

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



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

Standards and Guidelines for International Accreditation of Basic Medical and Pharmaceutical Education Programmes (based on WFME/ AMSE/ ESG) / Astana: Non-Profit institution "Independent Agency for Accreditation and Rating", 2025. – 81 p.

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

The procedure for conducting international 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 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 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 ACCREDITATION OF EDUCATIONAL PROGRAMMES OF BASIC MEDICAL AND PHARMACEUTICAL EDUCATION

Goals and Objectives of the International Accreditation

The purpose of the international 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 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 accreditation, the specific legislation of the respective countries is taken into account.

The standards and procedures of international 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 accreditation procedures; collective decision-making, dissemination of information about positive and negative results.

The Procedure for Conducting International Accreditation

The procedure for conducting international accreditation includes the following steps:

1. Application for accreditation.

Submission of EO application for 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 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 specialised/programme accreditation to the internal experts of the EO at special seminars on the theory, methodology and technology of 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 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:

- represents 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 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 accreditation of EP.

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 should be well structured, numbered (including appendices).

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 should be written in the following format: the font type is Times New Roman, the font size is 12, the space between the lines is 1.5, the paragraph interval before and after the titles is no more than 6 pt, an automatically editable embedded table of contents and page numbers should be given at the beginning of the report. The report is printed in A4 format with portrait orientation, landscape orientation is also possible in applications.

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. The

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

report and its annexes shall be submitted to IAAR in electronic form to the email address iaar@iaar.kz, as well as in hard copy in one (1) copy in each of the selected languages.

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.

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 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 educational organisation should provide information about the achievements of the EP during the last 3-5 years according to each standard. It is also assumed that the report will indicate problems and areas requiring improvement that were identified using SWOT analysis.

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 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 accreditation of educational programmes of basic medical and pharmaceutical education during the procedure of 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 within the country and abroad, with subsequent recognition and transfer of credits.

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

3.3. Academic leadership – leadership of academic activities, including mission, educational programmes, teaching, research, and staffing policy.

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

3.5. Validity of assessment (Validity) – the extent to which an assessment method actually measures the stated learning outcomes.

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

3.7. Global health – awareness of major international health challenges and their impact on 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 aim 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 in another educational organisation.

3.11. ECTS credits – express 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 a full-time academic year or its equivalent, which normally includes a number of educational components to which credits are allocated on the basis of learning outcomes and workload. ECTS credits are normally expressed in whole numbers.

3.12. Institutional autonomy – the independence of an educational organisation in making decisions on the curriculum, student admission, staffing policy, assessment, and allocation of resources.

3.13. Quality of an educational programme – the extent to which the level of competencies achieved by students and graduates complies with 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, certifying successful completion of a recognised educational programme.

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

3.16. Assessment methods – a set of tools used to measure student achievement, such as tests, OSCE, Mini-CEX, portfolios, and others.

3.17. Mission – a strategic statement defining the purpose, values, and priorities of an educational organisation and programme, providing a framework for all aspects 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 (Reliability) – the reproducibility and stability of assessment results when measurements are repeated.

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 set of objectives, intended learning outcomes, content, teaching and assessment methods, resources, and organisational mechanisms designed to prepare a specialist.

3.22. Feedback – systematic information provided to a learner about the results of their performance in order to support further development.

3.23. Continuous renewal – a systematic process of reviewing the mission, content, teaching methods, learning outcomes, and resources of a programme in response to changes 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 the learning process. Achievement of learning outcomes shall be assessed through an established procedure based on clear and transparent criteria.

3.25. Social accountability – the orientation of an educational organisation's activities towards the needs of society and the healthcare system.

3.26. Stakeholders – interested parties, including management, 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 and treating learners as active participants in their own learning, fostering skills such as problem-solving, critical and analytical thinking.

3.28. Supervision – guided oversight of a learner by a supervisor, ensuring safety and provision of feedback.

3.29. Clinical rotation – a structured, time-limited stage of practical training of a learner in a clinical or production setting under supervision, aimed at acquiring competencies and gradually

expanding responsibility.

3.30. Curriculum – a formalised description of the structure of an educational programme, including courses or modules, workload, types of learning activities, assessment, and the overall scheduling logic.

3.31. Block teaching / modular learning – an organisation of the educational process in which a discipline or a block of disciplines is studied intensively over a defined period.

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

RW – research work

CME – continuing medical education

CPD – continuous professional development

NQS – national qualifications system

EO – educational organisation

EP – educational program

SAR – self-assessment report

OSCE – objective structured clinical examination

TS – teaching staff;

MM – mass media;

ECTS - European Credit Transfer and Accumulation System;

ESG - Standards and guidelines for quality assurance in the European Higher Education Area.

QF-EHEA – Qualifications Framework for 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 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 organisation of education 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 EP the objectives and the educational strategy ensuring the preparation of a competent graduate at the higher education level in the field of healthcare, who possesses:

- the necessary knowledge, skills, and professional attitudes to perform the roles and functions of a specialist in accordance with the requirements of the healthcare sector;
- a foundation for further career development in any area of healthcare, including clinical practice, health administration, and scientific research;
- readiness for postgraduate education and commitment to the principle of lifelong learning.

1.1.3. ensure that the mission of the EP takes into account achievements of research in biomedical, clinical, pharmaceutical, behavioural, and social sciences, and reflects aspects of global health and international challenges in the field of healthcare.

Indicative areas for review

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

- ✓ *the formulation of the institutional mission and the mission of the educational programme, as well as a description of their interrelationship;*
- ✓ *the procedures for communicating the mission to stakeholders and the healthcare sector, indicating where and how it is published and which means are used to ensure accessibility, including the official website, printed materials, meetings, presentations, reports and other channels;*
- ✓ *the process of development and review of the mission, specifying who is involved, including academic staff, administration, students, employers and representatives of the healthcare system, how opinions are collected and how decisions are taken;*
- ✓ *the role of the mission as a guiding framework for the educational programme, explaining how it directs objectives, programme structure, teaching and learning methods and the quality assurance system;*
- ✓ *the alignment between the mission and the intended learning outcomes, demonstrating how the intended learning outcomes are linked to the mission of the educational programme and the institutional mission;*
- ✓ *graduates' career pathways, describing the opportunities provided by the programme and how they reflect the strategic orientation of the mission;*
- ✓ *teaching and learning strategies and methods that foster students' responsibility for their own education and their capacity for lifelong learning;*
- ✓ *the regularity and mechanisms for analysing the mission, including how review and revision are conducted, who is involved in the discussions and how the relevance of the mission is ensured;*
- ✓ *consideration of the requirements of the healthcare sector, indicating which professional roles and functions are embedded in the mission and which qualification requirements are taken into account;*
- ✓ *graduates' readiness for postgraduate education, explaining how this is reflected in the mission and the educational strategy;*
- ✓ *the reflection in the mission of achievements in biomedical, clinical, pharmaceutical, behavioural and social sciences;*
- ✓ *the relationship between the mission, global health and social accountability, explaining how the mission of the educational programme reflects global challenges in healthcare and social*

accountability to society and the healthcare system, and how this is taken into account in the educational strategy.

1.2. Institutional Autonomy and Academic Freedom

The organisation of education shall:

1.2.1. have institutional autonomy for the development and implementation of a quality assurance policy, for which the administration and academic staff are responsible, in particular with regard to the design of the educational programme and the allocation of resources necessary for its implementation;

1.2.2. ensure academic freedom for staff and students in the delivery of the educational programme, as well as in the use of outcomes of new research to deepen the study of specific disciplines and topics, without extending the scope of the educational programme.

Indicative areas for review and evaluation

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

✓ *how institutional autonomy is ensured in key areas, including the development and review of educational programmes, the establishment of student assessment procedures, admissions policy and staffing policy, and the allocation of financial and material resources;*

✓ *which mechanisms enable the university to maintain independence in decision-making while at the same time taking into account the requirements of the state, accreditation bodies, professional communities and partners;*

✓ *how responsibilities are distributed among the administration, academic staff, collegial bodies and structural units with regard to the development of the educational programme and quality assurance;*

✓ *how academic freedom of academic staff and students is guaranteed, including freedom to choose teaching methods and learning materials within the approved programme, the possibility to use the outcomes of current research to illustrate and deepen individual topics without extending the scope of the educational programme, and freedom of scholarly inquiry and publication in compliance with professional ethics;*

✓ *how academic freedom of students is supported, including the choice of topics for coursework and research projects, participation in academic discourse, and critical discussion of medical and social issues;*

✓ *which documents formalise the principles of autonomy and academic freedom, such as the charter, internal regulations and academic policy;*

✓ *how a balance is ensured between institutional autonomy and the requirements of the state, accreditation bodies and the health sector;*

✓ *how practices related to autonomy and academic freedom are regularly reviewed and evaluated, and which mechanisms of feedback, monitoring and adjustment are in place;*

✓ *examples of the practical implementation of autonomy and academic freedom, including amendments to the curriculum or teaching methods decided by the university, reallocation of resources in priority areas of the educational programme, introduction of new teaching approaches by academic staff or use of research outcomes within courses, and support for students and staff in expressing professional opinions, participating in scholarly discussions and publishing their work.*

1.3. Learning Outcomes

The organisation of education shall:

1.3.1. define the expected learning outcomes that students shall achieve upon completion of the programme, including:

- achievement of a basic level of knowledge, skills and professional attitudes;
- an appropriate foundation for a future career in any field of healthcare;
- readiness to perform future roles within the health sector;

- preparedness for postgraduate education;
- commitment to lifelong learning;
- consideration of the needs of society, the healthcare system and aspects of social accountability;
- 1.3.2. ensure appropriate professional behaviour of students in relation to peers, academic staff, medical personnel, patients and their relatives;
- 1.3.3. publish the expected learning outcomes of the educational programme;
- 1.3.4. define and coordinate the alignment of learning outcomes required upon completion of the programme with the learning outcomes necessary for postgraduate education;
- 1.3.5. create opportunities for student participation in research activities in the relevant field of healthcare;
- 1.3.6. give due consideration to learning outcomes related to global health.

Indicative Areas for Review and Evaluation

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

- ✓ *the expected learning outcomes defined in the programme and how they reflect the knowledge, skills and professional values required of graduates;*
- ✓ *the alignment of learning outcomes with the mission of the educational programme and the institutional mission;*
- ✓ *the stakeholders involved in the development and review of learning outcomes, including academic staff, administration, students, employers and professional communities;*
- ✓ *the ways in which learning outcomes are used in designing programme content, selecting teaching and learning methods, and developing assessment tools;*
- ✓ *how learning outcomes take into account the needs of society and the healthcare system, including aspects of social accountability and global health;*
- ✓ *the approaches used to develop students’ research competences and critical thinking skills;*
- ✓ *the mechanisms through which students’ professional qualities and standards of behaviour are developed and assessed, including procedures for reporting unprofessional behaviour and measures for its prevention;*
- ✓ *the distribution of responsibility between the university and clinical bases for maintaining an appropriate educational and ethical environment;*
- ✓ *the mechanisms in place to monitor and, where necessary, correct students’ professional behaviour during the learning process;*
- ✓ *the ways in which continuity of learning outcomes and competences required for postgraduate education is ensured, including residency, master’s and doctoral levels;*
- ✓ *the methods by which the university obtains information on the competences of its graduates and uses this information to improve the educational programme;*
- ✓ *the documents confirming the definition and publication of learning outcomes, such as curricula, regulations and internal policies;*
- ✓ *completion of Table 1.3, presenting the alignment of general graduate competences with corresponding learning outcomes and methods of assessment.*

Table 1.3. Alignment of General Competences, Learning Outcomes and Assessment Methods

General competences	Learning outcomes related to each competence	Assessment of learning outcomes

1.4. Participation in the Formulation of the Mission and Learning Outcomes

The organisation of education shall:

1.4.1. ensure the participation of key stakeholders in the formulation of the mission and the expected learning outcomes.

1.4.2. ensure that the stated mission and the expected learning outcomes are developed with due consideration of proposals and opinions expressed by other relevant stakeholders.

Indicative areas for review and evaluation

When preparing the self-evaluation report, the education organisation may consider:

✓ *who are identified as the main stakeholders (administration, academic staff, students, governing bodies, health authorities) and how their participation in the formulation of the mission and learning outcomes is ensured;*

✓ *which additional groups (employers, professional associations, patients and public organisations, partner clinical bases) the university consults with, and in what manner such consultations are conducted;*

✓ *how procedures for collecting and considering proposals and comments from stakeholders are organised, and in what form their contributions are documented (minutes of meetings, reports, analytical materials);*

✓ *how the outcomes of discussions are communicated back to participants in the process;*

✓ *how consultations and feedback have influenced the formulation of the mission and learning outcomes, and what changes to the programme have been introduced as a result of stakeholder engagement;*

✓ *which documents confirm stakeholder participation (regulations, minutes of meetings, survey results, letters of support), and how transparency and accessibility of information on stakeholder involvement are ensured.*

2. STANDARD "EDUCATIONAL PROGRAMME"

2.1 Educational Programme Model and Teaching Methods

The organisation of education shall:

2.1.1. define the specification of the educational programme (EP), including a statement of the intended learning outcomes, a curriculum based on a modular or spiral structure, and the qualification awarded upon successful completion of the programme;

2.1.2. use teaching and learning methods that stimulate, prepare and support students in assuming responsibility for their own learning process;

2.1.3. ensure the implementation of the educational programme in accordance with the principles of equity and equal opportunities;

2.1.4. develop students' capacity for lifelong learning.

