

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING

**STANDARDS AND GUIDELINES
FOR INTERNATIONAL ACCREDITATION
OF JOINT BASIC MEDICAL AND
PHARMACEUTICAL EDUCATION
PROGRAMMES (based on WFME/AMSE/ESG)**



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

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

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These standards and guidelines have been developed in accordance with the Standards for Basic Medical Education (WFME, 2015), harmonised with the Standards for Basic Medical Education (WFME, 2020), the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015), taking into account the European Approach for Quality Assurance of Joint Programmes (Yerevan, 2015), and define requirements for preparation and conduct of the procedure for international accreditation of joint basic medical education programmes, regardless of the status, organisational and legal form, departmental affiliation and form of ownership of the organisation of education.

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 of 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. SECOND EDITION

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INTRODUCTION

These standards have been developed in accordance with the Standards for Basic Medical Education (WFME, 2015, 2020), the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG, 2015), taking into account the European Approach for Quality Assurance of Joint Programmes (Yerevan, 2015), and define requirements for preparation and conduct of the accreditation procedure for joint basic medical and pharmaceutical education programmes, regardless of the status, organisational and legal form, departmental affiliation and form of ownership of the organisation of education.

The IAAR Standards and Guidelines for International Specialised/Programme Accreditation (based on WFME/AMSE/ESG standards) consist of two parts: “Procedure for Conducting International Accreditation of Basic Medical and Pharmaceutical Education Programmes” and “Standards for International Accreditation of Joint Basic Medical and Pharmaceutical Education Programmes”. The document defines the accreditation procedure and regulatory requirements for the main provisions of the standards for international accreditation of joint basic medical and pharmaceutical education programmes.

The procedure for conducting international accreditation of joint basic medical and pharmaceutical education programmes is carried out in accordance with the approved stages presented in the first part of these Guidelines.

Amendments and additions to the existing accreditation standards are introduced for the purpose of their further improvement. Amendments and additions to the standards and guidelines are introduced by IAAR. In cases where amendments and additions to the existing standards are initiated by organisations of education and other interested organisations, proposals and comments shall be submitted to IAAR. IAAR shall review and conduct expert evaluation of proposals and comments received from initiators with regard to their validity and appropriateness. Amendments and additions to the existing accreditation standards and guidelines, following their approval, shall be adopted by Order of the IAAR Director General either in a revised edition incorporating amendments or in the form of a supplementary booklet to the existing standards and guidelines.

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

Goals and Objectives of the International Accreditation of Joint Education Programme

The purpose of international accreditation (hereinafter – accreditation) is to evaluate and recognise the high quality of activities of organisations of education (hereinafter – OEs) and implemented joint educational programmes (hereinafter – JEPs) in accordance with international accreditation standards and the international standards for quality improvement in medical education (WFME/AMSE/ESG).

The accreditation procedure serves the general purpose of evaluating the quality of JEP for compliance with international accreditation standards. When conducting international accreditation, the specific legislation of the relevant countries shall be taken into account.

These standards define requirements for conducting Initial Specialised/Programme Accreditation (ISA) and Specialised/Programme Accreditation (SA) of JEPs.

When conducting Initial Specialised/Programme Accreditation (ISA), criteria designated by the abbreviation ISA at the beginning of the criterion shall apply, followed by a colon, with the text presented in italics.

When conducting Specialised/Programme Accreditation (SA), criteria designated by the abbreviation SA at the beginning of the criterion shall apply, followed by a colon.

Criteria applied to both forms of accreditation (ISA and SA) shall not contain additional designations or formatting.

The standards and procedures of international accreditation comply with the fundamental principles and documents of the Bologna Process: professionalism and public accessibility of evaluation; voluntariness; independence; objectivity and professionalism; transparency, reliability and currency of information on accreditation procedures; collective decision-making; dissemination of information on positive and negative results.

The Procedure for Conducting International Accreditation

The procedure for conducting international accreditation includes the following stages:

1. Submission of an application for accreditation

Submission by the organisation of education of an application for specialised/programme accreditation with attached copies of legal and authorisation documents.

Consideration of the application of the organisation of education by IAAR.

2. Conclusion of an agreement between the organisation of education and IAAR

Adoption by IAAR of the decision to initiate the procedure for specialised/programme accreditation of the organisation of education. The schedule of the visit to the organisation of education, conditions and financial aspects of accreditation shall be determined by an agreement between IAAR and the organisation of education.

Upon request of the organisation of education, IAAR may organise training seminars for internal experts of the organisation of education in order to explain the criteria and procedures of specialised/programme accreditation, including issues related to the theory, methodology and technology of conducting specialised/programme accreditation. This training seminar procedure is not a mandatory component of the accreditation process.

3. Preparation of the Self-Assessment Report

The organisation of education shall independently organise and conduct self-assessment of the joint educational programme in order to determine compliance with international accreditation

standards and shall prepare a self-assessment report in accordance with Section II of these Guidelines.

The organisation of education shall be provided with guidelines and methodological materials for preparation of the self-assessment report.

The organisation of education shall submit the self-assessment report and all appendices to IAAR no later than 8 (eight) weeks before the visit of the External Expert Panel (EEP). IAAR shall send the self-assessment report to experts for review no later than 6 (six) weeks before the visit after conducting an internal review for compliance with requirements.

The expert shall review the self-assessment report of the joint educational programme for compliance with IAAR international standards, prepare and submit a review to IAAR within 10 (ten) calendar days. In case of non-compliance with IAAR requirements, the review shall be returned to the expert for revision. In the event of repeated non-compliance, IAAR shall have the right to remove the expert from participation in the work of the External Expert Panel.

Based on analysis of the self-assessment report of the joint educational programme, IAAR shall have the right to adopt one of the following decisions:

- «to develop recommendations regarding the need for revision of the self-assessment report materials»;
- «to conduct an external expert evaluation»;
- «to postpone the accreditation period due to impossibility of conducting the specialised/programme accreditation procedure because of non-compliance of the self-assessment report with the criteria of these standards».

4. Site Visit of the External Expert Panel to the Organisation of Education

In the event of continuation of accreditation, IAAR shall establish an External Expert Panel, which shall be approved by the IAAR Director General. External evaluation of the joint educational programme for compliance with IAAR international standards shall be carried out by the External Expert Panel during the visit to the organisation of education and/or the partner organisation of education.

The composition of the External Expert Panel shall be formed depending on the scope of the external evaluation. The External Expert Panel shall include independent experts, including international experts, with experience in teaching and expert activity in quality assurance, as well as representatives of the employer community and learners. The composition of the External Expert Panel shall include representatives of at least two countries participating in the consortium implementing the joint educational programme.

In the event of continuation of accreditation, IAAR shall agree with the organisation of education and/or the partner organisation of education on the timeframe for accreditation of the joint educational programme and the Programme of the External Expert Panel visit.

The Programme of the External Expert Panel visit shall be developed by the IAAR Coordinator and the Chair of the External Expert Panel with participation of the organisation of education and/or the partner organisation of education. The agreed Programme of the External Expert Panel visit shall be approved by the IAAR Director General no later than 2 (two) weeks before the visit to the organisation of education and/or the partner organisation of education. The structure and content of the Programme shall be developed taking into account the specific features of the organisation of education and/or the partner organisation of education and the joint educational programme in accordance with the recommended template of the Programme of the External Expert Panel visit (Appendix 1).

The Head of the organisation of education and/or the partner organisation of education shall appoint a coordinator for interaction with the IAAR Coordinator on matters related to planning and organisation of the visit (Appendix 2).

The duration of the Panel visit shall generally be 3 – 5 days. During the visit, the organisation of education and/or the partner organisation of education shall create conditions for the work of the External Expert Panel in accordance with the Service Agreement:

- provide a room for the work of the External Expert Panel with an individual workplace for each member of the Panel;
- provide each member of the Panel with electronic and hard-copy versions of the self-assessment report;
- provide necessary modern electronic office equipment in agreement with the IAAR representative and according to the number of members of the External Expert Panel;
- organise visual inspection of infrastructure and resources, meetings, surveys, interviews and other activities of the External Expert Panel in accordance with the Programme of the External Expert Panel visit;
- provide requested information;
- organise photographic documentation of the work of the External Expert Panel.

The results of the visit to the organisation of education and/or the partner organisation of education shall be reflected in the external evaluation report.

The draft report of the External Expert Panel shall be reviewed by IAAR and submitted to the organisation of education and/or the partner organisation of education for agreement. In the event that the organisation of education and/or the partner organisation of education identifies factual inaccuracies, the Chair shall consult with members of the External Expert Panel and introduce the necessary amendments to the report. In case of disagreement with comments made by the organisation of education and/or the partner organisation of education regarding the report of the External Expert Panel, the Chair together with the IAAR Coordinator shall prepare an official response with justification.

The report shall contain a description of the visit of the External Expert Panel, a brief evaluation of compliance of activities of the organisation of education and/or the partner organisation of education with IAAR international standards, recommendations to the organisation of education for improvement of institutional activities and quality assurance of the joint educational programme, as well as recommendations to the Accreditation Council. Recommendations to the Accreditation Council shall contain a recommendation regarding accreditation (including the recommended accreditation period) or non-accreditation.

The report of the External Expert Panel, including recommendations, shall be developed collectively by members of the External Expert Panel.

5. IAAR Decision-Making

The basis for decision-making by the Accreditation Council regarding an organisation of education in healthcare shall be the reports of the External Expert Panel on evaluation of the joint educational programme and the self-assessment report of the joint educational programme.

