems of cooperation and interaction with an educational institution in the field of management, coordination of the content of the EP and quality assessment.

Teachers should not participate in this meeting. The group of employers should include representatives of organisations that regularly hire graduates of the EO. If possible, the employer organisations should not be represented by former students of the EO. The optimal number of group members is 15-25 people.

Summing up and preparing recommendations

Summing up the results in accordance with the evaluation table "Parameters of the EP profile" is carried out on the basis of an individual external assessment collectively.

The evaluation table "Parameters of the EP profile" is the final document for summarising the work of the EEC.

The evaluation table "EP Profile Parameters" allows the EEC to determine the position of the EO, which is evaluated according to each criterion as follows:

- **"Strong"** is characterised by a high level of indicators of the accreditation standard for basic medical and pharmaceutical education. This position of the standard allows us to serve as an example of good practice for dissemination among other public organisations.

- **"Satisfactory"** is determined by the average level of indicators of the accreditation standard for basic medical and pharmaceutical education.

- **"Suggests improvement"** is characterised by a low level of indicators of the standard of accreditation of basic medical and pharmaceutical education.

- **"Unsatisfactory"** means that the indicators of the EP EO do not meet the standard of accreditation of the EP of basic medical and pharmaceutical education.

Based on the collegial decision of the EEC, based on the results of the assessment, it prepares a report with recommendations on accreditation for the AC and on improving the quality of the EO EP.

The EEC recommends one of the following decisions to the Accreditation Council:

- to accredit the EP EO and (or) for a period of 1/3/5/7 years;
- not to accredit EP EO.

In case of compliance with the IAAR Standards, the EEC makes a recommendation to improve the quality.

In case of non-compliance of the EP EO with the IAAR Standards, the EEC recommends determining the measures necessary to bring the EP EO into compliance with the IAAR Standards.

Final meeting of the members of the external expert commission with representatives of the EO

The chairman of the external expert commission should clearly and concisely present the key issues that are important for the effective implementation of the EP, indicate the advantages and disadvantages of the EP EO under consideration, suggest alternative ways to solve the identified problems and recommendations on the action plan aimed at improving the quality of educational activities.

The conclusions of the review should not be mentioned. The results of the audit are also not discussed.

Workplace of the external expert commission

During the visit to the EO, it should provide a separate workplace for the expert commission for panel meetings and review sessions. During the entire visit, only members of the expert commission should have access to the premises.

The room for the expert commission should be spacious and separate from other rooms, also have a large desk for documents, a desk for collegial work, an international telephone, a computer with Internet access and a printer.

All documentation related to the external evaluation process, including the list of teachers, EP, work programmes, student papers, research documents, catalogs, leaflets, etc. should be collected in the specified working room.

Appendix 7. Responsibilities of the IAAR Coordinator within the framework of the international accreditation procedure for educational programmes of basic medical and pharmaceutical education

Before the visit:

- provide normative and methodological materials on the organisation and conduct of the self-assessment of the EO developed by IAAR;
- keep in touch with the EO and participate in meetings on the accreditation procedure;
- advise the EO on the accreditation procedure, including on self-assessment and the preparation of a self-assessment report;
- carry out technical proofreading of the self-assessment report for completeness and applicability (if important omissions are found, request missing materials from the EO coordinator);
- Instruct external experts on the requirements of international accreditation.
- Provide external experts with regulatory and methodological materials (developed by IAAR) defining the activities of the external expert commission.
- provide the necessary information in a timely manner, including a self-assessment report to the members of the EEC for study and review;
- send, if necessary, recommendations to the EO on finalising the self-assessment report based on expert reviews;
- coordinate the time frame of the EEC visit to the EO;
- organise a visit to the EEC (accommodation, meals, transfer, etc.);
- provide the EEC with an approved visit program;
- send the composition of the EEC to the EO to exclude a conflict of interest 14 calendar days before the visit;
- act as the main contact person and maintain communication between the EEC, EO and IAAR;
- to organise information support for the preliminary meeting of the members of the external expert commission before the visit to the EO.

During the visit:

- regulate the activities of the EEC, provide the necessary methodological materials;
- to create a favorable psychological climate for the work of the EEC;
- monitor the integrity of the accreditation process and ensure compliance with IAAR requirements.

After the visit:

- send the draft of the EEC report to the EO in order to prevent factual inaccuracies in the content of the report;
- Ensure timely transfer of materials to the AC Secretary;
- send the report of the EEC to the EO after the decision of the AC on the accreditation of the EP of the EO (in case of a positive decision of the AC on accreditation, provide a request for an Action Plan to implement the recommendations of the EEC);
- inform the members of the EEC about the decision of the AC;
- to provide feedback on the accreditation procedure of the EP of the EO (online survey of the members of the EEC and the EO after the decision on accreditation).