Indicative areas for review and evaluation:

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

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

✓ *a brief description of the structure and content of the educational programme, including its model (modular, spiral, integrated).*

✓ *the year of initial implementation of the current educational programme and the year of its most recent review.*

✓ *the process of development and revision of the educational programme, including which stakeholders are involved (administration, academic staff, students, advisory and collegial bodies, representatives of the healthcare sector and employers), how proposals are collected, and how decisions are made.*

✓ *the main changes and additions introduced during the most recent revision of the programme.*

✓ *the principles and approaches applied in designing the educational programme, including integrated learning strategies.*

✓ *the teaching and learning methods used (including clinical teaching, where applicable) and evidence of their alignment with contemporary educational principles.*

✓ *the rationale for selecting teaching and learning methods, including the underlying principles and needs analysis on which they are based.*

✓ *the mechanisms for updating the content of the educational programme in response to developments in science and healthcare practice.*

✓ *examples of practices and factors that contribute to the effective application of teaching and learning methods.*

✓ *the forms of student engagement in the educational process that support the development of self-directed and independent learning.*

✓ *the ways in which the programme and applied teaching methods foster students' ability to take responsibility for their own learning and develop lifelong learning skills.*

✓ *how the university anticipates and demonstrates that the applied teaching and learning methods ensure graduates' readiness for lifelong learning.*

2.2 Scientific Method

The organisation of education shall:

2.2.1. throughout the educational programme, instil in students the principles of scientific methodology, including analytical and critical thinking, research methods in healthcare and evidence-based medicine;

2.2.2. regularly update the content of the educational programme in line with the outcomes of contemporary scientific research.

Indicative areas for review and evaluation:

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

- ✓ how the principles of scientific methodology are systematically integrated into the educational programme, including analytical and critical thinking, research methods in healthcare and the fundamentals of evidence-based medicine;*
- ✓ which components of the programme (disciplines, modules, placements/practical training) are aimed at developing a research-oriented approach and skills in the application of evidence-based medicine;*
- ✓ which teaching and learning methods are used to develop research and analytical competences (for example, problem-based learning, clinical case solving, project-based research, practical sessions in evidence-based medicine and good pharmaceutical practice);*
- ✓ examples of learning tasks and educational situations that develop in students skills of evidence-based critical judgement, the ability to solve clinical and pharmaceutical problems, and an understanding of social needs and challenges in healthcare;*
- ✓ which opportunities the education organisation provides for student involvement in research activities (participation in research projects, competitions, grants, student conferences);*
- ✓ how elements of elective analytical and experimental research are incorporated into the programme (for example, elective courses, research projects, final theses);*
- ✓ documentary evidence confirming the integration of scientific methodology principles into the programme (course syllabi, teaching and learning packages, methodological materials on evidence-based medicine);*
- ✓ which outcomes of student participation in research activities are documented (publications, presentations, projects, practical implementations);*
- ✓ how the organisation supports students in research activities (academic advising, mentoring, research clubs, laboratories);*
- ✓ which scientific research methods are included in bachelor-level nursing education programmes;*
- ✓ how teaching and the development of competences in evidence-based nursing are ensured.*

2.3 Basic Biomedical Sciences

The organisation of education shall:

2.3.1. define and incorporate into the educational programme the contribution of the basic biomedical sciences in order to enable students to develop an understanding of the scientific knowledge, concepts and methods that underpin the acquisition and practical application of clinical knowledge;

2.3.2. modify the educational programme in accordance with advances in the biomedical sciences, reflecting scientific, technological and medical (including pharmaceutical) developments, as well as current and anticipated needs of society and the healthcare system.

Indicative Areas for Review and Evaluation:

- ✓ When preparing the self-evaluation report, it is recommended to reflect how the list of basic biomedical disciplines included in the educational programme is defined (Table 2.3).*
- ✓ It is recommended to describe the process for selecting the content and allocating time for the basic disciplines, including which bodies or units are involved, who participates in decision-making, and which criteria are applied.*
- ✓ It is recommended to explain the approaches used to integrate basic biomedical disciplines with clinical and other subjects at different stages of the educational programme.*
- ✓ It is recommended to describe how students develop an understanding of the scientific knowledge, concepts and methods that underpin the acquisition and practical application of clinical knowledge.*

✓ *It is recommended to explain how the educational programme is reviewed and modified in response to advances in the biomedical sciences, including scientific, technological, medical and pharmaceutical developments.*

✓ *It is recommended to indicate how current and anticipated needs of society and the healthcare system are taken into account when determining the content of the basic sciences.*

✓ *It is recommended to provide examples of recent changes to the content of the educational programme related to updates in the biomedical sciences.*

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 and Jurisprudence

The organisation of education shall:

2.4.1. define and incorporate into the educational programme the contribution of behavioural and social sciences, medical/pharmaceutical ethics, and medical law.

2.4.2. update the educational programme in line with developments in behavioural and social sciences, medical/pharmaceutical ethics and medical law, including contemporary scientific, technological and medical (including pharmaceutical) advances, current and anticipated needs of society and the healthcare system, as well as the evolving demographic and cultural context.

Indicative areas for review and evaluation:

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

✓ *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 time for their study, including who takes the decisions and which structural units or collegial bodies are involved in the discussion.*

✓ *the contribution of these disciplines to the educational programme, including the understanding of socio-economic, demographic and cultural determinants of health and disease, the development of knowledge of the national healthcare system and patients' rights, the ability to analyse the needs of the healthcare system and society, and the development of competencies in communication, clinical and pharmaceutical decision-making, and adherence to ethical standards.*

✓ *the process of updating the educational programme, including how developments in behavioural and social sciences, ethics and law are integrated into the programme, how contemporary scientific, technological and medical (including pharmaceutical) advances are taken into account, and how changes in the demographic and cultural context are addressed.*

✓ *examples of recent changes to the content of the educational programme related to the development of the above-mentioned sciences and disciplines.*

✓ *the mechanisms for developing professional responsibility and ethical attitudes among students, including which disciplines, courses or teaching formats contribute to this process.*

✓ *documents and regulations confirming the inclusion and updating of these disciplines, such as curricula, syllabi of disciplines and teaching 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 organisation of education shall:

2.5.1. define and include in the educational programme the contribution of clinical/pharmaceutical sciences in order to ensure that, by the time of graduation, students have attained an adequate level of knowledge, clinical and professional skills enabling them to assume an appropriate level of responsibility in professional practice.

2.5.2. ensure that students spend a sufficient proportion of the programme in planned contact with patients and service users in relevant clinical and/or production settings and gain experience in health promotion and disease prevention.

2.5.3. establish the amount of time allocated to the study of core clinical and/or profile disciplines.

2.5.4. organise training with priority given to the safety of the educational environment and patients, including an appropriate level of supervision and oversight of students' activities at clinical and/or production sites.

2.5.5. update the educational programme taking into account scientific, technological, medical and pharmaceutical advances, as well as current and anticipated needs of society and the healthcare system.

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

- examination and/or treatment of patients under supervision in appropriate clinical settings;
- performance of sanitary and epidemiological surveillance procedures (inspection and/or assessment of facilities under supervision) at relevant production sites, including sanitary and epidemiological expertise centres, territorial departments of sanitary and epidemiological control (including transport), disinfection organisations and healthcare institutions;
- counselling patients on the rational use of medicinal products in appropriate production settings.

2.5.7. structure the components of training in clinical and hygienic skills, skills for monitoring environmental and occupational factors, and other production-related skills in accordance with the stage of the educational programme.

Indicative Areas for Review and Evaluation:

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

- ✓ *Learning outcomes and graduate competence:*
 - *which knowledge, skills, professional values and capacities are defined to ensure the clinical and pharmaceutical competence of graduates;*
 - *how these learning outcomes are communicated to students, teachers and supervisors responsible for their achievement and assessment.*
- ✓ *Programme content and structure:*
 - *a list of profile disciplines included in the educational programme and their volume (credits/hours), with completion of Table 2.5.1 "Profile disciplines";*
 - *which disciplines are compulsory for practical training for all students;*

- how students' time is distributed among different forms of practical training (inpatient and outpatient care, pharmaceutical practice, sanitary and epidemiological surveillance, and others);
- how the programme provides for early contact with patients and the gradual expansion of students' scope of responsibility.

✓ *Practical training and rotations:*

- information on educational rotations in the main profile disciplines, with completion of Table 2.5.2 "Educational rotations";

- which categories of patients, service users and clients are included in the learning process and how they are selected for educational purposes;

- how students' participation in preventive and sanitary and epidemiological activities is ensured (for example, in sanitary and epidemiological expertise centres, sanitary and epidemiological service departments, disinfection organisations, and pharmaceutical companies).

✓ *Teaching and assessment methods:*

- which teaching and learning methods are used (lectures, practical classes, clinical placements, simulation-based training, pharmaceutical practice, and others);

- how different components of practical training are structured in accordance with the stages of the educational programme;

- which assessment methods are applied to evaluate acquired knowledge, skills and professional behaviour (OSCE, tests, portfolios, workplace-based assessment, and others).

✓ *Learning environment and safety:*

- how the safety of the learning environment for students, patients and service users is ensured;

- how supervision of students' activities in clinical and production settings is organised;

- which mechanisms exist to identify and prevent risks associated with unprofessional actions or unsafe practice.

✓ *Programme updating:*

- how advances in clinical and pharmaceutical sciences, as well as new medical and technological developments, are taken into account in the educational programme;

- examples of recent changes in programme content related to scientific developments and changes in the needs of society and the healthcare system.

Table 2.5.1 Profile disciplines

Profile disciplines	Year of study/course					Number of credits/hours			Teaching method	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 organisation of education shall:

2.6.1. describe the content, volume and sequence of disciplines/modules, ensuring an appropriate balance between basic biomedical, behavioural, social and clinical/profile disciplines;

2.6.2. envisage horizontal integration of related sciences and disciplines;

2.6.3. envisage vertical integration of clinical/subspecialty sciences with basic biomedical and behavioural and social sciences;

2.6.4. ensure the availability of elective content and define the balance between the compulsory and elective components of the educational programme;

2.6.5. describe links with complementary medicine, including non-conventional, traditional and alternative practices, as well as with occupational medicine, covering the impact of environmental factors, technogenic and occupational exposures, and the influence of the social environment on population health.

Indicative areas for review and evaluation:

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

✓ *General characteristics of the programme:*

- *present a description of the structure of the educational programme, including the duration of study (in years, semesters, weeks) and the total workload in credits/hours;*

- *describe the content of the programme, indicating compulsory disciplines/modules and elective components;*

- *reflect the balance between basic biomedical, behavioural, social and clinical/profile disciplines.*

✓ *Elective components:*

- *indicate the list of elective disciplines/modules available to students;*

- *describe the procedure for the development and approval of elective disciplines, as well as the criteria used to determine their inclusion in the programme;*

- *provide data on the proportion of electives within the total programme workload and on the opportunities for students to individualise their educational pathways.*

✓ *Forms of organisation of learning:*

- *indicate the distribution of time among different forms of learning, including lectures, seminars, small-group sessions, laboratory classes, practical trainings, educational rotations and independent learning;*

- *present information on the principles governing the combination of theoretical and practical training.*

✓ *Programme integration:*

- *describe the methods and approaches applied to ensure horizontal integration of related disciplines, for example the integration of topics from biochemistry, physiology and pathophysiology;*

- *describe the mechanisms of vertical integration of clinical/profile disciplines with biomedical and behavioural and social sciences, for example early exposure to clinical cases within basic disciplines or longitudinal modules;*

- *provide examples of educational strategies and methodologies that ensure programme coherence, such as problem-based learning, case studies and interdisciplinary projects.*

✓ *Links with complementary medicine and occupational medicine:*

- *describe how issues related to non-conventional, traditional and alternative medicine are addressed within the programme, for example through separate electives or thematic blocks;*

- *for public health programmes, specify how occupational medicine is reflected in the content of the educational programme, including aspects of environmental exposure, occupational factors and the influence of the social environment on population health.*

✓ *Regularity of review:*

- *describe how often the programme structure is reviewed, and which mechanisms and*

bodies are involved in ensuring its relevance.

✓ *Documentation and evidence:*

- *present a summary of the programme content in tabular form, indicating disciplines/modules and their duration;*
- *indicate the documents, such as curricula, course syllabi and elective catalogues, that confirm the stated information;*
- *reflect the presence of elements related to health promotion, preventive medicine and global health challenges.*

2.7 Programme Management

The organisation of education shall:

2.7.1. establish formal procedures for the development, approval and periodic review of the educational programme (EP);

2.7.2. identify a committee operating under the leadership of the academic management that is responsible for planning and implementing the EP in order to ensure the achievement of the expected learning outcomes;

2.7.3. ensure representation of academic staff, students and other key stakeholders, including representatives of clinical and production bases, graduates and healthcare professionals involved in teaching, within the committee responsible for the EP;

2.7.4. through the committee responsible for the EP, plan and implement innovations in the educational programme.