The Chair of the External Expert Panel shall present the results of the visit of the External Expert Panel before the Accreditation Council.

The exclusive competence of the IAAR Accreditation Council includes adoption of decisions on accreditation or refusal of accreditation of the joint educational programme. The composition of the Accreditation Council shall be determined in accordance with the Regulations on its Activities. The meeting shall be conducted subject to quorum. The Accreditation Council shall have the right to adopt a decision that does not correspond to the recommendations of the External Expert Panel.

The Accreditation Council has the right to make one of the following decisions:

- **accredit for a period of 1 (one) year** – where criteria are generally met, but with the presence of certain deficiencies and opportunities for improvement (where 30% to 60% of criteria are rated as requiring improvement, with no strong criteria);

- **accredit for a period of 3 (three) years** – where criteria are generally met, but with the presence of individual minor deficiencies and opportunities for improvement (where 15% to 30% of criteria are rated as requiring improvement, with the presence of strong criteria);

- **accredit for a period of 5 (five) years** – where criteria are generally met and positive outcomes are demonstrated (where up to 15% of criteria are rated as requiring improvement, with the presence of strong criteria);

- **accredit for a period of 7 (seven) years** – where criteria are generally met and examples of dissemination of best practice are demonstrated (where up to 5% of criteria are rated as requiring improvement and no less than 15% of criteria are rated as strong);

- **refusal of accreditation** – where significant deficiencies are identified (where at least one criterion is rated as “unsatisfactory” or where 60% or more of criteria are rated as requiring improvement).

In the event of a positive decision by the Accreditation Council, IAAR shall send an official letter to the organisation of education with the results of the decision and the certificate of accreditation of the joint educational programme and/or the partner organisation of education implementing the joint educational programme, signed by the Chair of the Accreditation Council and the IAAR Director General. Thereafter, the decision on accreditation of the joint educational programme shall be submitted to the authorised body in the field of education of the relevant country and published on the IAAR website. The report of the External Expert Panel shall also be published on the IAAR website.

After receiving the certificate of accreditation of the joint educational programme, the organisation of education and/or the partner organisation of education shall publish the self-assessment report on its website.

In the event of a negative decision by the Accreditation Council, IAAR shall send an official letter to the organisation of education and/or the partner organisation of education regarding the decision taken.

The organisation of education and/or the partner organisation of education, in accordance with the established procedure under the Service Agreement and the Regulations on the Commission for Review of Appeals and Complaints, may submit an appeal to IAAR against the decision of the Accreditation Council. In cases of doubt regarding the competence of the External Expert Panel and representatives of the Agency, or in the event of a gross violation committed by members of the External Expert Panel, the organisation of education and/or the partner organisation of education may submit a complaint to IAAR.

6. Follow-up Procedures

In the event of a positive decision by the IAAR Accreditation Council, the organisation of education and/or the partner organisation of education shall submit to IAAR an Action Plan for quality improvement and enhancement based on the recommendations of the External Expert Panel (hereinafter – the Plan), signed by the head of the organisation and certified by seal, and shall also conclude a Service Agreement with IAAR. The Agreement and the Plan shall serve as the basis for post-accreditation monitoring.

In accordance with the Regulations on the Post-Accreditation Monitoring Procedure, the organisation of education and/or the partner organisation of education shall prepare interim reports according to the Plan. Interim reports shall be submitted to IAAR prior to the scheduled date of post-accreditation monitoring.

Post-accreditation monitoring of the joint educational programme shall be carried out in accordance with the Regulations on the Post-Accreditation Monitoring Procedure for organisations of education and/or joint educational programmes.

In the event of failure to implement the Plan and fulfil IAAR requirements related to post-accreditation monitoring, as well as failure to inform IAAR about changes introduced in the organisation of education, the Accreditation Council shall have the right to adopt one of the following decisions:

- “to temporarily suspend the accreditation status of the joint educational programme”;

- “to withdraw the accreditation certificate of the joint educational programme of the organisation of education, which may result in annulment of all previously achieved accreditation results.”

In the event that the organisation of education and/or the partner organisation of education refuses to conclude an agreement with IAAR for post-accreditation monitoring, the Accreditation Council shall have the right to adopt a decision on withdrawal of the accreditation certificate.

The organisation of education and/or the partner organisation of education shall have the right to submit a new application no earlier than 1 (one) year after refusal of accreditation of the joint educational programme.

External Expert Panel (External Evaluation Expert Group)

External evaluation of activities of the organisation of education shall be conducted by the External Expert Panel (external evaluation expert group), consisting of independent experts with experience in teaching and expert activity in quality assurance, as well as representatives of employers and learners.

The External Expert Panel shall be established by order of the IAAR Director General from among certified representatives of the academic, professional and student communities included in the IAAR expert database. International experts may be involved from partner accreditation agencies.

In order to prevent conflicts of interest, IAAR shall send the organisation of education and the partner organisation of education an official letter regarding the composition of the External Expert Panel 14 (fourteen) calendar days before the visit.

The organisation of education and/or the partner organisation of education shall have the right to notify IAAR by official letter of any conflict of interest, with justification, within 3 (three) working days. If necessary, IAAR shall replace the expert.

All members of the External Expert Panel shall sign a Statement of Commitment confirming the absence of conflict of interest and the IAAR Code of Ethics for External Experts within the framework of each visit.

The expert shall be obliged to notify the IAAR Coordinator of any relationship with the organisation of education and/or the partner organisation of education or any personal interest that may lead to a potential conflict related to the external evaluation process.

Each member of the External Expert Panel shall properly perform his/her functions and responsibilities. Failure to perform duties or refusal without justified reason shall be regarded as a violation of the IAAR Code of Ethics for External Experts and may result in exclusion from the IAAR expert database.

Information about the organisation of education and/or the partner organisation of education obtained during the external evaluation shall be considered confidential and shall not be subject to disclosure.

Members of the External Expert Panel shall not disclose or comment on the recommended accreditation period before adoption of the decision by the Accreditation Council.

The composition of the External Expert Panel shall include:

- **the Chair of the External Expert Panel**, responsible for coordination of the experts' work, preparation and oral presentation of preliminary findings formulated during the visit to the organisation of education, as well as responsible for preparation of the final report on results of the external evaluation of the organisation of education and/or the joint educational programme (programme cluster);

- **External Experts** – representatives of the academic community, responsible for evaluation of compliance of the accredited joint educational programme with IAAR international accreditation standards;

- **an External Expert** – representative of the professional community (employer), responsible for evaluating whether the accredited joint educational programme (programme cluster) and professional competencies of its graduates correspond to labour market requirements;

- **an External Expert** – representative of the student community, responsible for evaluation of compliance of the accredited joint educational programme with needs and expectations of learners (one representative of the student community for each cluster).

IAAR shall appoint from among its staff a Coordinator responsible for coordination of the work of the expert group. The organisation of education, on its part, shall appoint an authorised person responsible for the process of international accreditation of joint educational programmes in healthcare.

II. SELF-ASSESSMENT REPORT

The Self-Assessment Report (hereinafter – SAR) is one of the main documents for conducting international accreditation of a joint educational programme of higher and/or postgraduate education.

These standards and guidelines are applicable to international accreditation of joint postgraduate educational programmes in healthcare, including initial accreditation of joint educational programme(s) (ex-ante).

The self-assessment procedure shall include the following sections: Standards 1–9 and the corresponding appendices.

Main Principles for Preparation of the Report

1. Structured format: strict compliance of the presented material with the sections of the document.

2. Readability: the text of the document should be easy to perceive in terms of formatting, semantic clarity and stylistic coherence.

3. Analytical approach: analysis of strengths and weaknesses, as well as analysis of development dynamics of the joint educational programme (programme cluster).

4. Objectivity of evaluation.

5. Evidence-based approach: provision of facts, data and information as justification for conclusions.

Specific features of the joint educational programme not described in these Guidelines shall be included in the relevant sections of the documents.

During accreditation of a programme cluster, aspects common to all joint educational programmes shall be described once in the introductory section in order to avoid repetition.

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

Format of the Self-Assessment Report

The structure of the Self-Assessment Report shall comply with the criteria of the IAAR standards and guidelines. All statements, judgments and assumptions presented in the report shall be supported by relevant documents in the main text and appendices (Appendix 3. Structure of the Self-Assessment Report).

The report shall be prepared in the following format: font type – Times New Roman, font size – 12, line spacing – 1.5, paragraph spacing before and after headings – no more than 6 pt. At the beginning of the report, an automatically generated editable table of contents and page numbering shall be provided. The report shall be printed in A4 format with portrait orientation; landscape orientation may also be used in appendices.

The first appendix to the report shall contain a statement confirming reliability, completeness and accuracy of all presented data, signed by heads of the organisations of education and executors of partner universities who prepared the report, including contact details of the report authors for further consultations if necessary: “I, [full name of the head of the organisation of education], confirm that this self-assessment report of [name of the organisation of education and/or partner organisation of education], containing [number of pages of the main body of the report, excluding appendices] pages, provides absolutely reliable, accurate and comprehensive data that adequately and fully characterise activities of the organisation of education and/or the partner organisation of education.”

The volume of the Self-Assessment Report shall not exceed 70–80 pages of the main text. A separate package of supporting documents shall be attached to the Self-Assessment Report as appendices (submitted as a separate file not exceeding 100 pages). Graphic images shall be compressed to a resolution of 96 dpi before being inserted into the appendices. In order to reduce the volume of appendices, it is recommended that the text of the Self-Assessment Report contain,

wherever possible, references to supporting documents available on electronic resources of the organisation of education and/or the partner organisation of education.