Indicative areas for review and evaluation:

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

✓ *Programme governance bodies:*

- *which structural units and committees within the university are responsible for planning, development, implementation and review of the educational programme (EP);*
- *their composition, powers and responsibilities, including issues related to resource allocation, resolution of disputed matters, and determination of the contribution of individual disciplines to the curriculum.*

✓ *Definition of programme content:*

- *who is responsible for defining the content of the EP and approving the curriculum;*
- *how the process of curriculum development and review is organised, and which procedures are applied.*

✓ *Methods of programme analysis and evaluation:*

- *which mechanisms are used to study, evaluate and improve the EP;*
- *how regular monitoring is carried out and which units are involved in this process.*

✓ *Participation of academic staff and students:*

- *how academic staff and students are involved in programme governance and decision-making;*
- *in which forms their participation is documented, such as committee meetings, surveys, reports and minutes.*

✓ *Implementation of innovations:*

- *which innovative teaching, learning and assessment methods are used;*
- *which mechanisms the responsible committee or unit has in place for the introduction and integration of innovations into the educational process;*
- *what practice has been accumulated in the implementation of educational technologies, including digital solutions and e-learning;*
- *whether data are available on the evaluation of the effectiveness of such innovations, particularly with regard to the acquisition of practical skills.*

✓ *Involvement of external stakeholders:*

- *how representation of clinical and production bases, graduates, mentors, employers and*

professional communities in EP governance is ensured;

– in which forms their contribution is documented and how feedback is used to improve the programme;

– whether there is a practice of regular collection and analysis of feedback from graduates and professionals involved in teaching, including supervisors and mentors.

✓ Documentary evidence:

– which documents, such as regulations, policies, minutes of meetings, reports and innovation implementation plans, confirm the functioning of the programme governance system;

– how transparency of procedures for planning, approval, review and implementation of changes to the programme is ensured.

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 subsequent stages of professional training or practical activity that graduates will enter upon completion of the programme.

2.8.2. take into account the specific conditions of graduates' future professional activities and, where necessary, appropriately modify the educational programme (EP).

Indicative areas for review and evaluation:

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

✓ continuity of educational programmes: how the linkage between the bachelor's programme and subsequent stages of training (residency, master's programmes, doctoral studies, professional specialisation) and professional practice is ensured; which mechanisms are used to align learning outcomes with the requirements for graduates at subsequent levels of education.

✓ final-stage disciplines of the programme: which disciplines and practical components are included in the final year of study; how they prepare students for transition to postgraduate training and/or professional activity.

✓ interaction between levels of training: whether there is a practice of mutual representation within governance bodies of the educational programme and subsequent levels of training (for example, participation of representatives of residency programmes, master's programmes, employers in working groups or committees); how coherence between programmes at different levels is ensured.

✓ analysis of postgraduate training conditions: what practices exist within the education organisation for collecting information on the conditions and requirements of postgraduate training of its graduates; with whom and how interaction is carried out (higher education institutions, clinical bases, employers, professional associations, public authorities).

✓ feedback and its use: how the process of collecting and analysing feedback from graduates, employers and clinical supervisors is organised; how the results of feedback analysis are used to modify the educational programme and to improve content and teaching methods.

✓ impact of feedback: examples demonstrating that feedback from employers, clinical supervisors and residency programmes has been effectively used to adjust programme content and teaching and learning approaches.

✓ documentary evidence: which documents confirm continuity and linkage between the programme and subsequent stages of education (regulations, procedures, minutes of meetings, survey results); examples of changes introduced into the educational programme based on the analysis of postgraduate training conditions of graduates.

3. STANDARD "ASSESSMENT OF STUDENTS"

3.1 Assessment Methods

The organisation of education shall:

3.1.1. define and approve the principles, methods and practices of student assessment, including the number of examinations, criteria for setting pass marks and grades, as well as the permitted number of resits.

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

3.1.3. apply a wide range of assessment methods and formats according to their assessment utility, including an appropriate balance of validity, reliability, educational impact, acceptability and efficiency.

3.1.4. ensure that assessment processes and methods are accessible for independent review and evaluation by external experts.

3.1.5. guarantee that assessment methods and outcomes are free from conflicts of interest and are supported by a formal appeals system.

3.1.6. ensure transparency of assessment procedures and results and provide students with timely information on assessment criteria and methods.

3.1.7. provide for documentation and analysis of the reliability and validity of the assessment methods applied, as well as the possibility of involving external examiners.

Indicative Areas for Review and Evaluation:

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

✓ *the assessment policy and regulatory framework, including the existence of approved policies and procedures for student assessment and the ways in which they are communicated to students, academic staff and other stakeholders through the website, curricula, methodological guidelines, regulations and internal policies.*

✓ *the documentary framework, including the process for developing and approving documents regulating assessment and the content of these documents, such as assessment methods and criteria, types of examinations, timing of assessments, pass marks, grading scales, weighting of different assessment components, rules for student progression, conditions and number of resits, and appeal procedures.*

✓ *the organisation of the assessment process, including how decisions are made regarding the number and timing of examinations and other assessment formats, how pass marks are set and aligned with expected learning outcomes, and how an appropriate balance is ensured between formative and summative assessment, written and oral examinations, and the use of specific formats such as OSCE, OSPE, Mini-CEX and portfolios.*

✓ *the validity and reliability of assessment methods, including how the educational organisation ensures the validity and reliability of the methods used through piloting, expert review, statistical analysis of results and the involvement of external experts, as well as which procedures for documentation, analysis and regular review are applied to confirm these characteristics.*

✓ *governance and responsibility, including which committees or structural units are responsible for developing and implementing the assessment policy, their composition and authority, and the distribution of responsibilities between administration, academic staff and examination boards.*

✓ *quality assurance of assessment, including how the internal quality assurance system for assessment processes is implemented and which measures are undertaken to monitor, analyse and improve assessment methods.*

✓ *assessor training, including how the university ensures the preparation and continuous development of academic staff and examiners through training courses, professional development activities and methodological seminars.*

✓ *the use of external expertise, including practices for involving external examiners and experts, the criteria for their selection and their role in ensuring objectivity and fairness of assessment.*

✓ *appeals and transparency, including mechanisms for submitting appeals, procedures for reviewing appeals and methods for informing students about these processes, as well as how transparency of assessment and student trust are ensured.*

✓ *regular review of the assessment system, including the frequency and mechanisms for reviewing assessment policy and practice, who is involved in this process and how the results of the analysis are used to update and improve the system.*

3.2 The Relationship between Assessment and Learning

The organisation of education shall:

3.2.1. apply assessment principles, methods and practices that are aligned with the intended learning outcomes and teaching methods, ensure the achievement of the stated educational outcomes, promote learning, and maintain an appropriate balance between formative and summative assessment for the management of the learning process and decision-making on academic progress.

3.2.2. where necessary, adjust the number and nature of examinations in order to stimulate both the acquisition of knowledge and integrated learning.

3.2.3. provide timely, specific, constructive and fair feedback to students based on assessment results.

Approximate subject of assessment:

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

✓ *the alignment between teaching and assessment, including a mapping table linking intended learning outcomes, teaching methods and assessment methods, and demonstrating how assessment methods derive directly from the aims and objectives of the educational programme.*

✓ *the assessment system and coordination mechanisms, including the existing system for coordinating assessment procedures, and how consistency across multiple assessment activities and an appropriate balance between formative and summative assessment are ensured.*

✓ *integration and progression, including the degree of integration of assessment methods across different components of the programme, and how assessment results are used to monitor student progress and academic advancement across years of study.*

✓ *the number and nature of examinations, including a table indicating the number, format and type of examinations by major sections or modules, and how examination formats are adjusted to promote integrated learning.*

✓ *student support mechanisms, including procedures for identifying students in need of additional support and the provision of appropriate resources such as consultations, mentoring and individual learning plans.*

✓ *transparency and communication, including mechanisms to ensure transparency of the assessment system and to inform students about rules and criteria, as well as the information provided to students regarding the style, content and quality of assessment.*

✓ *feedback practices, including the provision of timely, constructive and fair feedback following examinations, clinical rotations and practical training, and the use of feedback to guide further learning.*

✓ *digital tools and learning management systems, including the use of digital tools in assessment processes such as LMS, e-portfolios, online testing and automated systems for analysing results, as well as electronic feedback monitoring systems to enhance transparency and effectiveness of assessment.*

✓ *evidence of achievement of learning outcomes, including aggregated data for the last five years on final examination results, progression of graduates to postgraduate programmes and employment outcomes, as well as quantitative and qualitative evidence of the development of professional knowledge, skills and behaviour.*

✓ *evaluation of teaching quality, including the use of assessment results and feedback to analyse teaching quality and improve the programme, and mechanisms for taking into account comments from students, teaching staff and employers.*

4. STANDARD "STUDENTS"

4.1 Admission and Selection Policy

The organisation of education shall:

- 4.1.1. develop and implement an admission policy based on the principles of objectivity, including a clear description of the procedures for the selection of applicants;
- 4.1.2. have a policy and practice for the admission of persons with disabilities in accordance with applicable legislation and ensure the provision of appropriate conditions for their education;
- 4.1.3. have a policy and practice governing the transfer of students from other educational organisations, including foreign institutions;
- 4.1.4. establish a clear link between the admission and selection policy, the mission of the educational organisation, the educational programme and the expected qualities of graduates, and periodically review the admission policy taking into account the needs of society and the healthcare sector;
- 4.1.5. provide a system for appealing decisions related to student admission.

Approximate subject of assessment:

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

- ✓ *the alignment between the mission and the admission policy, including how the admission and selection policy corresponds to the mission of the education organisation, the educational programme and the expected qualities of graduates;*
- ✓ *compliance with regulatory requirements, describing how the admission policy and practices comply with national laws and governmental regulations;*
- ✓ *admission criteria, including the academic and, where applicable, non-academic criteria established for entry to the educational programme;*
- ✓ *the admission and selection process, providing a brief description of the stages from application submission to enrolment, including interviews, decision-making procedures and documentation, with an indication of criteria and responsible persons or bodies at each stage;*
- ✓ *additional requirements, indicating whether there are specific institutional or state requirements for admission to the programme;*
- ✓ *governing bodies and responsibilities, identifying the body responsible for the admission and selection policy and describing its functions, powers and areas of responsibility;*
- ✓ *selection methods, specifying which methods are used (examinations, testing, interviews, document-based competition, etc.) and how they ensure objectivity in selection;*
- ✓ *inclusive admission, describing the policy and practice for admitting applicants with disabilities and/or special educational needs, compliance with applicable legislation and measures taken to ensure appropriate learning conditions;*
- ✓ *student transfer, outlining the policy and practice for transferring students from other national and foreign educational organisations;*
- ✓ *information for stakeholders, explaining how the admission and selection policy is communicated to applicants, parents, employers, healthcare authorities and other stakeholders (website, brochures, admissions office, etc.);*
- ✓ *review of the admission policy, describing how and how often the admission and selection policy is reviewed, who is involved in the process and which factors are taken into account;*
- ✓ *evaluation of selection methods, explaining how the applied methods assess applicants' suitability and their capacity for practical work in the healthcare sector;*
- ✓ *social responsibility, indicating the extent to which the admission and selection policy reflects the university's social obligations and the needs of the healthcare system and society;*
- ✓ *evaluation of the effectiveness of the admission policy, describing how the outcomes of admission and selection are analysed in relation to subsequent academic performance of students;*

✓ *appeals system, explaining how the procedure for submitting and reviewing appeals related to admission decisions is organised and how information about this opportunity is communicated to applicants and other interested parties;*

✓ *completion of Tables 4.1.1, 4.1.2, 4.1.3, 4.1.4 and 4.1.5, providing reliable and complete data for the last five years or for the available period.*

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 Enrolled Students

Years	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..	20.. – 20..
Number of applicants					
Number of enrolled students					

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 Admitted and Expelled Students in the Given Educational Programme

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

Table 4.1.5 Information on Students Enrolled in the Given Educational Programme

Categories of students	Academic year						
	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 admitted in accordance with the resources and capacities of the education organisation at all stages of implementation of the educational programme;

4.2.2. periodically regulate the size and composition of the student intake, taking into account the views of key stakeholders involved in the planning and development of human resources for the healthcare sector, with the aim of meeting the healthcare needs of the population and society as a whole;

4.2.3. provide for the regular review of the number and composition of admitted students on the basis of consultations with stakeholders and adaptation to the changing needs of the healthcare system and society.

Approximate subject of assessment:

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

- ✓ *the number of students, including data on admitted students by year, with a breakdown by categories (domestic students, international students, state-funded and fee-paying students);*
- ✓ *the alignment with resources, explaining how the number of admitted students is determined in relation to the material, technical, human and infrastructural capacities of the education organisation (teaching facilities, clinical bases, laboratories, academic staff);*
- ✓ *the mechanisms of regulation, describing the procedures and instruments used to set, adjust or review the number of available places (quotas) for admission and how compliance with these decisions is ensured;*
- ✓ *the linkage with healthcare workforce needs, explaining how the education organisation takes into account current and projected needs of the healthcare system and society when determining student intake numbers, including consultations with external stakeholders (health authorities, employers, professional associations, workforce planning bodies);*
- ✓ *equity and diversity, describing the measures taken by the education organisation to ensure equal access to education, fairness and support for diversity (including gender, social and cultural background, and special educational needs);*
- ✓ *the practice of review, explaining how regularly the number and composition of students are reviewed, and which feedback and analytical mechanisms are used to adjust admission policies in response to changes in organisational resources and healthcare sector needs;*
- ✓ *transparency of allocation, describing how the education organisation ensures openness and transparency in the allocation of places/quotas for applicants, including publication of relevant information for applicants and stakeholders (official website, information materials, admissions office).*

4.3 Counseling and Supporting Students

The organisation of education shall:

- 4.3.1. have a system of academic counselling for students;
- 4.3.2. offer a student support programme aimed at meeting social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counselling and support services;
- 4.3.3. have a feedback system involving students to assess the conditions and organisation of the educational process;
- 4.3.4. provide students with documents confirming their qualifications (diploma) and a Diploma Supplement (transcript);
- 4.3.5. take into account the needs of different groups of students and provide opportunities for the development of an individual educational trajectory;
- 4.3.6. provide academic counselling based on monitoring students' academic progress and covering issues of professional orientation and career planning.

Approximate subject of assessment:

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

- ✓ *the system of counselling and support, including a description of institutional practice related to the operation of student counselling services, the types of counselling provided (academic, psychological, social, financial, career-related), and any additional internal student support programmes;*
- ✓ *interaction with external organisations, including additional support programmes available to students through cooperation with external bodies such as social services, medical centres, or charitable foundations;*
- ✓ *resources and confidentiality, including mechanisms for identifying and allocating resources for student support, as well as arrangements ensuring accessibility of services and confidentiality of counselling;*

- ✓ *personalised support, including mechanisms used to identify students in need of special support (academic, psychological, social, or financial) and the approaches applied in working with such students;*
- ✓ *health and well-being programmes, including the existence of student health support programmes and activities implemented within them (prevention, access to medical services, psycho-emotional support, promotion of healthy lifestyles);*
- ✓ *career counselling, including how counselling on professional orientation and career planning is organised, and which mechanisms support the development of an individual educational trajectory;*
- ✓ *alignment with students' needs, including how academic, personal and social support corresponds to the needs of different student groups, and how information about these services is communicated to students and staff (website, information materials, meetings);*
- ✓ *support for inclusiveness, including measures taken to ensure equal access to educational resources and services for all categories of students, including students with disabilities, students from socially vulnerable groups, and international students;*
- ✓ *the role of student organisations, including how student organisations are involved in the development, implementation and regular review of the counselling and support system, and which forms of cooperation with student representatives are used to ensure relevance, accessibility and confidentiality of services;*
- ✓ *relevance and feasibility of services, including the extent to which the services offered are appropriate to the cultural and procedural context, and how their feasibility is assessed in terms of human, financial and material resources;*
- ✓ *evaluation of effectiveness, including mechanisms used for regular assessment of the quality and effectiveness of student support services (surveys, reports, feedback, performance indicators);*
- ✓ *documentary evidence, including arrangements ensuring that students are provided with documents confirming their qualifications (diploma, transcript) and the possibility of issuing a Diploma Supplement (European Diploma Supplement) upon students' request.*

4.4 Representation of Students

The organisation of education shall:

- 4.4.1. develop and implement a policy on student representation and participation in defining the mission, developing, managing and evaluating the educational programme, as well as in other matters affecting students;
- 4.4.2. encourage, facilitate and support student activities and the work of student organisations, including academic, professional and social initiatives.

Approximate subject of assessment:

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

- ✓ *the policy of the education organisation regulating student participation in the formulation and revision of the mission, the development, management and evaluation of the educational programme, as well as in other matters affecting students;*
- ✓ *the forms of student participation and contribution to the development and implementation of educational policies and practices already in place, including examples such as participation in committees, working groups and meetings of collegial bodies;*
- ✓ *the principles of student self-governance and the ways in which the education organisation supports and develops student self-governance, including mechanisms that ensure student participation in managerial and advisory bodies;*
- ✓ *the mechanisms of technical, methodological and financial support for student organisations and the ways in which equal access of student organisations to the organisation's resources is ensured;*

✓ *the forms of academic, professional, civic and social student activities supported by the university, including examples of student initiatives implemented and their impact on the educational process or the university environment;*

✓ *the evaluation of effectiveness of student representation and self-governance, including feedback procedures used to review and improve the policy of student participation.*

5. STANDARD "ACADEMIC STAFF/FACULTY"

5.1 Selection and Recruitment Policy

The educational organisation shall develop and implement a personnel selection and recruitment policy that:

5.1.1. defines the categories, responsibilities and balance of academic staff/teachers in the basic biomedical sciences, behavioural and social sciences, clinical and pharmaceutical disciplines, ensuring the adequate delivery of the educational programme; this shall include the establishment of an appropriate ratio between medical, non-medical and pharmaceutical teaching staff employed on a full-time and part-time basis, as well as a balance between academic and non-academic staff;

5.1.2. takes into account criteria related to scientific, educational and clinical achievements, including the interrelationship between teaching, research and service functions;

5.1.3. defines and ensures regular monitoring of the duties and responsibilities of academic staff/teachers across the basic biomedical sciences, behavioural and social sciences, clinical, hygienic and pharmaceutical disciplines;

5.1.4. provides for the consideration, within the selection and recruitment policy, of factors such as alignment with the mission of the educational organisation, its economic capacity and significant regional characteristics.

Approximate subject of assessment:

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

✓ *qualification requirements applied to academic staff at recruitment, including requirements for the level of education, professional training, academic and clinical achievements;*

✓ *policy and regulation, including the existence of institutional and/or national policies and regulatory requirements influencing decisions related to staff recruitment and selection;*

✓ *alignment with the profile of the educational programme, demonstrating how recruitment and selection policies ensure an appropriate range and balance of teaching staff in the basic biomedical sciences, behavioural and social sciences, and clinical and pharmaceutical sciences necessary for the effective delivery of the programme;*

✓ *staff structure, including the ratio of teachers in core and non-core disciplines employed on a full-time and part-time basis, as well as the distribution between academic and non-academic staff;*

✓ *human resource planning, describing how the organisation determines priorities in staff composition, the frequency of review of staffing needs and the mechanisms for adjusting priorities;*

✓ *needs analysis mechanisms, outlining the procedures and tools used to assess staffing needs with due consideration of regional conditions, characteristics of the healthcare sector and the mission of the educational organisation;*

✓ *development and improvement of recruitment practices, explaining how the organisation plans to enhance recruitment policy and practice and how economic and resource capacities are taken into account when attracting staff;*

✓ *impact on the quality of education, demonstrating how improvements in recruitment practice and personnel policy contribute to strengthening the scientific, teaching and clinical qualifications of staff;*

✓ *alignment of staff capacity with the educational programme, showing how the quantitative and qualitative characteristics of the academic staff ensure the development, implementation and maintenance of the quality of the educational programme;*

✓ *documentary evidence, including regulations, policies, orders or internal documents confirming the existence and implementation of staff recruitment and selection policies;*

✓ *completion of Tables 5.1.1 and 5.1.2.*

Table 5.1.1 Staff of teachers of departments of basic disciplines

Disciplines	Full-time					Part - timers	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 Staff of teachers of specialised disciplines

Disciplines	Full-time					Part - timers	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 educational organisation shall develop and implement a policy for staff activity and development, which is aimed at:

5.2.1. ensuring an appropriate balance between teaching, research and “service” functions, as well as recognising significant academic achievements with an emphasis on teaching, research and professional qualifications;

5.2.2. ensuring that each teacher has an adequate level of knowledge of the entire educational programme, and organising training, continuing professional development, professional growth and performance evaluation of teaching staff;

5.2.3. establishing a justified teacher–student ratio depending on the different components of the educational programme;

5.2.4. creating conditions for staff career development, including a system of promotion and professional advancement.

Approximate subject of assessment:

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

✓ *the policy in place within the educational organisation to ensure fair recognition and appropriate remuneration of teachers for achievements in academic, research, clinical and managerial activities;*

✓ *the existence of additional institutional or national regulations and normative documents governing staff activity and development;*

✓ *the mechanisms and procedures used to support professional development of teachers, enhancement of their pedagogical and clinical competence, and regular performance evaluation;*

✓ *the information provided by the educational organisation to new and existing teachers regarding opportunities for professional development, and the channels through which this information is communicated, including guidelines, mentoring, corporate resources and internal regulations;*

- ✓ *existing and planned continuing professional development and staff development programmes, and how these contribute to improving teaching skills and objective evaluation of teaching performance;*
- ✓ *the forms of orientation, induction training and mentoring applied for newly appointed teachers, and how academic staff and clinical mentors are prepared for the implementation of new educational programmes;*
- ✓ *the incentive mechanisms used to motivate teachers to participate in continuous professional development programmes;*
- ✓ *targeted programmes and plans implemented to build staff capacity within educational programmes;*
- ✓ *the ways in which the educational organisation encourages teachers' participation in international educational and research programmes, academic mobility and professional exchanges, and the outcomes achieved, such as enhanced qualifications, new teaching methods and joint projects;*
- ✓ *the administrative responsibility of the educational organisation for organising, implementing and monitoring the policy of continuous professional development of teaching staff;*
- ✓ *the manner in which staff policy takes into account both regulatory requirements and actual indicators of the teacher–student ratio in relation to different components of the educational programme, including lectures, practical classes and clinical training;*
- ✓ *the system of career progression and promotion of teachers, and the mechanisms for career development applied within the educational organisation;*
- ✓ *the procedures for updating the policy on staff development and promotion, and how teachers are informed about requirements, career development opportunities and conditions for appointment to positions, taking into account the specific features of departments and educational programmes.*

6. STANDARD "EDUCATIONAL RESOURCES"

6.1 Material and Technical Base

The organisation of education shall:

6.1.1. have an adequate physical infrastructure and material and technical resources to ensure full implementation of the educational programme, as well as a safe learning environment for staff, students, patients and their relatives;

6.1.2. regularly improve the learning environment by updating and expanding the physical infrastructure and material and technical resources in line with developments in educational practice.

Approximate subject of assessment:

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

✓ *a description of the infrastructure, presenting a brief description of each element of the physical infrastructure and material and technical resources (teaching buildings, laboratories, simulation centres, libraries, ICT infrastructure, clinical and training bases) that support the implementation of various components of the educational programme;*

✓ *an assessment of resource adequacy, describing how the educational organisation evaluates the sufficiency and alignment of available educational resources with the requirements of the programme (for example, through monitoring the utilisation of teaching facilities, availability of equipment and learning materials, and access to electronic resources);*

✓ *feedback mechanisms, indicating how feedback from students and teachers on the condition of the physical infrastructure and material and technical resources is collected and analysed, and how identified needs are taken into account in planning updates and modernisation;*

✓ *financial and managerial mechanisms, defining the authority of the educational organisation in allocating financial and other resources to address deficiencies and upgrade the infrastructure;*

✓ *the safety system, presenting a description of how a safe learning environment is ensured, including the distribution of responsibilities for occupational health and safety within the university and at clinical and training bases, and mechanisms for informing students and staff about safety rules;*

✓ *emergency preparedness, describing existing and planned initiatives to prepare for emergency situations (natural disasters, technological accidents, epidemiological threats), including the availability of action plans, mandatory training and access to necessary resources;*

✓ *laboratories and equipment, explaining the mechanisms used to ensure a safe environment in teaching rooms and laboratories, during work with equipment and biological materials, as well as procedures for training staff and students in safety regulations;*

✓ *modernisation and renewal, explaining how the educational organisation ensures regular updating and strengthening of the physical infrastructure and material and technical resources in line with the development of educational technologies and international standards;*

✓ *physical infrastructure, describing how the adequacy and suitability of teaching facilities and equipment are determined for the theoretical and practical training npeдycMomped by the educational programme;*

✓ *development plans, presenting plans for the further development of the physical infrastructure and material and technical resources in accordance with identified needs, strategic priorities and the future development of the educational programme.*

6.2 Resources for Practical Training

The organisation of education shall:

6.2.1. provide the necessary resources to ensure that students acquire appropriate clinical and practical experience, including:

- the quality and diversity of categories of patients and service users;
- a sufficient number and appropriate range of clinical and training bases;
- an appropriate level of supervision and oversight of students' practical training;

6.2.2. systematically evaluate, adapt and improve the conditions for clinical and practical training in line with current and anticipated needs of the population.