The Self-Assessment Report shall be officially submitted in English¹ in electronic format, unless otherwise specified.

The 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.

Contents of the Self-Assessment Report

The Self-Assessment Report shall include an introduction, three main sections and appendices.

It is recommended that the introduction include information on the conditions and organisation of the self-assessment process, as well as its aims and objectives.

The first section shall present general information about the organisation of education and/or partner organisations of education, and the structural unit implementing the evaluated joint educational programme (programme cluster):

- brief information;
- organisational and legal framework of activities;
- organisational structure and governance system;
- interaction with educational, research and professional organisations at local, regional and national levels;
- international activities;
- number of learners (annual);
- dynamics of the learner contingent in different modes of study over the last 3–5 years.

In the case of initial international accreditation of a joint educational programme, information on the dynamics of the learner contingent shall not be required.

The second section shall include analysis of compliance of activities of the organisation of education and/or partner organisations of education in quality assurance of the joint educational programme (programme cluster) with international accreditation standards.

The text of the section shall be organised in accordance with the sequence specified in these standards and guidelines for international accreditation of joint educational programmes. The Self-Assessment Report shall provide responses to all key questions and include all necessary documentary evidence in the appendices.

The organisation of education shall provide information on achievements of the organisation of education and/or partner organisation of education in development of the joint educational programme over the past 3–5 years for each standard. The report is also expected to identify problems and areas requiring improvement revealed through SWOT analysis.

The third section of the report shall include general conclusions and a summary of the self-assessment process, providing grounds for submission of an application for the external quality evaluation procedure.

The Self-Assessment Report shall be submitted on behalf of the head of the organisation of education and/or partner organisation of education and shall be signed by them.

The main provisions and conclusions of the report shall be communicated to all participants involved in the self-assessment process and published on the internet resources of the organisation of education.

The final section of the Self-Assessment Report shall include the completed table “Conclusion of the Self-Assessment Commission”. Completion of the table shall be objective, as shall the information presented in the Self-Assessment Report. All persons responsible for the self-assessment process and reliability of the information presented in the report shall participate in completion of the table. *These standards and guidelines contain two “Conclusion of the Self-*

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

Assessment Commission” tables: Table 3 shall be completed for international specialised accreditation (SA) of the joint educational programme, while Table 4 shall be completed for international initial specialised accreditation (ISA) of the joint educational programme.

The External Expert Panel shall also complete this table, and results of comparison of information presented in these tables shall be taken into account during discussion of accreditation outcomes during the visit of the External Expert Panel to the organisation of education and/or partner organisation of education.

The table “Conclusion of the Self-Assessment Commission” includes the following evaluation categories for each criterion:

✓ **“Strong”** – characterised by a high level of indicators of the accreditation standard for the joint educational programme in healthcare. This position of the standard may serve as an example of good practice for dissemination among other organisations of education.

✓ **“Satisfactory”** – defined by an average level of indicators of the accreditation standard for the joint educational programme in healthcare.

✓ **“Requires improvement”** – characterised by a low level of indicators of the accreditation standard for the joint educational programme in healthcare.

✓ **“Unsatisfactory”** – means that indicators of the joint educational programme of the organisation of education do not comply with the accreditation standard for the joint educational programme in healthcare.

III. STANDARDS FOR INTERNATIONAL ACCREDITATION OF JOINT BASIC MEDICAL AND PHARMACEUTICAL EDUCATION PROGRAMMES

1. Scope of Application

These standards define regulatory requirements for the main provisions of the standards for international accreditation of joint basic medical and pharmaceutical education programmes during the accreditation procedure of educational programmes, regardless of their status, organisational and legal form, form of ownership and departmental affiliation.

These standards may also be used:

- a) by organisations of education for internal self-assessment and external evaluation of educational programmes;
- b) for development of relevant regulatory documentation.

2. 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.
6. European Approach for Quality Assurance of Joint Programmes. Approved by EHEA ministers in May 2015.

3. 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. Joint Educational Programme – an educational programme based on comparability and synchronisation of educational programmes of partner organisations of higher and/or postgraduate education and characterised by the parties undertaking joint obligations in such matters as defining the objectives and content of the programme, organisation of the educational process, and awarding of degrees or qualifications.

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

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

3.28. 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.

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

3.30. 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.

3.31. 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.

3.32. 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.

4. Designations and Abbreviations

The following abbreviations and designations used in these standards are applied in accordance with the regulatory documents specified in Section 2. In addition, the following abbreviations and designations are used in these standards:

AC – Accreditation Council;

HEI – Higher Education Institution;

EEP – External Expert Panel;

IAAR – Independent Agency for Accreditation and Rating;

Research Work – scientific research activity;

CME – Continuing Medical Education;

CPD – Continuing Professional Development;

NQF – National Qualifications Framework;

OE – Organisation of Education;

Partner OEs – Partner Organisations of Education;

JEP – Joint Educational Programme;

SAR – Self-Assessment Report;

OSCE – Objective Structured Clinical Examination;

Academic Staff – academic and teaching staff;

Mass Media – mass media;

ECTS – European Credit Transfer and Accumulation System;

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

LMS – Learning Management System;

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

WFME – World Federation for Medical Education.

5. General Provisions

Main objectives of implementing the standards for international accreditation of joint educational programmes in healthcare:

- implementation of an accreditation model harmonised with international practice in quality assurance in education;

- evaluation of the quality of joint educational programmes to enhance competitiveness of the postgraduate healthcare education system;

- promotion of the development of a quality culture in medical organisations of education;

- facilitation of enhancement and continuous improvement of the quality of joint educational programmes of the organisation of education and/or partner organisation of education in accordance with requirements of the rapidly changing external environment;

- consideration and protection of public interests and consumer rights through provision of reliable information on the quality of joint educational programmes;
- use of innovations and scientific research;
- public disclosure and dissemination of information on results of accreditation of joint educational programmes of the organisation of education and/or partner organisation of education.

STANDARD 1. “MISSION AND OUTCOMES”

1.1 Right to Participate. Eligibility

Partner organisations of education shall:

1.1.1. be recognised by the authorities of the countries in which they are located that regulate education and confirm compliance with established quality standards and requirements, and demonstrate compliance with established national and international quality standards in healthcare.

1.1.2. ensure participation in implementation of the joint educational programme (JEP), and ensure that the awarded academic degree/qualification complies with the national qualifications framework and regulatory acts of the countries where the organisations of education are located.

1.1.3 SA: have a detailed and legally binding Cooperation Agreement between partner organisations of education, which shall specify:

- the academic degree(s)/qualification(s) awarded upon completion of the joint educational programme, indicating the level and compliance with national and international qualifications frameworks;
- clear distribution of responsibilities between partner organisations of education regarding management of the educational programme and financial administration, including allocation of expenditures and revenues, funding sources and reporting mechanisms;
- transparent admission and selection rules for learners;
- language of instruction, mobility of learners and academic staff;
- examination regulations, methods for assessment of achieved learning outcomes, recognition of credits (ECTS or equivalent systems), and procedures for awarding joint or double academic degrees (qualifications), including legal aspects of recognition of degrees.

Indicative areas for evaluation:

✓ *Recognition and compliance with requirements. Indicate which national or international bodies have recognised the partner organisations of education and their joint educational programme. Confirm compliance of the organisations of education with national and international quality standards in healthcare. Describe mechanisms for regular monitoring of compliance with established standards.*

✓ *Compliance of the academic degree and qualifications. Indicate the level and compliance of the awarded academic degree/qualification with the national and international qualifications frameworks, for example NQF, EQF.*

✓ *Legal agreement. Describe the content of the legally binding agreement between partner organisations of education, including:*

- *the awarded academic degree or qualification;*
- *compliance of the degree with national and international qualifications frameworks;*
- *distribution of responsibilities, including management of the joint educational programme, financial administration, distribution of income and expenditure, sources of funding;*
- *transparent rules for admission and selection of students.*

✓ *Language and mobility. Indicate which language is used for instruction and how academic mobility of students and academic staff is ensured.*

✓ *Assessment and recognition. Describe examination regulations, methods for assessment of learning outcomes, the credit recognition system, for example ECTS, and procedures for awarding joint or double academic degrees. Indicate legal aspects of degree recognition.*

✓ *Documentary evidence. Provide evidence of the legal agreement, including the key provisions listed above. Describe how information on the degree, language of instruction, mobility and assessment methods is communicated to stakeholders.*

✓ *Questions for evaluation:*

• *Which bodies have recognised the partner organisations of education and their joint educational programme?*

• *How do the partner organisations of education ensure compliance with national and international quality standards?*

• *How are responsibilities distributed between partner organisations within the agreement?*

• *What mechanisms are used to ensure transparency of admission and selection rules?*

• *How is mobility of students and academic staff ensured, and how is it regulated by the agreement?*

• *How are credits recognised and joint or double degrees awarded?*

1.2 Definition of Mission

Partner organisations of education shall jointly:

1.2.1. define and formalise the mission of the joint educational programme, ensuring its compliance with national and international education standards, and communicate the mission to all stakeholders, including the educational community, regulatory authorities, the healthcare sector and society.

1.2.2. formulate the mission of the joint educational programme so that it clearly reflects:

• programme objectives and the educational strategy aimed at preparation of a competent specialist at the level of higher education in healthcare;

• provision of graduates with fundamental knowledge and practical skills enabling them to:

• perform professional functions in healthcare, including all types of practice, administrative medicine, scientific research and global health aspects;

• be prepared for continuation of education at the postgraduate level;

• undertake commitment to lifelong learning;

• the ability of graduates to meet established national and international requirements for healthcare professionals.