Approximate subject of assessment:

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

✓ *a description of the practical training base, providing a brief overview of the material and technical facilities used for practical training, including hospitals, outpatient and polyclinic facilities, municipal clinics, primary healthcare institutions, teaching laboratories, sanitary and epidemiological expertise centres, territorial departments of sanitary and epidemiological control, including transport-related units, disinfection organisations, healthcare institutions, pharmacy organisations, analytical laboratories and pharmaceutical companies.*

✓ *a description of clinical and training bases, indicating the full name of each base, the period of its use by the educational organisation, its profile, including departments, bed capacity or patient flow, and the availability of academic staff and supervisors from the educational organisation.*

✓ *an assessment of the adequacy of resources, explaining how the educational organisation verifies the sufficiency and suitability of the training base in terms of material and technical equipment, number and profile of patients, categories of service users and practice conditions to ensure the achievement of the intended learning outcomes.*

✓ *opportunities for practical training, specifying the conditions created for students to acquire professional skills, including real clinical settings, simulation technologies, standardised patients and laboratory-based training.*

✓ *the balance of training formats, describing how an appropriate balance is ensured between simulation-based training and training in real settings, and which mechanisms are used for their integration, phased transition and quality control.*

✓ *mechanisms for addressing deficiencies, outlining the procedures and tools used to identify and eliminate gaps in resources, including feedback from students and teachers, regular audits of training bases and revision of agreements with clinical and production bases.*

✓ *alignment with learning outcomes, explaining the practice by which teachers define the scope and level of complexity of practical skills to be acquired by students and select appropriate bases, such as hospitals, outpatient clinics, family medicine centres, sanitary and epidemiological services, pharmacy organisations and pharmaceutical companies, depending on the stage of the programme and level of responsibility.*

✓ *supervision and oversight, describing the mechanisms for organising mentorship and supervision of students' practical training, including the distribution of responsibilities between teachers, supervisors and coordinators at clinical and production bases.*

✓ *adaptation and improvement of conditions, indicating how the educational organisation adapts and enhances the use of existing bases, including branches and teaching laboratories, in response to changing needs of the healthcare system and educational objectives.*

✓ *effectiveness of educational technologies, characterising how a combination of simulation-based and real-life learning environments, as well as standardised and real patients, is used and how effective these approaches are in achieving the intended learning outcomes.*

✓ *policy on the use of patients, presenting the principles and institutional policy governing the use of standardised and real patients in teaching and assessment of students' competencies.*

- ✓ *student access, describing how the educational organisation ensures appropriate access for students to institutions providing opportunities for general and specialised practical training.*
- ✓ *mentorship resources, providing information on mechanisms for attracting and allocating teachers, mentors and supervisors across different types of practical training.*
- ✓ *coherence of training, explaining how consistency of the educational programme content is ensured when it is delivered across different clinical and production bases, including clinics, sanitary and epidemiological institutions, pharmacy and pharmaceutical organisations.*
- ✓ *completion of Tables 6.2.1 and 6.2.2, as appropriate to the profile of the educational programme.*

Table 6.2.1 Characteristics of Clinical Training Bases

№	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 Industrial (Production) Training Bases

№	Types, name of practices	Год обучения					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 implement a policy ensuring the effective and ethical use of information and communication technologies (ICT), including mechanisms for evaluating their quality;
- 6.3.2. guarantee access to web-based resources and other electronic sources of information;
- 6.3.3. provide teachers and students with access to patient data and healthcare information systems, using existing and contemporary ICT, for the purposes of self-directed learning, information retrieval, database use, and the development of competencies in interacting with healthcare information systems.

Approximate subject of assessment:

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

- ✓ *the institutional policy on ICT, including a description of the approved policy governing the use of information and communication technologies within the educational programme, as well as the mechanisms for its implementation and periodic review.*
- ✓ *the responsible bodies and accountability, indicating the composition of the committee, centre or structural unit responsible for the development, implementation and monitoring of the ICT policy.*
- ✓ *the regulatory framework, including the existence of institutional and national regulatory documents governing the use of ICT in the educational process.*
- ✓ *resources and funding, describing the authority of the educational organisation to allocate resources for the implementation, maintenance and upgrading of ICT, as well as existing funding mechanisms.*

✓ *quality assurance of ICT, outlining the mechanisms used to evaluate the quality, effectiveness and relevance of ICT, including their alignment with the educational aims and objectives of the programme.*

✓ *access to information resources, providing information on access to up-to-date and high-quality electronic resources, such as bibliographic databases (for example, MEDLINE, EMBASE), electronic books and reference materials, access to scientific journals and specialised platforms.*

✓ *training of teachers and students, describing the practice of providing dedicated training programmes for academic staff and students on the use of ICT in education and research activities.*

✓ *information needs, identifying the types of information resources required by teachers, students and researchers, how these resources are provided, and how their adequacy and accessibility are assessed.*

✓ *universal access, explaining how the educational organisation ensures equal and timely access for all students and teachers to essential information resources, including technical and organisational solutions (LMS, VPN access, electronic library and similar systems).*

✓ *cybersecurity and data protection, describing how the educational organisation ensures the security of ICT systems, the protection of personal data of students and patients, and compliance with cybersecurity requirements and ethical standards for handling medical information.*

6.4 Medical/Pharmacy Research and Scientific Achievements

The organisation of education shall:

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

6.4.2. develop and implement a policy aimed at strengthening the linkage between scientific research and the educational process, including a description of the research infrastructure and priority areas of scientific research;

6.4.3. ensure the integration of scientific research into the educational process, encourage student participation in research activities, and foster students' readiness for research work in the field of healthcare.

Approximate subject of assessment:

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

✓ *the research base, including a brief description of the research infrastructure of the educational organisation (laboratories, research centres, clinical bases, pharmaceutical units, specialised departments), as well as priority areas of scientific activity;*

✓ *the integration of science and education, describing the mechanisms that ensure the linkage between scientific research and the educational programme, including the incorporation of up-to-date scientific achievements and research results into the content of disciplines and educational modules;*

✓ *the reflection of scientific achievements in the programme, explaining which procedures and tools are used to confirm that new scientific achievements and research results are timely introduced into the educational process and teaching practice;*

✓ *student involvement in research, presenting initiatives and practices aimed at engaging undergraduate students, master's students and residents in research activities (research clubs, research projects, participation in grants, competitions and conferences, joint publications);*

✓ *the development of research competences, indicating how the educational programme forms students' readiness for research work in healthcare and pharmacy, including the development of critical thinking skills, data analysis and the use of evidence-based medicine methods;*

✓ support for research activities, describing existing mechanisms for stimulating and supporting research activity (grant schemes, scholarships, academic mobility programmes, participation in international research projects);

✓ digital integration of research, explaining how the organisation provides access for students and staff to digital research resources (e-research platforms, databases, digital laboratories, electronic repositories of scientific publications), and how these tools are integrated into the educational process and used to develop research competences;

✓ innovative approaches, describing how modern digital technologies (bioinformatics, big data, artificial intelligence, decision-support systems) are introduced into the educational process and students' research practice;

✓ evidence of practice, presenting examples of research projects actively using digital resources and the outcomes of student participation (publications, presentations, implemented developments);

✓ the completion of Tables 6.4.1 and 6.4.2, where relevant data are available.

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. ensure access to educational expertise in the processes, practices and challenges of medical and pharmaceutical education, including the involvement of specialists, educational psychologists, sociologists, and experts at institutional, inter-institutional and international levels; develop and implement a policy for the use of educational expertise in the design, implementation and evaluation of the educational programme, as well as of teaching and assessment methods;

6.5.2. provide evidence of the use of internal and/or external educational expertise in the development of staff capacity, taking into account contemporary achievements in medical and pharmaceutical education, and promoting the development of staff research activity in the field of education.

Approximate subject of assessment:

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

- ✓ *the existing practice of educational expertise in medical and pharmaceutical education, including how priority areas of educational research are identified and how they correspond to the goals and needs of educational programmes;*
- ✓ *whether a structural unit responsible for educational expertise and research in education is defined, including a description of its organisational structure, functions and powers;*
- ✓ *the policy and mechanisms ensuring access to educational expertise in the development, implementation and evaluation of educational programmes, as well as teaching and assessment methods;*
- ✓ *the ways in which the educational organisation involves specialists such as educational psychologists, sociologists, methodologists, and experts at institutional, inter-institutional and international levels in educational research, programme development, teaching methods and assessment;*
- ✓ *the practice of using internal and/or external expertise in medical and pharmaceutical education for staff capacity development, enhancement of teaching quality and implementation of innovative approaches;*
- ✓ *how the organisation develops educational expertise as an independent field of inquiry, covering theoretical, practical and social aspects of education;*
- ✓ *the mechanisms used to support staff research activity in medical, pharmaceutical and nursing education, including encouragement of participation in conferences, publications and research projects;*
- ✓ *examples of evidence demonstrating the use of internal or external educational expertise, including in nursing education, for staff development, improvement of educational programmes and enhancement of learning quality;*
- ✓ *the ways in which the organisation supports staff interest in conducting research in medical, pharmaceutical and nursing education, including provision of resources, methodological support and the development of a research culture.*

6.6 Exchange in the Field of Education

The organisation of education shall:

6.6.1. develop and implement a policy of national and international cooperation with educational organisations, providing for academic mobility of staff and students, as well as a system for the recognition and transfer of educational credits;

6.6.2. promote the participation of academic staff and students in academic mobility programmes within the country and abroad, ensuring appropriate organisational and resource support.

Approximate subject of assessment:

- ✓ *When preparing the self-evaluation report, it is recommended to reflect the policy of the educational organisation in the field of national and international cooperation, including its strategic objectives, priority areas of interaction and mechanisms for implementation.*
- ✓ *It is advisable to present a concise description of existing agreements and partnership programmes with other educational organisations, including universities, research centres and international associations, indicating the nature of cooperation such as academic, scientific, clinical or professional collaboration.*
- ✓ *The report should describe the university's policy and practice related to the recognition, transfer and accumulation of educational credits, including those implemented within international exchange and mobility programmes.*
- ✓ *Information should be provided on current and completed academic mobility programmes for academic staff and students at the national and international levels, including selection mechanisms, conditions of participation and forms of organisational and resource support.*

✓ *Examples of joint initiatives should be presented, such as collaborative educational projects, research activities, double-degree programmes or integrated courses implemented in partnership with other organisations.*

✓ *The report should outline the authority and capacity of the organisation to allocate financial, organisational and human resources to support national and international cooperation.*

✓ *It is recommended to describe how the effectiveness of academic mobility and educational exchange is monitored and evaluated, what results have been achieved and how these outcomes have contributed to the improvement of the quality of educational programmes.*

7. STANDARD "PROGRAMME EVALUATION"

7.1 Monitoring and Evaluation Mechanisms of the Programme

The organisation of education shall:

7.1.1. have regulated procedures for monitoring and periodic evaluation of the educational programme, covering learning outcomes, academic progress and students' academic performance;

7.1.2. develop and implement a mechanism for the evaluation of the educational programme, including analysis of the structure and key components of the programme, indicators of students' academic performance, identification of problem areas and the adoption of corrective measures, as well as ensuring that the results of the evaluation have an impact on the further development and improvement of the programme;

7.1.3. regularly conduct a comprehensive evaluation of the programme, including an in-depth analysis of the educational process, the programme structure, students' achievements and the level of social accountability.

Approximate subject of assessment:

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

✓ *the approaches to programme evaluation, including how the educational organisation carries out monitoring and evaluation of the educational programme, which procedures are formally approved and how their implementation is ensured;*

✓ *the existence of independent monitoring, namely whether there is an independent body or group (for example, a quality committee or expert council) responsible for collecting, analysing and presenting data on programme implementation, achievement of learning outcomes and identification of problem areas;*

✓ *the collection and analysis of data, including which types of data are gathered for programme evaluation (students' academic performance, results of interim and final assessment, duration of studies, completion rates, dropout data, feedback from students and teachers, graduate employment and other relevant indicators);*

✓ *the identification of problems, describing which mechanisms are used to detect deficiencies, analyse non-compliance and determine the level of achievement of the intended learning outcomes;*

✓ *the formulation of quality objectives and improvement measures, explaining how quality objectives are defined, improvement and corrective actions are developed, and how these objectives and measures are communicated to students, academic staff and other stakeholders (for example, through the website, reports or committee meetings);*

✓ *the distribution of responsibilities, outlining how functions and responsibilities for the implementation of the quality assurance system are allocated between management, academic staff and support staff, and how their interaction is ensured;*

✓ *the provision of resources for quality assurance, describing how the educational organisation allocates financial, human, informational and infrastructural resources for monitoring and evaluation of the educational programme;*

✓ *the impact of evaluation on the programme, explaining how the results of monitoring and evaluation are directly used to revise and improve the educational programme, its content, teaching methods and quality management policies.*

7.2 Feedback from the Teacher and the Student

The organisation of education shall:

7.2.1. systematically collect, analyse and take into account feedback from teachers and students;

7.2.2. use the results of feedback to improve and further develop the educational programme.

Approximate subject of assessment:

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

- ✓ *how the educational organisation organises the systematic collection of feedback from students, graduates and teachers, including the use of questionnaires, interviews, focus groups, electronic forms and other tools.*
- ✓ *the regularity and scope of feedback collection, specifying how often and in which areas data on the educational process and learning outcomes are gathered, including the evaluation of the learning environment and the conditions of the educational programme.*
- ✓ *the mechanisms applied for the analysis and interpretation of the collected information, and how objectivity, reliability and representativeness of the data are ensured.*
- ✓ *whether procedures are in place to identify and consider cases of misconduct, unethical behaviour or inappropriate practices by teachers or students, including the existence of legal or disciplinary consequences, and how confidentiality and protection of participants in the process are ensured.*
- ✓ *how the educational organisation uses feedback results for the review and improvement of the educational programme, curricula, teaching methods and assessment practices.*
- ✓ *how teachers and students are informed about the results of surveys and the subsequent actions taken, and how they are involved in the process of adjusting and improving the educational programme.*
- ✓ *whether the results of surveys and other feedback instruments are taken into account in quality management, including decision-making related to programme review, strategic planning and the development of the learning environment.*

7.3 Educational Achievements of Students

The organisation of education shall:

7.3.1. conduct an analysis of the academic performance of students and graduates in accordance with the mission of the organisation, the expected learning outcomes, the structure of the educational programme, and the adequacy of available resources;

7.3.2. take into account the conditions of prior learning and the entry level of admitted students when analysing their academic performance, and use the results of such analysis for interaction with structural units responsible for student admission and selection, programme development, and student counselling.