1.2.3. guarantee that the mission includes achievements of research in biomedical, clinical, pharmaceutical, behavioural and social sciences, aspects of global health, and reflects major international healthcare challenges.

Indicative areas for evaluation:

✓ *Description of the mission and objectives of the joint educational programme. Present the mission at the institutional level and the mission of the joint educational programme, as well as its expected learning outcomes, emphasising their alignment with national and international standards in healthcare education. Provide published documents containing the mission and objectives of the joint educational programme accessible to all stakeholders.*

✓ *Mechanisms for informing stakeholders. Describe procedures used to communicate the mission and expected learning outcomes to stakeholders, including learners, academic staff, administrative personnel, employers and the public.*

✓ *Procedure for development of the mission. Describe the process of development and approval of the mission, including participation of all stakeholders (academic staff, students, administration, representatives of the healthcare sector, regulatory authorities and society). Indicate feedback mechanisms used in formulation of the mission.*

✓ *Alignment of the mission with the educational strategy. Explain how the mission of the joint educational programme guides development of curricula, teaching methods and assessment strategies. Demonstrate how the mission contributes to quality assurance of the joint educational programme.*

✓ *Relationship between the mission and expected learning outcomes. Demonstrate how expected learning outcomes are directly derived from the mission of the joint educational programme. Provide examples of practical implementation of the mission through the educational process and preparation of competent specialists.*

✓ *Career prospects of graduates. Provide data on career opportunities of graduates, including labour market demand, opportunities for professional growth and continuation of education.*

✓ *Preparation for lifelong learning. Describe educational strategies, approaches and teaching methods aimed at developing learners' skills for independent learning and responsibility for their own professional development.*

✓ *Processes for periodic review of the mission. Describe the mechanism for regular analysis and revision of the mission and objectives of the joint educational programme taking into account opinions of stakeholders. Present results of recent reviews and changes introduced into the mission and objectives.*

✓ *Role and functions of healthcare professionals. Indicate how the role and functions of healthcare professionals within the national healthcare system are reflected in documentation of the joint educational programme. Specify qualification requirements for graduates of the programme.*

✓ *Preparation for postgraduate education. Present requirements imposed on graduates for admission to postgraduate programmes, including master's, PhD and specialisation programmes.*

✓ *Integration of scientific achievements. Demonstrate how the mission of the joint educational programme reflects achievements in biomedical, behavioural and social sciences and incorporates aspects of global health.*

✓ *Consideration of healthcare sector needs. Explain how the joint educational programme takes into account needs of the healthcare sector, including aspects of sanitary and epidemiological well-being of the population and occupational medicine. Emphasise how the mission of the joint educational programme contributes to preparation of specialists capable of addressing national and global healthcare challenges.*

1.3 Institutional Autonomy and Academic Freedom

Partner organisations of education shall:

1.3.1. possess institutional autonomy enabling them to develop and implement quality assurance policies, including within the framework of the joint educational programme. Responsibility for this policy shall rest with the administration, academic staff and governing bodies, taking into account the following aspects:

- development and revision of the educational programme;
- effective allocation of resources (financial, human and infrastructural) necessary for implementation of the programme;
- consideration of partner needs and international standards within the framework of the joint educational programme.

1.3.2. ensure academic freedom for academic staff and learners in implementation of the educational programme, including:

- the possibility of integrating new scientific achievements, innovative teaching methods and modern technologies to improve delivery of disciplines and the educational process;
- creation of conditions for adaptation of discipline content without the need to revise the entire joint programme;
- guarantees of freedom of academic activity aimed at enhancement of education quality within the framework of agreed objectives and mission of the joint educational programme.

Indicative areas for evaluation:

✓ *Identification and involvement of stakeholders. Identify key and additional stakeholders (students, academic staff, administration, employers, regulatory authorities, international partners) and describe how they participate in development and revision of the joint educational*

programme. Indicate how consultations with stakeholders (including international and regional organisations) contribute to achievement of objectives and mission of the joint educational programme.

✓ Consultation procedures. Describe mechanisms and formats of consultations with stakeholders (surveys, focus groups, public hearings, joint meetings), as well as their frequency. Indicate how results of consultations are documented and used for improvement of the joint educational programme.

✓ Impact of consultations on the joint educational programme. Provide examples of how consultation results influenced revision of the mission, educational objectives, content of the joint educational programme or teaching methods. Demonstrate how requests and needs of international and local partners, as well as national and international standards, have been taken into account.

✓ Institutional autonomy and quality management. Provide a description of how institutional autonomy contributes to development and implementation of quality assurance policy within the framework of the joint educational programme. Indicate which structures (administration, academic council, quality committees) are responsible for development and implementation of quality assurance policy.

✓ Academic freedom. Describe how academic freedom of academic staff enables integration of new scientific achievements and innovative technologies into the educational process. Indicate which mechanisms ensure freedom of academic staff and students in adapting content of disciplines without the need for complete revision of the joint educational programme. Provide examples of initiatives implemented by academic staff due to academic freedom and their impact on quality of education.

✓ Resource allocation. Indicate how partner organisations of education allocate resources (financial, human and infrastructural) to ensure implementation of the joint educational programme in accordance with its mission and objectives. Provide a description of the resource allocation policy and its impact on achievement of educational objectives.

✓ Monitoring and periodic review. Describe mechanisms for regular monitoring and revision of the mission, objectives and content of the joint educational programme. Indicate how results of the review are used to update the mission and ensure compliance with international standards.

1.4 Learning Outcomes

Partner organisations of education shall:

1.4.1. define and clearly formulate the expected learning outcomes that learners shall achieve upon completion of the programme. These outcomes shall:

- reflect achievement of foundational knowledge, clinical skills and professional attitudes necessary for effective practice in healthcare;
- provide a foundation for further career development in any field of healthcare, including clinical practice, administrative roles and scientific research;
- be oriented towards future roles of graduates within the healthcare system, including preparation for postgraduate education and commitment to lifelong learning;
- take into account public health needs, the healthcare system and aspects of social responsibility.

1.4.2. foster professional and ethical behaviour of learners demonstrating respect and responsibility towards fellow students, academic staff and healthcare personnel, patients, their relatives and society as a whole, including adherence to principles of medical ethics and confidentiality.

1.4.3. publish expected learning outcomes of the joint educational programme, ensuring their accessibility to all stakeholders, including students, academic staff, programme managers and partners in the healthcare sector.

1.4.4. define, coordinate and integrate the relationship between learning outcomes achieved within the joint educational programme and requirements for learning outcomes in postgraduate education. This relationship shall take into account international standards of medical education, national and professional qualifications frameworks.

1.4.5. ensure participation of learners in research activities corresponding to objectives and mission of the joint educational programme, including interdisciplinary research aimed at improvement of the healthcare system and enhancement of quality of healthcare services.

1.4.6. give attention to learning outcomes related to global health, including knowledge and skills associated with global healthcare challenges such as communicable diseases, non-communicable diseases and the impact of environmental changes; understanding of intercultural competence, global cooperation and sustainable development.

Indicative areas for evaluation:

✓ *Clarity and structure of learning outcomes. Present the list of expected learning outcomes formulated in terms of knowledge, skills and professional values that graduates shall demonstrate upon completion of the joint educational programme. Indicate how the learning outcomes ensure preparation of a competent specialist who meets international and national healthcare standards. Evaluate how the learning outcomes take into account current and projected societal needs, including global challenges such as communicable and non-communicable diseases.*

✓ *Relationship between learning outcomes and professional and ethical training. Describe how the joint educational programme develops students' professional behaviour, including respect, responsibility, adherence to medical ethics and confidentiality. Indicate where in the curriculum ethical behaviour and professional standards are formally taught by academic staff. Provide examples of mechanisms for assessment of professional behaviour, as well as measures for identifying and correcting deficiencies in behaviour.*

✓ *Process for development of learning outcomes. Characterise the procedure by which learning outcomes were developed at the level of the joint educational programme, modules and disciplines. Describe participation of stakeholders, including academic staff, students, employers and professional organisations, in formulation of learning outcomes. Indicate how feedback data from partners and students were used for revision of learning outcomes.*

✓ *Alignment of learning outcomes with national and international standards. Demonstrate how learning outcomes comply with national qualifications frameworks, professional standards and international requirements for medical education. Describe the relationship between learning outcomes of the joint educational programme and requirements of postgraduate education.*

✓ *Integration of learning outcomes into the educational process. Describe how learning outcomes are used for development and organisation of the content of the joint educational programme, teaching methods and assessment. Indicate how learning outcomes support students' commitment to lifelong learning.*

✓ *Methods for assessment of learning outcomes. Provide examples of methods and tools used to assess knowledge, skills and professional behaviour. Describe how assessment results are used to improve the educational process and formulate new learning outcomes.*

✓ *Professional standards and policy. Present the document regulating standards of professional behaviour of learners. Describe how this policy is communicated to students, academic staff and staff of clinical training sites.*

✓ *Mechanisms for ensuring professional behaviour. Describe mechanisms for identifying positive and negative influence of the clinical environment on students' professional behaviour. Provide examples of formal activities aimed at supporting professional behaviour.*

✓ *Consideration of cases of inappropriate behaviour. Describe policies and procedures regulating consideration of cases of inappropriate behaviour towards students by academic staff or other students. Indicate what measures are taken to prevent such cases and resolve incidents.*

✓ *Student participation in research activities. Describe how learners participate in research projects corresponding to the objectives of the joint educational programme. Indicate how*

learning outcomes are linked to research activity and aimed at improvement of the healthcare system.

✓ *Global challenges in learning outcomes. Describe how aspects of global health are reflected in the expected learning outcomes, including communicable and non-communicable diseases, impact of environmental changes and intercultural competence.*

✓ *Relationship between competences and expected learning outcomes of the joint educational programme. Complete Table 1.1.*

Table 1.1 Alignment of General Competences, Learning Outcomes and Assessment Methods

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

1.5 Participation in Formulation of the Mission and Learning Outcomes

Partner organisations of education shall:

1.5.1. ensure involvement of key stakeholders (learners, academic staff, administrative personnel, representatives of the healthcare sector and employers) in formulation of the mission and expected learning outcomes.

1.5.2. ensure that the declared mission and expected learning outcomes are based on opinions/suggestions of other stakeholders, including professional associations, accreditation bodies, representatives of international organisations and local communities.

Indicative areas for evaluation:

✓ *Identification of key stakeholders. Indicate which stakeholder groups are considered key (for example, learners, academic staff, administrative personnel, representatives of the healthcare sector and employers). Describe how these groups are identified and involved in the process of formulating the mission and learning outcomes.*

✓ *Consultations with additional stakeholders. Specify which groups, in addition to key stakeholders, are involved in the process (for example, professional associations, accreditation bodies, international organisations and local communities). Characterise how such consultations ensure consideration of diverse perspectives for enhancement of the quality of the joint educational programme.*

✓ *Mechanisms for stakeholder involvement. Describe how consultations are conducted (for example, focus groups, surveys, committee meetings, discussions at public forums). Indicate which methods are used to collect proposals and opinions from stakeholders. Provide examples of initiatives or activities aimed at active stakeholder involvement.*

✓ *Impact of consultations on the mission and learning outcomes. Describe how collected proposals and opinions of stakeholders were integrated into formulation of the mission and learning outcomes. Provide examples of changes in the mission or learning outcomes resulting from stakeholder feedback.*

✓ *Documentation and analysis of proposals. Indicate how consultation results are documented, analysed and used for further improvement of the joint educational programme. Provide examples of reports or other documents recording stakeholder contributions to the process of developing the mission and learning outcomes.*

✓ *Feedback to stakeholders. Describe how partner organisations of education inform stakeholders about how their proposals were considered during revision of the mission and learning outcomes. Indicate which formats are used to ensure transparency and communication (for example, reports, publications, newsletters).*

✓ *Integration of international and professional standards. Describe how consultations with international organisations, professional associations and accreditation bodies influence the mission and learning outcomes. Indicate how these consultations help address global healthcare challenges and professional requirements.*

✓ *Role of local communities. Indicate how opinions of representatives of local communities and regional organisations are taken into account in formulation of the mission and learning outcomes. Provide examples of consideration of regional and cultural characteristics within the joint educational programme.*

✓ *Evaluation of stakeholder involvement. Describe how partner organisations of education evaluate effectiveness of stakeholder involvement processes. Indicate which metrics or indicators are used for monitoring and evaluation (for example, number of consultations conducted, level of participant satisfaction, changes introduced based on feedback).*

✓ *Periodic review of approaches. Indicate how partner organisations of education regularly review and improve mechanisms for stakeholder involvement. Provide examples of recent improvements in interaction processes.*

STANDARD 2. “EDUCATIONAL PROGRAMME”

2.1 Educational Programme Model and Teaching Methods

Partner organisations of education shall:

2.1.1. define the specification of the joint educational programme, including formulation of intended learning outcomes, the curriculum based on a modular, spiral or integrated structure, and the qualification awarded upon completion of the joint educational programme, indicating its compliance with national and international qualifications frameworks.

2.1.2. apply teaching and learning methods that actively engage learners in the educational process and develop their independence and responsibility for learning.

2.1.3 SA: guarantee that the joint educational programme is implemented in accordance with principles of equality, ensuring equal access to educational resources and support regardless of gender, age, ethnicity or other factors.

ISA: provide within the educational programme for principles of equal access of learners to educational resources and opportunities.

2.1.4 SA: develop learners’ abilities for lifelong learning, including the ability to apply modern knowledge and technologies for professional development.

ISA: include elements within the programme aimed at developing learners’ skills for independent learning and critical analysis of information.

Indicative areas for evaluation:

✓ *Degree and qualification. Indicate the academic degree and qualification awarded upon completion of the joint educational programme and its compliance with national and international qualifications frameworks.*

✓ *Description of the joint educational programme. Provide a brief description of the joint educational programme, including its structure (modular, spiral or integrated) and key components, such as basic disciplines, clinical modules and research activities.*

✓ *History of revision of the joint educational programme. Indicate the year of initial implementation of the joint educational programme, dates of the latest revisions, as well as major changes introduced during the most recent update.*

✓ *Process of revision of the joint educational programme. Characterise the process of revision of the joint educational programme, including stages of planning, analysis of feedback and participation of stakeholders (academic staff, students, employers, representatives of the healthcare sector and professional associations).*

✓ *Educational principles and strategies. Describe which educational strategies and approaches support integrated learning (for example, use of clinical scenarios, problem-based learning and interdisciplinary approaches).*

✓ *Model of the joint educational programme. Indicate whether the model of the joint educational programme is integrated and how this is confirmed. Describe how the programme supports updating of content in accordance with scientific progress and development of healthcare.*

✓ *Modern teaching methods. Provide examples of principles and teaching methods used in the joint educational programme (for example, simulation-based learning, use of ICT, training modules involving patients). Explain on the basis of which criteria and data these methods were selected.*

✓ *Learning environment. Characterise how the educational environment supports students and promotes active learning (for example, access to resources, educational materials and consultations).*

✓ *Principles of equality. Indicate how the joint educational programme ensures equal access to educational resources and support for all students regardless of gender, age, ethnicity or other factors.*

✓ *Methods promoting self-directed learning. Describe methods of involving students in independent learning processes (for example, projects, research, group work and portfolios). Provide examples of educational activities that develop students' responsibility for their own learning.*

✓ *Preparation for lifelong learning. Indicate how the joint educational programme develops learners' abilities for lifelong learning (for example, work with new scientific data, critical analysis of literature and use of modern technologies). Describe assessment mechanisms confirming that students have acquired these skills.*

✓ *Forecasting effectiveness of teaching methods. Describe how partner organisations of education evaluate whether teaching methods prepare students for effective professional activity and support their long-term development.*

2.2 Scientific Method

Partner organisations of education shall:

2.2.1 SA: integrate principles of scientific methodology throughout the entire programme of study, including analytical and critical thinking, healthcare research methods, and foundations of evidence-based medicine and practice.

ISA: ensure introduction of learners to the foundations of scientific methodology, including analytical and critical thinking, healthcare research methods and foundations of evidence-based medicine.

2.2.2 SA: ensure that results of modern scientific research are systematically incorporated into the educational programme and updated in accordance with international standards.

ISA: provide for updating of the content of the educational programme taking into account modern scientific data.

Indicative areas for evaluation:

✓ *Integration of the scientific method. Describe how principles of scientific methodology (analytical and critical thinking, healthcare research methods, foundations of evidence-based medicine) are integrated into the educational programme. Indicate curriculum components aimed at developing learners' ability to analyse data, formulate hypotheses, interpret research results and apply them in practice.*

✓ *Teaching methods used. Characterise teaching methods promoting acquisition of the scientific approach (for example, problem-based learning, analysis of clinical cases, project-based research, classes in evidence-based medicine and interdisciplinary research). Provide examples of assignments or activities aimed at development of skills in critical thinking, data analysis and evidence-based practice.*

✓ *Opportunities for participation in research. Describe opportunities provided to learners for participation in scientific research activities (for example, access to laboratories, scientific projects, clinical research and grant programmes). Indicate achievements of learners within research activities (for example, publications, conference participation and awards).*

✓ *Elective courses and projects. Indicate how components of elective analytical and experimental research are included in the joint educational programme and how they contribute to development of scientific thinking among students. Provide examples of successful student projects or research carried out within the framework of the joint educational programme.*

✓ *Teaching of evidence-based practice. Characterise how teaching of evidence-based medicine and evidence-based nursing is integrated into the educational process. Provide examples of assignments, exercises or courses aimed at mastering evidence-based practice.*

✓ *Updating the content of the joint educational programme. Describe how results of modern scientific research are systematically incorporated into the joint educational programme. Indicate mechanisms used to ensure compliance of the joint educational programme with international standards (for example, regular revision of content, participation of academic staff in scientific research and integration of data from authoritative sources).*

✓ *Social and global aspects of healthcare. Provide examples of how the joint educational programme covers social and global aspects of healthcare (for example, study of social determinants of health, global challenges and epidemiological data).*

✓ *Scientific research in nursing (for nursing educational programmes). Describe which scientific research methods are used within the joint educational programme for preparation of nursing bachelor's graduates. Indicate how elements of evidence-based nursing are integrated into the educational process, including examples of clinical assignments, research or simulations.*

✓ *Support for academic staff and students. Indicate mechanisms supporting participation of academic staff and students in research, including professional development of academic staff in evidence-based medicine and scientific research.*

2.3 Basic Biomedical Sciences

Partner organisations of education shall:

2.3.1. define and incorporate achievements of the basic biomedical sciences into the joint educational programme, ensuring understanding of fundamental scientific knowledge, concepts and methods necessary for clinical and professional practice.

2.3.2 SA: regularly review and update the joint educational programme, taking into account scientific, technological and medical developments, as well as needs of society and the healthcare system.