Approximate subject of assessment:

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

- ✓ *the collection and analysis of data: which statistical and analytical data on the academic achievements of students and graduates are collected, including grade point averages, results of interim and final assessments, overall academic performance, results of state examinations, rates of early completion or withdrawal, and graduate employment outcomes;*
- ✓ *the alignment with the mission and learning outcomes: how the analysis of academic performance is aligned with the mission of the organisation, the objectives of the educational programme, and the stated expected learning outcomes;*
- ✓ *monitoring parameters: which specific indicators of academic achievement are subject to systematic monitoring, for example the level of achievement in individual disciplines, progression trends across years of study, results of clinical rotations, participation in research activities, and the development of professional competencies;*
- ✓ *use of data: how the results of analysis and monitoring are used to improve the educational programme and to adjust admission and selection policies, and how these data support planning of programme content and academic support systems;*
- ✓ *context of prior learning: how the educational organisation takes into account differences in prior education and entry-level preparation of admitted students when interpreting data on their academic performance;*

✓ *communication and interaction: how the results of the analysis of academic achievements are communicated to structural units responsible for admission, programme development and student counselling, and how these results are used in managerial decision-making;*

✓ *quality assurance: how data on the academic achievements of students and graduates are used within the internal quality assurance system to evaluate the effectiveness of the educational programme and to support its continuous improvement.*

7.4 Stakeholder Engagement

The organisation of education shall:

7.4.1. involve key stakeholders in the process of monitoring and evaluation of the educational programme;

7.4.2. ensure that stakeholders have access to the results of programme evaluation, as well as systematically collect and analyse their feedback on the quality of graduate preparation and on the educational programme as a whole.

Approximate subject of assessment:

✓ *when preparing the self-evaluation report, it is recommended to reflect how internal participants, including teaching staff, students, and administrative and management personnel, are involved in the processes of monitoring and evaluation of the educational programme, such as participation in committees, surveys, focus groups, and expert review sessions.*

✓ *how the educational organisation ensures access to the results of programme monitoring and evaluation for students, academic staff, employers, health authorities, and other stakeholders, including through reports, public presentations, and information resources.*

✓ *how external stakeholders, such as employers, professional associations, health authorities, graduates, and other partners, are involved in the evaluation of the educational programme, in providing feedback on graduate performance, and in formulating proposals for programme improvement.*

✓ *which formal and informal feedback mechanisms are used for the systematic collection, analysis, and consideration of stakeholders' views on the quality of graduate preparation and the educational process, including surveys, interviews, round tables, and electronic feedback systems.*

✓ *what measures the educational organisation applies to encourage active participation of teaching staff and students in programme evaluation procedures, including motivational mechanisms, recognition of contributions, and integration into the internal quality assurance and development system.*

✓ *how the feedback and proposals received from stakeholders are integrated into the processes of review, renewal, and continuous improvement of the educational programme.*

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. establish within the governance structure a system of committees, define their responsibilities and composition with due representation of key and other stakeholders, and ensure transparency of the activities of governing bodies and the decisions they take.

Approximate subject of assessment:

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

✓ *the governance structure, including a description of the organisational structure, its components, functions and powers, covering both administrative and academic units.*

✓ *the internal relationships within the university, describing the nature of interaction between the educational organisation and the university in cases where it operates as a structural unit or branch, as well as the mechanisms for coordination between different levels of governance.*

✓ *committees and representation, including the composition and functions of committees, with representation of academic staff, students and other stakeholders, and their role in the development, implementation and evaluation of educational programmes.*

✓ *functions of committees, specifying which governance bodies and committees are responsible for teaching and learning, research, quality assurance and academic policy.*

✓ *mechanisms for evaluating effectiveness, describing the governance procedures and tools used to assess the effectiveness of the educational organisation and its structural units.*

✓ *risk management, explaining how academic, administrative, financial and social risks are identified and which mechanisms are applied to minimise and prevent such risks.*

✓ *participation of students and academic staff, explaining the extent to which and the ways in which students and teachers are involved in decision-making processes, governance and organisational activities.*

✓ *limitations to participation, considering possible social, cultural or institutional factors that may restrict the involvement of students and academic staff in governance, and the measures taken to overcome such limitations.*

8.2 Academic Leadership

The organisation of education shall:

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

8.2.2. regularly evaluate the effectiveness of academic leadership in relation to the achievement of the mission and the expected learning outcomes.

Approximate subject of assessment:

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

✓ *Academic governance structure: provide a description of the academic governance structure of the educational organisation, indicating the distribution of roles, responsibilities and accountability for the development, implementation and quality assurance of individual components of the educational programme.*

✓ *Role of academic leadership: describe the functions and authority of academic leaders (deans, heads of departments, programme directors, programme coordinators) in managing the educational process.*

✓ *Evaluation of leadership effectiveness: explain how the regular evaluation of academic leadership performance is conducted, including the criteria, indicators and tools used (e.g.*

surveys, student academic performance data, external reviews, analysis of mission achievement and strategic goals), as well as the frequency of evaluation.

✓ *Link to human resource policy: describe how the results of academic leadership evaluation are used in shaping human resource policy, including decisions on appointment, promotion, professional development, training and rotation of academic leaders.*

✓ *Impact of leadership: explain how the outcomes of academic leadership evaluation are taken into account in improving the educational programme, personnel policy and managerial decision-making.*

✓ *Alignment with mission and learning outcomes: demonstrate the extent to which academic leadership contributes to the achievement of the organisation's mission, the implementation of strategic objectives and the attainment of the expected learning outcomes.*

8.3 Educational Budget and Resource Allocation

The organisation of education shall:

8.3.1. establish a clear distribution of responsibilities and authority for ensuring the provision of resources for the educational programme, including the allocation of a dedicated budget for teaching and learning;

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

8.3.3. provide for the possibility of autonomous management of resource allocation, including a system of incentives and remuneration for faculty members who effectively achieve the planned learning outcomes, while taking into account developments in health sciences, current public health challenges and the needs of society.

Approximate subject of assessment:

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

✓ *Mechanisms for planning and allocation of resources: describe the procedures for needs analysis, allocation and distribution of educational resources, including human, material and technical, informational, and financial resources.*

✓ *Autonomy in budget management: provide information on the degree of autonomy of the educational organisation in making decisions on resource allocation; describe the existing financial management policy and practice.*

✓ *Dedicated teaching and learning budget: indicate how the dedicated budget for teaching and learning is formed and approved, as well as how its implementation, monitoring, and control are ensured.*

✓ *Alignment with mission and objectives: explain how the allocation of budget and resources is aligned with the mission of the educational organisation, its strategic priorities, educational needs, and expected learning outcomes.*

✓ *Fair distribution of resources: describe the existing mechanisms that ensure fair and equitable distribution of resources aimed at supporting educational programmes, teaching staff, and students.*

✓ *Staff remuneration and incentives: provide information on incentive and reward systems for teaching staff who effectively achieve planned learning outcomes and demonstrate high performance in teaching, research, professional, and clinical activities.*

✓ *Adaptive resource allocation: explain how advances in health sciences, current public health challenges, and changing societal needs are taken into account in resource planning and allocation.*

8.4 Administrative Staff and Management

The organisation of education shall:

8.4.1. have adequate administrative and professional staff to implement the educational programme and related activities, and to ensure effective management and appropriate allocation of resources;

8.4.2. ensure the involvement of all structural units of the organisation in the processes and procedures of the internal quality assurance system.

Approximate subject of assessment:

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

✓ *the functions of administrative staff, including a description of the main administrative functions ensured by the educational organisation, such as human resources administration, financial planning, documentation support, academic registration, IT support, quality monitoring and related activities;*

✓ *the structure of administrative staff, including a description of the structure of administrative and professional personnel, the distribution of responsibilities, levels of accountability, and interaction with academic leadership;*

✓ *the number and staff ratios, including a justification of the adequacy of the size of the administrative staff in relation to the scale of the educational programme and related activities;*

✓ *the quality assurance system for management, including whether the organisation has an internal management quality assurance and control programme, as well as its objectives, mechanisms and methods of implementation;*

✓ *evaluation and review of management, including how regular reviews of the management quality programme are conducted and how the effectiveness of management processes is analysed, including corrective actions;*

✓ *support for the educational process, including how the organisational structure and decision-making procedures contribute to the effective implementation of educational programmes, research activities and other institutional functions;*

✓ *the reporting structure, including a scheme or description of administrative reporting lines related to teaching, learning, research and support functions.*

8.5 Interaction with the Health Sector

The organisation of education shall:

8.5.1. establish constructive interaction with the healthcare system, related sectors of society and public authorities, including international organisations and foreign partners;

8.5.2. formalise cooperation through official arrangements, including the involvement of staff and students in joint initiatives with partners in the healthcare sector.

Approximate subject of assessment:

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

✓ *Interaction policy: a description of the policy for cooperation with the healthcare sector, related sectors of society, and public authorities (national and international).*

✓ *Formalisation of agreements: documents confirming partnerships (cooperation agreements, memoranda of understanding, joint activity agreements).*

✓ *Joint projects: examples of implemented and ongoing projects, including educational initiatives (clinical bases, rotations, internships), research activities (joint studies, grants), and clinical activities (involvement of staff and students in healthcare service delivery).*

✓ *Involvement of students and staff: how students and academic staff are engaged in joint initiatives with partners (practice-based training, research, volunteer and preventive projects).*

✓ *Shared responsibility: how roles and responsibilities are distributed between the educational organisation and its partners in ensuring the quality of education, patient safety, and social accountability.*

- ✓ *International cooperation: participation in network partnerships, international consortia, and cooperation programmes.*
- ✓ *Outcomes of collaboration: how partnerships contribute to the quality of the educational programme, graduate employability, and the development of the healthcare system.*

8.6 Informing the Public

The organisation of education shall:

- 8.6.1. publish complete, accurate and up-to-date information about the educational programme, its achievements and outcomes on the official website and through mass media;
- 8.6.2. publish objective information on graduate employment and labour market demand for graduates on the official website.

Approximate subject of assessment:

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

- ✓ *information about the educational organisation: what information is published on the official website and in mass media (mission, strategic goals, organisational structure, contact details, quality assurance policy);*
- ✓ *information about educational programmes: how fully information on implemented programmes is presented (fields of study, qualifications awarded, expected learning outcomes, duration of study, curricula, admission criteria and procedures, selection processes, passing scores, teaching and learning methods, forms of assessment and evaluation);*
- ✓ *information for students: which learning and development opportunities and resources (academic mobility, individual learning pathways, research and social projects, student support services) are communicated to students and applicants;*
- ✓ *information on performance and achievements: how the achievements of the educational organisation and its programmes are published (accreditations, rankings, research achievements, international cooperation, participation of students and staff in projects and competitions);*
- ✓ *information on graduates: what objective data the educational organisation provides on graduate employment, career progression and labour market demand, including statistical data and analytical materials;*
- ✓ *accessibility and transparency: how open access to information is ensured for various stakeholder groups (applicants, students, parents, employers, professional communities, health authorities and the general public);*
- ✓ *mechanisms for updating information: what procedures exist for regular updating and verification of the accuracy and reliability of published information.*

9. STANDARD "CONTINUOUS RENEWAL"

The organisation of education shall:

9.1.1. act as a dynamic and socially accountable organisation by initiating procedures for the regular review and renewal of the process, structure, content, outcomes/competencies, assessment methods and learning environment of the educational programme; address documented deficiencies and allocate the necessary resources to ensure continuous improvement;

9.1.2. implement the renewal process based on prospective studies in the field of healthcare, as well as on the results of internal analysis, evaluations and contemporary scientific publications in medical and pharmaceutical education;

9.1.3. ensure that the renewal and restructuring of the educational programme lead to the revision of policies and practices, taking into account accumulated experience, current activities and future perspectives.

The organisation of education shall ensure the possibility of addressing the following tasks within the renewal process:

9.1.4. orient the renewal process towards adapting the mission in line with scientific, socio-economic and cultural development of society;

9.1.5. ensure the adjustment of expected learning outcomes of graduates in accordance with documented needs of the professional environment, including modification of clinical skills, training in public health and participation in patient care, taking into account the responsibilities assigned to graduates after completion of the educational programme;

9.1.6. adapt the educational programme model and teaching and learning methods to ensure their relevance and compliance with contemporary requirements;

9.1.7. revise the elements of the educational programme and their interrelationships in light of developments in biomedical, behavioural, social, clinical, hygienic and pharmaceutical sciences, changes in demographic trends, disease patterns, and socio-economic and cultural conditions; ensure the inclusion of new knowledge, concepts and methods, as well as the elimination of obsolete ones;

9.1.8. improve assessment principles, methods and the number of examinations in accordance with evolving learning outcomes and teaching methods;

9.1.9. adapt admission policies and student selection methods in response to changing conditions, expectations, workforce needs, transformations in pre-university education and the specific features of the educational programme;

9.1.10. revise recruitment and staffing policies for the academic workforce in line with the changing needs of the educational programme and the healthcare sector;

9.1.11. enhance the system of educational resources in accordance with changing needs, including student numbers and composition, academic staff capacity and the specific characteristics of the educational programme;

9.1.12. further develop the processes of monitoring and evaluation of educational programmes, ensuring their relevance and alignment with contemporary requirements;

9.1.13. improve the organisational structure, leadership and governance system in order to respond effectively to changing conditions and needs, as well as to gradually adapt to the interests of various stakeholder groups.