ISA: provide for regular review and updating of the joint educational programme, taking into account scientific, technological and medical developments, as well as needs of society and the healthcare system.

Indicative areas for evaluation:

✓ *List of basic biomedical sciences. Indicate which basic biomedical sciences are included in the joint educational programme. Explain their significance in developing students' fundamental knowledge necessary for clinical and professional practice.*

✓ *Selection of the content of the joint educational programme. Describe the process of selecting the content of basic biomedical disciplines. Indicate which scientific data, healthcare system requirements and societal needs were taken into account in development of the content.*

✓ *Methods of discipline integration. Describe how basic biomedical disciplines are integrated with clinical disciplines at different stages of the joint educational programme. Provide examples of modules or courses where interdisciplinary interaction is ensured.*

✓ *Connection with professional practice. Explain how the basic sciences support preparation of students for real clinical practice and professional activity. Provide examples of assignments or learning situations where this connection is implemented.*

✓ *Procedure for review of the joint educational programme. Describe how revision of the content of basic biomedical disciplines is carried out. Indicate who participates in this process (for example, academic staff, experts, students and representatives of the healthcare system). Indicate how consideration of recent achievements in science, technology and medicine is ensured.*

✓ *Integration of new knowledge. Indicate how new achievements in the basic biomedical sciences are integrated into the joint educational programme. Provide examples of changes introduced into the programme in recent years.*

✓ *Adaptation to societal needs. Characterise how changes in the joint educational programme respond to current and projected needs of the healthcare system and society.*

✓ *Modern teaching methods. Indicate which teaching and learning methods are used in the basic biomedical disciplines (for example, active learning, simulations, laboratory classes and project work). Explain how these methods contribute to students' understanding of fundamental scientific concepts.*

✓ *Assessment of learning outcomes. Describe methods used for assessment of students' knowledge and skills in the basic biomedical sciences. Indicate how assessment results are used to improve the joint educational programme.*

✓ *Structure and distribution of disciplines. Complete Table 2.1 indicating the basic disciplines included in the joint educational programme and specifying in which partner organisation of education these disciplines are delivered.*

Table 2.1 Basic disciplines

Name of EO	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 Behavioural, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence

Partner organisations of education shall:

2.4.1. integrate achievements of behavioural and social sciences, medical/pharmaceutical ethics and jurisprudence in order to develop professional and ethical competences of learners.

2.4.2 SA: review the educational programme taking into account changes in scientific and technological achievements, societal needs and demographic changes, as well as cultural and legal aspects affecting healthcare.

ISA: provide for revision of the joint educational programme taking into account changes in scientific and technological achievements, societal needs and demographic changes, as well as cultural and legal aspects affecting healthcare.

Indicative areas for evaluation:

✓ *Inclusion of behavioural and social sciences, medical/pharmaceutical ethics and jurisprudence. Indicate which behavioural and social sciences, medical/pharmaceutical ethics and jurisprudence are included in the joint educational programme. Explain how these disciplines contribute to development of professional and ethical competences among students.*

✓ *Relationship with professional practice. Characterise how the content of disciplines contributes to understanding of the following aspects:*

- *socio-economic, demographic and cultural causes of healthcare problems;*
- *knowledge of the national healthcare system, patients' rights and legal aspects of medical practice;*
- *analysis of healthcare needs of society;*
- *ability for effective interpersonal communication, clinical decision-making and adherence to ethical standards.*

✓ *Methods of integration. Describe how behavioural sciences, social sciences and ethics are integrated with other disciplines, especially clinical courses, at different stages of the joint educational programme.*

✓ *Revision of the joint educational programme. Describe the process of revising the content of behavioural sciences, social sciences and ethics. Indicate which changes in scientific and technological achievements, societal needs, demographic and cultural changes are taken into account during revision of the joint educational programme.*

✓ *Adaptation of content. Explain how partner organisations of education adapt the content of disciplines in response to changes in legal and cultural aspects affecting healthcare.*

✓ *Teaching methods. Describe teaching methods used (for example, lectures, seminars, case-study methods, role-playing and discussions) aimed at developing students' analytical thinking and understanding of social and ethical aspects necessary for practice.*

✓ *Assessment of knowledge and competences. Indicate methods used to assess students' knowledge and skills in these disciplines (for example, essays, solving clinical cases and role-play simulations). Explain how assessment results are used for further improvement of the educational process.*

✓ *Integration with practice. Provide examples of how knowledge in behavioural sciences, social sciences and ethics is applied within clinical modules and situations (for example, discussion of clinical ethics, analysis of legal cases and cultural aspects of communication with patients).*

✓ *Student participation in the professional environment. Describe opportunities provided to students for participation in interdisciplinary projects aimed at analysing and solving real healthcare and social problems.*

✓ *Structure of disciplines. Complete Table 2.2.*

Table 2.2 Behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence

Name of EO	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 Clinical/Pharmaceutical Sciences and Skills

Partner organisations of education shall:

2.5.1. include achievements of clinical/pharmaceutical sciences to ensure that, upon completion of the joint educational programme, learners possess sufficient knowledge, clinical and professional skills necessary for performance of professional duties.

2.5.2. guarantee that learners spend a sufficient part of the programme in planned contact with patients and service users in relevant clinical/industrial settings and gain experience in health promotion and disease prevention.

2.5.3. define the amount of time allocated to study of core clinical/specialised disciplines.

2.5.4. organise training with appropriate attention to safety of the learning environment and patients, including supervision of activities performed by learners within clinical/industrial training sites.

2.5.5 SA: adapt the joint educational programme taking into account achievements in scientific, technological, medical and pharmaceutical developments, as well as current and anticipated needs of society and the healthcare system.

ISA: when developing the content of the joint educational programme, take into account achievements in science and technology, as well as needs of the healthcare system.

2.5.6. guarantee that each learner has early contact with real patients and service users, including gradual involvement in provision of services and assumption of responsibility:

- for examination and/or treatment of patients under supervision in appropriate clinical settings;

- for sanitary and epidemiological supervision procedures in relation to examination and/or inspection of facilities under supervision conducted at appropriate training sites (centres of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport facilities, disinfection organisations and healthcare institutions);

- for counselling patients on rational use of medicines conducted in relevant industrial settings.

2.5.7. structure various components of training in clinical skills, hygienic skills for

monitoring environmental and occupational factors, and other professional skills in accordance with the specific stage of the educational programme.

Indicative areas for evaluation:

✓ *Definition of learning outcomes and competences. Indicate specific learning outcomes (knowledge, skills, professional values and attitudes) necessary to ensure clinical and professional competence of graduates. Describe how learning outcomes are aligned with objectives of the joint educational programme and expected professional responsibilities of graduates.*

✓ *Organisation of practical training. Describe the process of selecting categories of patients, groups of service users and industrial training sites used for practical training of students. Indicate distribution of time across different categories of practice (inpatient, outpatient, specialised, general, rural/urban).*

✓ *Participation of learners in practical activities. Describe how students are involved in provision of healthcare services and implementation of professional procedures under supervision of academic staff, supervisors or mentors. Indicate how the joint educational programme ensures gradual increase in students' responsibility.*

✓ *Ensuring safety. Explain how principles of safety of the learning environment for students, patients and service users are maintained. Provide examples of mechanisms for prevention of medical errors and ensuring safe interaction of students with patients.*

✓ *Integration of modern achievements. Describe the process of incorporating new achievements in science, technology, medicine and pharmacy into the joint educational programme. Indicate how the programme is adapted to current and projected needs of society and the healthcare system.*

✓ *Early practical exposure. Explain how the joint educational programme provides for early contact of students with real patients and service users. Provide examples of assignments and activities ensuring practical experience for students at initial stages of training.*

✓ *Structure of components of practical training. Indicate how different components of practical training are structured in accordance with stages of the joint educational programme. Present a list of practical skills required for acquisition, specifying training conditions, teaching methods, assessment methods and skill levels to be achieved.*

✓ *Interdisciplinary interaction. Describe how students interact with other healthcare professionals within the framework of practical training.*

✓ *Specialised disciplines. Complete Table 2.3.*

Table 2.3 Specialised disciplines

Name of the EO	Specialised 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			

✓ *Training rotations. Provide information on rotations in specialised disciplines, including their duration, training sites, expected learning outcomes and the number of hours allocated for study. Complete Table 2.4.*

Table 2.4 Training rotations

Name of the EO	Specialised disciplines	Number of weeks	Number of hours	Learning outcomes	Training base

2.6 Structure, Content and Duration of the Educational Programme

Partner organisations of education shall:

2.6.1. define the content, scope and sequence of disciplines/modules, including maintenance of an appropriate balance between basic biomedical, behavioural, social and clinical/specialised disciplines.

2.6.2. ensure horizontal integration of related disciplines.

2.6.3 SA: ensure vertical integration of clinical/specialised sciences with basic biomedical, behavioural and social sciences.

ISA: ensure vertical integration of clinical/specialised sciences with basic biomedical, behavioural and social sciences.

2.6.4. provide opportunities for elective content and determine the balance between mandatory and elective components of the joint educational programme.

2.6.5. this criterion applies only during specialised accreditation (SA): determine the relationship with complementary medicine, including non-conventional, traditional or alternative practice, occupational medicine, including aspects of environmental impact and technogenic occupational exposure, and the influence of the social environment on population health.