Approximate subject of assessment:

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

✓ *the system of continuous renewal, describing which procedures are in place within the educational organisation for the regular review of the programme structure, content, teaching methods, assessment and learning environment, as well as how the internal quality assurance system is used to document identified deficiencies, initiate corrective actions and allocate resources for continuous improvement;*

- ✓ *the scientific and evidence base for renewal, indicating the data on which the programme renewal process is based and how the results of internal research, monitoring, external evaluations, scientific literature and prospective studies in healthcare are used to justify changes;*
- ✓ *mission and social accountability, explaining how programme renewal contributes to adapting the mission of the educational organisation to contemporary scientific, socio-economic and cultural challenges, and how social accountability to the healthcare system and society is taken into account;*
- ✓ *expected learning outcomes, describing how the organisation revises the expected learning outcomes of graduates in response to documented needs of the professional environment, including the development of clinical skills, preparation in public health and fulfilment of graduates' responsibilities after completion of the programme;*
- ✓ *the programme model and teaching methods, outlining the mechanisms used to adapt the educational programme model and teaching and learning methods to ensure their relevance and compliance with contemporary requirements, including examples of changes related to the introduction of innovative educational technologies;*
- ✓ *the content of the educational programme, explaining how programme content is updated in line with developments in biomedical, social, clinical, hygienic and pharmaceutical sciences, changes in demographic trends, disease patterns and socio-economic conditions, as well as how new knowledge, concepts and methods are incorporated and obsolete ones removed;*
- ✓ *student assessment, describing how assessment principles, methods and the number of examinations are improved, including ensuring the validity, reliability and educational impact of assessment tools, and how these changes are aligned with updated learning outcomes and teaching methods;*
- ✓ *admission and staffing policies, explaining how programme renewal affects admission policies and student selection methods in response to changing healthcare and societal needs, and how recruitment and academic staffing policies are adjusted to meet contemporary requirements;*
- ✓ *educational resources, describing how the organisation enhances its system of educational resources, including human, material, technical and learning resources, in accordance with changing needs, student numbers, staff profiles and programme specifics;*
- ✓ *monitoring and evaluation, explaining how the organisation develops monitoring and evaluation processes for educational programmes to ensure their relevance, reliability and alignment with international standards, and how the results of monitoring and evaluation are used to improve the programme;*
- ✓ *organisational structure and governance, describing how programme renewal is linked to the improvement of the organisational structure, leadership and governance system, and what measures are taken to respond effectively to change and to gradually adapt to the interests of various stakeholder groups.*

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 programme accreditation)

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

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
«__» _____ 202_ г.			
During the day	Arrival of EEC members		Hotel
16.00-18.00	Preliminary meeting of the EEC (distribution of responsibility, discussion of key	<i>External experts of IAAR</i>	Hotel

Standards and Guidelines for International 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 and the programme of the visit)		
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>	11-cluster: course lecture room 1 2-cluster: course lecture room 2 3-cluster: course lecture room 3
17.00-18.00	Survey by teachers (in parallel)	<i>Teaching staff of accredited EP</i>	Computer room №513-519
17.00-18.00	EEC work (discussion of the results and summing up the results of 1 day)		EEC office
18.00-19.00	Dinner (EEC members only)		
Day 2: " _ " _____ 202_			

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
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 Academic building №2
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)		Academic building №2
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	<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	Dinner (EEC members only)		
Day 3: " " 202_			
09.00-09.30	EEC work (discussion of organisational issues)		EEC office
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

Date and time	Work of EEC with target groups	Full name and position of target group members	Location
13.00-14.00	Lunch (EEC members only)	Lunch break	
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>		
« » 2022.			
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.

I. 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 ACCREDITATION (example)**

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

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 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 for the last 5 years 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 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.

Table 3

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 must:							
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 EP the objectives and the educational strategy ensuring the preparation of a competent graduate at the higher education level in the field of healthcare, who possesses: – the necessary knowledge, skills, and professional attitudes to perform the roles and functions of a specialist in accordance with the requirements of the healthcare sector; – a foundation for further career development in any area of healthcare, including clinical practice, health administration, and scientific research; – readiness for postgraduate education and commitment to the principle of lifelong learning				
3	3	1.1.3.	ensure that the mission of the EP takes into account achievements of research in biomedical, clinical, pharmaceutical, behavioural, and social sciences, and reflects aspects of global health and international challenges in the field of healthcare.				
1.2 Institutional Autonomy and Academic Freedom							
The organisation of education must:							
4	4	1.2.1.	have institutional autonomy for the development and implementation of a quality assurance policy, for which the administration and academic staff are responsible, in particular with regard to the design of the educational programme and the allocation of resources necessary for its implementation				
5	5	1.2.2.	ensure academic freedom for staff and students in the delivery of the educational programme, as well as in the use of outcomes of new research to deepen the study of specific disciplines and topics, without extending the scope of the educational programme				
1.3 Learning Outcomes							
The organisation of education must:							
6	6	1.3.1.	define the expected learning outcomes that students shall achieve upon completion of the programme, including: – achievement of a basic level of knowledge, skills and professional attitudes; – an appropriate foundation for a future career in any field of healthcare; – readiness to perform future roles within the health sector; – preparedness for postgraduate education; – commitment to lifelong learning;				

			– consideration of the needs of society, the healthcare system and aspects of social accountability;				
7	7	1.3.2.	ensure appropriate professional behaviour of students in relation to peers, academic staff, medical personnel, patients and their relatives				
8	8	1.3.3.	publish the expected learning outcomes of the educational programme				
9	9	1.3.4.	define and coordinate the alignment of learning outcomes required upon completion of the programme with the learning outcomes necessary for postgraduate education				
10	10	1.3.5.	create opportunities for student participation in research activities in the relevant field of healthcare				
11	11	1.3.6.	give due consideration to learning outcomes related to global health				
1.4 Participation in the Formulation of Mission and Learning Outcomes							
The organisation of education must:							
12	12	1.4.1.	ensure the participation of key stakeholders in the formulation of the mission and the expected learning outcomes				
13	13	1.4.2.	ensure that the stated mission and the expected learning outcomes are developed with due consideration of proposals and opinions expressed by other relevant stakeholders				
				<i>Total by Standard</i>			
2. STANDARD «EDUCATIONAL PROGRAMME»							
2.1 Educational Programme Model and Teaching Methods							
The organisation of education must:							
14	1	2.1.1.	define the specification of the educational programme (EP), including a statement of the intended learning outcomes, a curriculum based on a modular or spiral structure, and the qualification awarded upon successful completion of the programme				
15	2	2.1.2.	use teaching and learning methods that stimulate, prepare and support students in assuming responsibility for their own learning process				
16	3	2.1.3.	ensure the implementation of the educational programme in accordance with the principles of equity and equal opportunities				
17	4	2.1.4.	develop students' capacity for lifelong learning				
2.2. Scientific Method							
The organisation of education shall:							
18	5	2.2.1.	throughout the educational programme, instil in students the principles of scientific methodology, including analytical and critical thinking, research methods in healthcare and evidence-based medicine				
19	6	2.2.2.	regularly update the content of the educational programme in line with the outcomes of contemporary scientific research				
2.3 Basic Biomedical Sciences							
The organisation of education shall:							
20	7	2.3.1.	define and incorporate into the educational programme the contribution of the basic biomedical sciences in order to enable students to 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.	modify the educational programme in accordance with advances in the biomedical sciences, reflecting scientific, technological and medical (including pharmaceutical) developments, as well as current and anticipated needs of society and the healthcare system				
2.4. Behavioral, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence							
The organisation of education shall:							

22	9	2.4.1.	define and incorporate into the educational programme the contribution of behavioural and social sciences, medical/pharmaceutical ethics, and medical law				
23	10	2.4.2.	update the educational programme in line with developments in behavioural and social sciences, medical/pharmaceutical ethics and medical law, including contemporary scientific, technological and medical (including pharmaceutical) advances, current and anticipated needs of society and the healthcare system, as well as the evolving demographic and cultural context				
2.5. Medical/Pharmaceutical Sciences and Skills							
The organisation of education shall:							
24	11	2.5.1.	define and include in the educational programme the contribution of clinical/pharmaceutical sciences in order to ensure that, by the time of graduation, students have attained an adequate level of knowledge, clinical and professional skills enabling them to assume an appropriate level of responsibility in professional practice				
25	12	2.5.2.	ensure that students spend a sufficient proportion of the programme in planned contact with patients and service users in relevant clinical and/or production settings and gain experience in health promotion and disease prevention				
26	13	2.5.3.	establish the amount of time allocated to the study of core clinical and/or profile disciplines				
27	14	2.5.4.	organise training with priority given to the safety of the educational environment and patients, including an appropriate level of supervision and oversight of students' activities at clinical and/or production sites				
28	15	2.5.5.	update the educational programme taking into account scientific, technological, medical and pharmaceutical advances, as well as current and anticipated needs of society and the healthcare system				
29	16	2.5.6.	ensure early contact of each student with real patients and service users with a gradual expansion of participation and scope of responsibility, including: – examination and/or treatment of patients under supervision in appropriate clinical settings; – performance of sanitary and epidemiological surveillance procedures (inspection and/or assessment of facilities under supervision) at relevant production sites, including sanitary and epidemiological expertise centres, territorial departments of sanitary and epidemiological control (including transport), disinfection organisations and healthcare institutions; – counselling patients on the rational use of medicinal products in appropriate production settings				
30	17	2.5.7.	structure the components of training in clinical and hygienic skills, skills for monitoring environmental and occupational factors, and other production-related skills in accordance with the stage of 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 sequence of disciplines/modules, ensuring an appropriate balance between basic biomedical, behavioural, social and clinical/profile disciplines				
32	19	2.6.2.	envisage horizontal integration of related sciences and disciplines				
33	20	2.6.3.	envisage vertical integration of clinical/subspecialty sciences with basic biomedical and behavioural and social sciences				

34	21	2.6.4.	ensure the availability of elective content and define the balance between the compulsory and elective components of the educational programme				
35	22	2.6.5.	describe links with complementary medicine, including non-conventional, traditional and alternative practices, as well as with occupational medicine, covering the impact of environmental factors, technogenic and occupational exposures, and the influence of the social environment on population health				
2.7. Programme Management							
The organisation of education shall:							
36	23	2.7.1.	establish formal procedures for the development, approval and periodic review of the educational programme (EP)				
37	24	2.7.2.	identify a committee operating under the leadership of the academic management that is responsible for planning and implementing the EP in order to ensure the achievement of the expected learning outcomes				
38	25	2.7.3.	ensure representation of academic staff, students and other key stakeholders, including representatives of clinical and production bases, graduates and healthcare professionals involved in teaching, within the committee responsible for the EP				
39	26	2.7.4.	through the committee responsible for the EP, plan and implement 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 subsequent stages of professional training or practical activity that graduates will enter upon completion of the programme				
41	28	2.8.2.	take into account the specific conditions of graduates' future professional activities and, where necessary, appropriately modify the educational programme (EP)				
				<i>Total by Standard</i>			
3. STANDARD "ASSESSMENT OF STUDENTS"							
3.1. Assessment Methods							
The organisation of education shall:							
42	1	3.1.1.	define and approve the principles, methods and practices of student assessment, including the number of examinations, criteria for setting pass marks and grades, as well as the permitted number of resits				
43	2	3.1.2.	ensure that assessment procedures cover knowledge, skills, attitudes and professional behaviour				
44	3	3.1.3.	apply a wide range of assessment methods and formats according to their assessment utility, including an appropriate balance of validity, reliability, educational impact, acceptability and efficiency				
45	4	3.1.4.	ensure that assessment processes and methods are accessible for independent review and evaluation by external experts				
46	5	3.1.5.	guarantee that assessment methods and outcomes are free from conflicts of interest and are supported by a formal appeals system				
47	6	3.1.6.	ensure transparency of assessment procedures and results and provide students with timely information on assessment criteria and methods				
48	7	3.1.7.	provide for documentation and analysis of the reliability and validity of the assessment methods applied, as well as the possibility of involving external examiners				
3.2. The Relationship between Assessment and Learning							
The organisation of education shall:							
49	8	3.2.1.	apply assessment principles, methods and practices that are				

			aligned with the intended learning outcomes and teaching methods, ensure the achievement of the stated educational outcomes, promote learning, and maintain an appropriate balance between formative and summative assessment for the management of the learning process and decision-making on academic progress				
50	9	3.2.2.	where necessary, adjust the number and nature of examinations in order to stimulate both the acquisition of knowledge and integrated learning				
51	10	3.2.3.	provide 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 implement an admission policy based on the principles of objectivity, including a clear description of the procedures for the selection of applicants				
53	2	4.1.2.	have a policy and practice for the admission of persons with disabilities in accordance with applicable legislation and ensure the provision of appropriate conditions for their education				
54	3	4.1.3.	have a policy and practice governing the transfer of students from other educational organisations, including foreign institutions				
55	4	4.1.4.	establish a clear link between the admission and selection policy, the mission of the educational organisation, the educational programme and the expected qualities of graduates, and periodically review the admission policy taking into account the needs of society and the healthcare sector				
56	5	4.1.5.	provide a system for appealing decisions related to student admission				
4.2. Recruitment of Students							
The organisation of education shall:							
57	6	4.2.1.	determine the number of students admitted in accordance with the resources and capacities of the education organisation at all stages of implementation of the educational programme				
58	7	4.2.2.	periodically regulate the size and composition of the student intake, taking into account the views of key stakeholders involved in the planning and development of human resources for the healthcare sector, with the aim of meeting the healthcare needs of the population and society as a whole				
59	8	4.2.3.	provide for the regular review of the number and composition of admitted students on the basis of consultations with stakeholders and adaptation to the changing needs of the healthcare system and society				
4.3. Counseling and Supporting Students							
The organisation of education shall:							
60	9	4.3.1.	have a system of academic counselling for students				
61	10	4.3.2.	offer a student support programme aimed at meeting social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counselling and support services				
62	11	4.3.3.	have a feedback system involving students to assess the conditions and organisation of the educational process				
63	12	4.3.4.	provide students with documents confirming their qualifications (diploma) and a Diploma Supplement (transcript)				
64	13	4.3.5.	take into account the needs of different groups of students and provide opportunities for the development of an individual educational trajectory				

65	14	4.3.6.	provide academic counselling based on monitoring students' academic progress and covering issues of professional orientation and career planning				
4.4. Representation of Students							
The organisation of education shall:							
66	15	4.4.1.	develop and implement a policy on student representation and participation in defining the mission, developing, managing and evaluating the educational programme, as well as in other matters affecting students				
67	16	4.4.2.	encourage, facilitate and support student activities and the work 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 educational organisation shall develop and implement a personnel selection and recruitment policy that:							
68	1	5.1.1.	defines the categories, responsibilities and balance of academic staff/teachers in the basic biomedical sciences, behavioural and social sciences, clinical and pharmaceutical disciplines, ensuring the adequate delivery of the educational programme; this shall include the establishment of an appropriate ratio between medical, non-medical and pharmaceutical teaching staff employed on a full-time and part-time basis, as well as a balance between academic and non-academic staff				
69	2	5.1.2.	takes into account criteria related to scientific, educational and clinical achievements, including the interrelationship between teaching, research and service functions				
70	3	5.1.3.	defines and ensures regular monitoring of the duties and responsibilities of academic staff/teachers across the basic biomedical sciences, behavioural and social sciences, clinical, hygienic and pharmaceutical disciplines				
71	4	5.1.4.	provides for the consideration, within the selection and recruitment policy, of factors such as alignment with the mission of the educational organisation, its economic capacity and significant regional characteristics				
5.2. Employee Activity and Development Policy							
The educational organisation shall develop and implement a policy for staff activity and development, which is aimed at							
72	5	5.2.1.	ensuring an appropriate balance between teaching, research and "service" functions, as well as recognising significant academic achievements with an emphasis on teaching, research and professional qualifications				
73	6	5.2.2.	ensuring that each teacher has an adequate level of knowledge of the entire educational programme, and organising training, continuing professional development, professional growth and performance evaluation of teaching staff				
74	7	5.2.3.	establishing a justified teacher–student ratio depending on the different components of the educational programme				
75	8	5.2.4.	creating conditions for staff career development, including a system of promotion and professional advancement				
				<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.	have an adequate physical infrastructure and material and technical resources to ensure full implementation of the educational programme, as well as a safe learning environment for staff, students, patients and their relatives				
77	2	6.1.2.	regularly improve the learning environment by updating and				

			expanding the physical infrastructure and material and technical resources in line with developments in educational practice				
6.2. Resources for Practical Training							
The organisation of education shall:							
78	3	6.2.1.	provide the necessary resources to ensure that students acquire appropriate clinical and practical experience, including: – the quality and diversity of categories of patients and service users; – a sufficient number and appropriate range of clinical and training bases; – an appropriate level of supervision and oversight of students’ practical training				
79	4	6.2.2.	systematically evaluate, adapt and improve the conditions for clinical and practical training in line with current and anticipated needs of the population				
6.3. Information Technology							
The organisation of education shall:							
80	5	6.3.1.	develop and implement a policy ensuring the effective and ethical use of information and communication technologies (ICT), including mechanisms for evaluating their quality				
81	6	6.3.2.	guarantee access to web-based resources and other electronic sources of information				
82	7	6.3.3.	provide teachers and students with access to patient data and healthcare information systems, using existing and contemporary ICT, for the purposes of self-directed learning, information retrieval, database use, and the development of competencies in interacting with healthcare information systems				
6.4. Medical/Pharmacy Research and Scientific Achievements							
The organisation of education shall:							
83	8	6.4.1.	use the achievements and outcomes of scientific research in medicine and pharmacy as a foundation for the educational programme				
84	9	6.4.2.	develop and implement a policy aimed at strengthening the linkage between scientific research and the educational process, including a description of the research infrastructure and priority areas of scientific research				
85	10	6.4.3.	ensure the integration of scientific research into the educational process, encourage student participation in research activities, and foster students’ readiness for 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.	ensure access to educational expertise in the processes, practices and challenges of medical and pharmaceutical education, including the involvement of specialists, educational psychologists, sociologists, and experts at institutional, inter-institutional and international levels; develop and implement a policy for the use of educational expertise in the design, implementation and evaluation of the educational programme, as well as of teaching and assessment methods				
87	12	6.5.2.	provide evidence of the use of internal and/or external educational expertise in the development of staff capacity, taking into account contemporary achievements in medical and pharmaceutical education, and promoting the development of staff research activity in the field of education				
6.6. Exchange in the Field of Education							
The organisation of education shall:							

88	13	6.6.1.	develop and implement a policy of national and international cooperation with educational organisations, providing for academic mobility of staff and students, as well as a system for the recognition and transfer of educational credits				
89	14	6.6.2.	promote the participation of academic staff and students in academic mobility programmes within the country and abroad, ensuring appropriate organisational and resource support				
<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.	have regulated procedures for monitoring and periodic evaluation of the educational programme, covering learning outcomes, academic progress and students' academic performance				
91	2	7.1.2.	develop and implement a mechanism for the evaluation of the educational programme, including analysis of the structure and key components of the programme, indicators of students' academic performance, identification of problem areas and the adoption of corrective measures, as well as ensuring that the results of the evaluation have an impact on the further development and improvement of the programme				
92	3	7.1.3.	regularly conduct a comprehensive evaluation of the programme, including an in-depth analysis of the educational process, the programme structure, students' achievements and the level of social accountability				
7.2. Feedback from the Teacher and the Student							
The organisation of education shall:							
93	4	7.2.1.	systematically collect, analyse and take into account feedback from teachers and students				
94	5	7.2.2.	use the results of feedback to improve and further develop the educational programme				
7.3. Educational Achievements of Students							
The organisation of education shall:							
95	6	7.3.1.	conduct an analysis of the academic performance of students and graduates in accordance with the mission of the organisation, the expected learning outcomes, the structure of the educational programme, and the adequacy of available resources				
96	7	7.3.2.	take into account the conditions of prior learning and the entry level of admitted students when analysing their academic performance, and use the results of such analysis for interaction with structural units responsible for student admission and selection, programme development, and student counselling				
7.4. Stakeholder Engagement							
The organisation of education shall:							
97	8	7.4.1.	involve key stakeholders in the process of monitoring and evaluation of the educational programme				
98	9	7.4.2.	ensure that stakeholders have access to the results of programme evaluation, as well as systematically collect and analyse their feedback on the quality of graduate preparation and on the educational programme as a whole				
<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.	establish within the governance structure a system of committees, define their responsibilities and composition with due representation of key and other stakeholders, and ensure transparency of the activities of governing bodies and the decisions they take				
8.2. Academic Leadership							
The organisation of education shall:							
101	3	8.2.1.	define the roles and responsibilities of academic leadership with regard to the development, implementation and management of the educational programme				
102	4	8.2.2.	regularly evaluate the effectiveness of academic leadership in relation to the achievement of the mission and the expected learning outcomes				
8.3. Educational Budget and Resource Allocation							
The organisation of education shall:							
103	5	8.3.1.	establish a clear distribution of responsibilities and authority for ensuring the provision of resources for the educational programme, including the allocation of a dedicated budget for teaching and learning				
104	6	8.3.2.	ensure the allocation and fair 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 possibility of autonomous management of resource allocation, including a system of incentives and remuneration for faculty members who effectively achieve the planned learning outcomes, while taking into account developments in health sciences, current public health challenges and the needs of society				
8.4. Administrative Staff and Management							
The organisation of education must:							
106	8	8.4.1.	have adequate administrative and professional staff to implement the educational programme and related activities, and to ensure effective management and appropriate allocation of resources				
107	9	8.4.2.	ensure the involvement of all structural units of the organisation in the processes and procedures of the internal quality assurance system				
8.5. Interaction with the Health Sector							
The organisation of education shall:							
108	10	8.5.1.	establish constructive interaction with the healthcare system, related sectors of society and public authorities, including international organisations and foreign partners				
109	11	8.5.2.	formalise cooperation through official arrangements, including the involvement of staff and students in joint initiatives with partners in the healthcare sector				
8.6. Informing the Public							
The organisation of education shall:							
110	12	8.6.1.	publish complete, accurate and up-to-date information about the educational programme, its achievements and outcomes on the official website and through mass media				
111	13	8.6.2.	publish objective information on graduate employment and labour market demand for graduates on the official website				
				<i>Total by Standard</i>			
9. STANDARD "CONTINUOUS RENEWAL"							
The organisation of education shall:							
112	1	9.1.1.	act as a dynamic and socially accountable organisation by initiating procedures for the regular review and renewal of the process, structure, content, outcomes/competencies, assessment methods and learning environment of the educational programme; address documented deficiencies and allocate the necessary resources to ensure continuous				

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Programmes (based on WFME/ AMSE/ ESG)

			improvement				
113	2	9.1.2.	implement the renewal process based on prospective studies in the field of healthcare, as well as on the results of internal analysis, evaluations and contemporary scientific publications in medical and pharmaceutical education				
114	3	9.1.3.	ensure that the renewal and restructuring of the educational programme lead to the revision of policies and practices, taking into account accumulated experience, current activities and future perspectives				
The organisation of education shall ensure the possibility of addressing the following tasks within the renewal process:							
115	4	9.1.4.	orient the renewal process towards adapting the mission in line with scientific, socio-economic and cultural development of society				
116	5	9.1.5.	ensure the adjustment of expected learning outcomes of graduates in accordance with documented needs of the professional environment, including modification of clinical skills, training in public health and participation in patient care, taking into account the responsibilities assigned to graduates after completion of the educational programme				
117	6	9.1.6.	adapt the educational programme model and teaching and learning methods to ensure their relevance and compliance with contemporary requirements				
118	7	9.1.7.	revise the elements of the educational programme and their interrelationships in light of developments in biomedical, behavioural, social, clinical, hygienic and pharmaceutical sciences, changes in demographic trends, disease patterns, and socio-economic and cultural conditions; ensure the inclusion of new knowledge, concepts and methods, as well as the elimination of obsolete ones				
119	8	9.1.8.	improve assessment principles, methods and the number of examinations in accordance with evolving learning outcomes and teaching methods				
120	9	9.1.9.	adapt admission policies and student selection methods in response to changing conditions, expectations, workforce needs, transformations in pre-university education and the specific features of the educational programme				
121	10	9.1.10.	revise recruitment and staffing policies for the academic workforce in line with the changing needs of the educational programme and the healthcare sector				
122	11	9.1.11.	enhance the system of educational resources in accordance with changing needs, including student numbers and composition, academic staff capacity and the specific characteristics of the educational programme				
123	12	9.1.12.	further develop the processes of monitoring and evaluation of educational programmes, ensuring their relevance and alignment with contemporary requirements				
124	13	9.1.13.	improve the organisational structure, leadership and governance system in order to respond effectively to changing conditions and needs, as well as to gradually adapt to the interests of various stakeholder groups				
<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 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:

- 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.

Appendix 6. Preparation of an External Expert Commission for

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 of Basic Medical and Pharmaceutical Education Programmes (based on WFME/AMSE/ESG);
- 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 management of departments

Interviews with the heads of departments are aimed at discussing issues related to the development and implementation of EP and the processes that ensure their implementation, as well as research activities and general management.

The optimal number of participants in group discussions is from ten to twenty 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 graduates

Graduates are a very important source of information. The opinions of graduates provide information about satisfaction with the level of education, the realisation of expectations for promotion and salary increases, employment opportunities and opportunities for further education.

Interviews should be conducted in the absence of teaching staff so that respondents can express their opinions. The optimal number of group members is up to 25 people. The group should include graduates of this EP EO.

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).