Indicative areas for evaluation:

✓ *Structure of the joint educational programme. Indicate the duration of the programme (hours, weeks, semesters, academic years) and provide information on the balance between basic biomedical, behavioural, social and clinical/specialised disciplines. Complete the summary in the form of a list of disciplines/modules indicating their duration and workload.*

✓ *Mandatory and elective disciplines. List mandatory disciplines of the joint educational programme and their ratio to elective disciplines. Describe the process for determining and selecting elective components, including mechanisms for informing students about available options.*

✓ *Integration of elements of the joint educational programme. Describe how the programme ensures horizontal integration of related disciplines, providing examples of thematic modules or interdisciplinary courses. Indicate how clinical disciplines are integrated with basic biomedical, behavioural and social sciences. Provide examples of modules demonstrating such integration.*

✓ *Educational strategies and methods. List educational strategies, teaching methods and approaches that promote horizontal and vertical integration (for example, problem-based learning, clinical scenarios and competency-based modules).*

✓ *Formats of instruction. Indicate the balance between different formats of instruction: lectures, small-group teaching, seminars, laboratory classes and clinical rotations. Explain how this balance supports achievement of educational objectives of the joint educational programme.*

✓ *Preventive medicine and health promotion. Describe how the programme addresses issues of preventive medicine, health promotion and social responsibility. Provide examples of topics or modules where these aspects are included.*

✓ *Alternative/complementary medicine. Indicate how the joint educational programme reflects relationships with complementary medicine (for example, non-conventional, traditional or alternative medicine).*

✓ *Occupational medicine. Characterise how the programme covers aspects of occupational medicine, including the influence of environmental factors, technogenic exposure and the social environment on population health.*

✓ *Monitoring and revision of the programme. Describe the process of regular revision of the content of the joint educational programme, including participation of stakeholders (students,*

academic staff, employers and professional organisations). Indicate how changes in societal needs and scientific and technological achievements are integrated into the joint educational programme.

2.7 Programme Management

Partner organisations of education shall:

2.7.1. define procedures for development, approval and revision of the joint educational programme.

2.7.2. define a committee under academic leadership responsible for planning and implementation of the joint educational programme in order to ensure achievement of expected learning outcomes.

2.7.3. ensure representation of stakeholders (academic staff, students, employers and graduates) in the work of the committee of partner organisations of education responsible for the joint educational programme.

2.7.4 SA: implement innovations into the joint educational programme through the work of the committee responsible for the programme.

ISA: *provide for consideration and implementation of innovations into the educational programme.*

Indicative areas for evaluation:

✓ *Structure of management of the joint educational programme. Describe the scope of authority, composition and functions of the structural unit or committee responsible for the joint educational programme. Indicate how roles and responsibilities are distributed among committee members. Provide information on the committee's authority in resolving conflicts, determining contribution of specific disciplines and implementing innovations in the programme.*

✓ *Procedures for development and revision. Describe how joint educational programmes are developed, approved and revised. Indicate who is responsible for determining curriculum content and how key decisions are made.*

✓ *Participation of stakeholders. Describe how academic staff, students, graduates, employers and other stakeholders participate in management of the joint educational programme. Provide examples of mechanisms for their involvement (for example, participation in committee meetings, working groups, surveys and focus groups).*

✓ *Feedback. Indicate how partner organisations of education obtain feedback from graduates, supervisors, mentors and other stakeholder representatives. Describe how feedback results are used to improve the joint educational programme.*

✓ *Methods for evaluation and improvement of the joint educational programme. Describe programme evaluation methods used by academic staff and structural units (for example, analysis of academic achievement, student surveys and analysis of examination results). Indicate how results of these evaluations are used to introduce improvements into the programme.*

✓ *Monitoring and revision of the joint educational programme. Provide a description of processes for monitoring implementation of the programme, including mechanisms for regular revision of programme content and structure.*

✓ *Implementation of innovations. Describe mechanisms used by the structural unit to introduce innovative technologies into learning, teaching, assessment and the programme as a whole. Provide examples of implemented technologies, including e-learning, and present results of their adaptation and integration.*

✓ *Innovations in practical training. Indicate how educational technologies are used for teaching and assessment of practical skills. Provide examples of plans or strategies for further implementation of innovations.*

✓ *Resources and allocation. Describe the process of allocation of resources (financial, human and infrastructural) designated for the joint educational programme. Indicate how*

resources are used to implement plans for introduction of innovations and improvement of the joint educational programme.

2.8 Linkage with Medical/Pharmaceutical Practice and the Healthcare System

2.8.1. ensure continuity between the joint educational programme and subsequent stages of professional training or professional practice that learners will undertake upon completion of their studies.

2.8.2. this criterion applies only during specialised accreditation (SA): take into account specific conditions in which graduates are expected to work and modify the joint educational programme accordingly.

Indicative areas for evaluation:

✓ *Linkage of the joint educational programme with subsequent stages of training. Describe how the joint educational programme ensures continuity between bachelor's education and subsequent stages of professional training or professional practice. Indicate which knowledge, skills and competences developed during the final year of study prepare graduates for postgraduate training and professional practice. Provide a list of disciplines taught during the final year of study, emphasising their relationship to professional activity and preparation for real practice.*

✓ *Interaction between levels of training. Describe the practice of mutual representation of staff from units responsible for the bachelor's (specialist degree) programme and subsequent levels of education (internship, residency and master's programmes). Indicate how such interaction contributes to improvement of the joint educational programme and continuity between levels of training.*

✓ *Feedback from postgraduate levels of education. Describe existing practices for studying conditions and requirements of postgraduate training of graduates. Indicate which mechanisms are used to obtain feedback from academic staff, mentors and heads of postgraduate programmes.*

✓ *Adaptation of the joint educational programme based on feedback. Characterise the process of studying conditions in which graduates work. Indicate how such data are collected (for example, graduate surveys, employer interviews and analytical reports). Describe how feedback obtained is used to modify the educational programme, including:*

- *revision of discipline content;*
- *updating of teaching materials;*
- *introduction of new teaching or assessment methods.*

✓ *Mechanisms for analysis of feedback. Indicate which structures and procedures are responsible for analysing feedback, how decisions regarding programme modification are made and how these changes are implemented.*

✓ *Consideration of specifics of professional practice. Describe how the joint educational programme is modified taking into account conditions in which graduates are expected to work (for example, rural medicine, work in resource-limited settings and pharmaceutical practice under specific regulatory conditions).*

✓ *Preparation for different working conditions. Indicate how the programme prepares students for work in diverse professional settings, including:*

- *rural and urban healthcare institutions;*
- *private and public sectors;*
- *different levels of the healthcare system.*

STANDARD 3. “ASSESSMENT OF LEARNERS”

3.1 Assessment Methods

Partner organisations of education shall:

3.1.1. define and approve principles, methods and practices of assessment, including the number of examinations and their distribution across stages of study, criteria for establishing passing scores and grades, procedures and limitations regarding the number of retake attempts.

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

3.1.3. use a variety of assessment methods and formats, including principles of “assessment utility” based on a combination of validity, reliability, educational impact, acceptability and effectiveness, as well as approaches adapted to specifics of disciplines and stages of learning.

3.1.4. guarantee accessibility of assessment procedures and methods for external review, including involvement of independent experts.

3.1.5. guarantee that assessment methods and results avoid conflicts of interest and apply an appeal system for contesting results, transparent procedures and control over the assessment process.

3.1.6. ensure transparency of assessment procedures and assessment results, including informing learners about criteria used for assessment and explaining assessment procedures and expectations at the beginning and during the course of study.

3.1.7. document and analyse reliability and validity of assessment methods, involve external examiners to enhance objectivity, and conduct regular analysis of assessment methods for their improvement.

Indicative areas for evaluation:

✓ *Assessment policy. Describe the developed policy for assessment of learners, including principles, methods and practices of assessment. Indicate how this policy is communicated to students, academic staff and other stakeholders. Provide examples of documents issued to learners that contain information on the assessment policy, assessment methods, criteria, examination dates, appeal procedure and limitations on the number of retake attempts.*

✓ *Documentation of assessment. Describe the process for development and approval of the assessment policy, including participation of relevant committees, academic staff, students and external experts. Indicate mechanisms for regular review of the assessment policy to ensure its updating.*

✓ *Principles of assessment. Indicate how the assessment policy complies with the principles of validity, reliability, educational impact, acceptability and efficiency (principles of “assessment utility”). Describe how the balance is ensured between formative and summative assessment, written and oral examinations, criteria and discussions, as well as special examinations, for example OSCE/OSPE.*

✓ *Assessment methods. List the methods used to assess knowledge, skills and professional behaviour, for example tests, written assignments, clinical tasks, role plays and simulations. Indicate how assessment methods are adapted to the specificity of disciplines and stages of learning.*

✓ *Passing scores and criteria. Describe the process for establishing passing scores and other criteria for successful completion of examinations, including justification and approval of these standards.*

✓ *Quality control of assessment. Describe who is responsible for planning and implementation of the assessment quality assurance system. Indicate the role of relevant committees, their composition and authority. List steps undertaken to ensure assessment quality, for example analysis of examination results, student feedback and audit of assessment procedures.*

✓ *External review. Describe the practice of involving external examiners, criteria for their selection and their contribution to ensuring objectivity of assessment.*

✓ *Validity and reliability. Describe mechanisms for ensuring validity and reliability of assessment methods. Provide examples of testing new methods and the process of their implementation.*

✓ *Training of academic staff. Indicate which training programmes and workshops are provided by partner organisations of education to improve competence of academic staff in assessment of students' knowledge, skills and behaviour. Describe how partner organisations of education verify staff readiness to perform assessment duties.*

✓ *Feedback to students. Describe how students are informed about assessment criteria, expectations and assessment procedures. Indicate how openness of assessment procedures is ensured.*

✓ *Appeal procedures. Describe mechanisms for submitting appeals against examination results, including procedures for their consideration and control over the process.*

✓ *Regular review of the assessment system. Describe how and how regularly the assessment system is analysed and reviewed. Indicate how feedback from students, academic staff and external experts is taken into account. Indicate how changes in the assessment system are implemented in the joint educational programme.*

3.2 Relationship Between Assessment and Learning

Partner organisations of education shall:

3.2.1. integrate assessment with teaching and learning methods, ensuring alignment of assessment methods with intended learning outcomes and an appropriate balance between formative assessment (aimed at supporting learning) and summative assessment (aimed at determining academic achievement).

3.2.2. adjust the number and nature of examinations in order to stimulate acquisition of theoretical knowledge and promote integration of knowledge with practical skills.

3.2.3. ensure timely and constructive feedback to learners that highlights their strengths and areas for improvement, is specific and fair, and supports further learning.

Indicative areas for evaluation:

✓ *Alignment of assessment methods with learning outcomes. Provide a table reflecting alignment between learning outcomes (knowledge, skills and professional attitudes), teaching methods and assessment methods. Describe how assessment methods ensure achievement of the declared learning outcomes of the joint educational programme.*

✓ *Integration of assessment. Describe mechanisms through which assessment is integrated into the joint educational programme, including coordination of assessment across different disciplines and levels of the programme. Indicate how the central system ensures alignment of assessment methods with intended learning outcomes.*

✓ *Number and nature of examinations. Provide a table including different elements of the joint educational programme indicating the number, type and nature of examinations (written, oral, clinical, project work and others). Indicate how the structure of examinations contributes to integration of theoretical knowledge with practical skills.*

✓ *Integrated assessment. Describe the extent to which integrated assessment of different components of the joint educational programme is ensured, including interdisciplinary examinations and assessment of professional skills.*

✓ *Assessment of learners' progress. Describe existing practices for assessment of learners' academic progress, including criteria and regulations. Indicate how assessment results are used to determine the need for additional support.*

✓ *Support systems. List support systems provided to learners, including individual consultations, additional classes, mentoring and other support mechanisms.*

✓ *Informing learners. Describe how transparency of the assessment system is ensured, including provision of information to learners regarding requirements, rules and assessment criteria, examination schedules and appeal procedures.*

✓ *Feedback. Describe the practice of providing learners with timely and constructive feedback based on assessment results, including progress during clinical rotations. Indicate how feedback highlights students' strengths, areas for improvement and supports further learning. Describe mechanisms for collecting feedback from students, academic staff and other stakeholders regarding the assessment system. Indicate how these data are used for improvement of the system.*

✓ *Analysis of assessment data. Provide summary data on results of final state examinations of graduates over the past five years and their admission to postgraduate training programmes.*

✓ *Use of assessment results. Describe how assessment results are used to evaluate quality of teaching and improve the joint educational programme.*

STANDARD 4. “LEARNERS”

4.1 Admission and Selection Policy

Partner organisations of education shall:

4.1.1. define and implement an admission policy based on principles of objectivity, transparency and fairness, including a clear statement of selection processes and criteria.

4.1.2. have an inclusive policy ensuring equal access to education and taking into account individual educational needs of learners, including persons with disabilities.

4.1.3. ensure conditions for transfer of learners from other educational organisations, including foreign institutions, taking into account equivalence of educational programmes and qualification requirements.

4.1.4. align the admission policy with the mission of the programme, educational strategy and graduate profile, and regularly review it considering needs of society and the labour market.

4.1.5. provide for an appeal system regarding admission decisions, ensuring fair consideration of complaints and accessibility of this information for all applicants.

Indicative areas for evaluation:

✓ *Alignment of policy with mission and strategy. How does the admission and selection policy reflect the mission of the joint educational programme and the educational strategy of the partner organisations of education? What mechanisms are used to review the policy in the context of changes in the social, professional and educational environment?*

✓ *Selection criteria and processes. Indicate academic and non-academic criteria for selection of learners, including minimum requirements, passing scores and additional requirements (if applicable). Indicate how objectivity, transparency and fairness are ensured at each stage. Describe the selection process, including application procedures, stages of selection (testing, interviews), decision-making and enrolment.*

✓ *Inclusiveness and access. Describe the admission policy aimed at supporting equal access to education, including approaches to learners with disabilities. What mechanisms ensure adaptation of the joint educational programme to individual educational needs of students?*

✓ *Transfer of learners. What process is used for transfer of learners from other educational organisations? How do partner organisations of education take into account equivalence of joint educational programmes and qualification requirements?*

✓ *Appeals. Describe the procedure for submitting appeals against admission decisions and how information about this procedure is communicated to applicants. How are fairness and transparency ensured in the appeals process?*

✓ *Evaluation of effectiveness of the admission policy. How does the admissions committee evaluate alignment between outcomes of the admission policy, academic achievements of learners and their suitability for professional activity? How is the policy revised taking into account data on societal needs, labour market demands and the mission of the joint educational programme?*

✓ *Social responsibility and needs. To what extent do admission criteria reflect social obligations and current needs of the healthcare system? How does the admission policy contribute to workforce development to meet regional or national needs?*

✓ *Regular analysis. How do partner organisations of education analyse admission results and use data to update admission and selection policies?*

✓ *Data on admission and learners. Complete Tables 4.1–4.5 reflecting data on the number of admitted learners, transfers, academic performance and dynamics of the educational process.*

Table 4.1 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 4.2 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 4.3 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 4.4 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 4.5 Information on Students Enrolled in the Given Educational Programme

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

4.2 Student Intake

Partner organisations of education shall:

4.2.1. determine the optimal number of admitted learners based on the capacity of educational infrastructure, academic staff, clinical and/or industrial training sites, and employment opportunities for graduates.

4.2.2 SA: regularly review the number and composition of student intake, taking into account needs of the healthcare system and society, as well as opinions of stakeholders, including employers, regulatory authorities and professional associations.

ISA: take into account opinions of stakeholders when determining student intake in order to meet needs of the healthcare system and society.

4.2.3 SA: conduct consultations with stakeholders in order to adjust the number and profile of admitted learners in response to changes in societal needs and the healthcare system.

ISA: ensure organisation of consultations with stakeholders in order to adjust the number and profile of admitted learners in response to changes in societal needs and the healthcare system.

Indicative areas for evaluation:

✓ *Number and distribution of learners. Indicate the number of learners admitted to the programme in the current academic year and their distribution by different categories, for example domestic and international students, target groups, grant-funded or fee-paying study. Describe how needs of the healthcare system, society and employment opportunities for graduates are taken into account when determining the number of learners.*

✓ *Justification of intake numbers. Explain how the number of admitted learners is determined in accordance with physical facilities, educational infrastructure, number of academic staff and availability of clinical and industrial training sites.*

✓ *Mechanisms for regulating intake. Describe mechanisms used to regulate the number of admitted learners, including establishment and revision of quotas.*

✓ *Alignment of resources with the number of learners. Describe how partner organisations of education ensure alignment between the number of learners and available resources, for example teaching rooms, simulation centres and clinical training sites. Indicate how capacity of academic staff and infrastructure is taken into account to ensure quality education.*

✓ *Training of international students. Explain how specific needs of international learners are taken into account in the context of resources and capacity of the joint educational programme.*

✓ *Principles of equality and diversity. Describe how partner organisations of education ensure equality and diversity in student admission, including measures to attract representatives of different social groups, ethnic minorities and other target categories.*

✓ *Inclusiveness policies. Indicate which mechanisms are used to maintain an inclusive environment and equal access to educational opportunities.*

✓ *Assessment of healthcare system needs. Describe how partner organisations of education assess needs of the healthcare system and determine necessary changes in the number and composition of student intake. Indicate which stakeholders, for example employers, regulatory authorities and professional associations, are consulted and how they influence admission decisions.*

✓ *Adaptation to changes. Describe how partner organisations of education adapt student admission policy in response to changes in societal and healthcare system needs.*

✓ *Regular review. Indicate how and how regularly the number and composition of admitted learners are reviewed. Provide examples of recent changes in admission policy and their justification.*

4.3 Student Advising and Support

Partner organisations of education shall:

4.3.1. establish a system of academic advising that includes monitoring of academic performance, professional guidance and career planning.

4.3.2. develop and provide a student support programme addressing social, financial and personal needs, while ensuring confidentiality of the advising process.

4.3.3. implement a feedback mechanism with learners for regular evaluation of conditions and organisation of the educational process, taking into account their opinions in improvement of the joint educational programme.

4.3.4. guarantee provision to learners of documents confirming qualification, including a diploma and supplement (transcript), indicating acquired knowledge and competences.

4.3.5. ensure opportunities for development of individual educational pathways, taking into account needs of different groups of learners.

4.3.6. include elements of academic advising within processes of monitoring academic performance, with emphasis on professional development and career planning.

Indicative areas for evaluation:

✓ *Practice of student advising. Describe existing practices of academic advising for learners, including monitoring of academic performance, professional guidance and career planning. Indicate which additional student support programmes (social, psychological and financial) exist within partner organisations of education.*

✓ *Support programmes provided by external organisations. Indicate which additional support programmes provided by external organisations are available to learners (for example, financial assistance, social services and psychological support).*

✓ *Mechanisms for allocation of resources. Describe existing mechanisms for determining and allocating resources for provision of student support, including financing, staffing and infrastructure.*

✓ *Confidentiality of services. Explain how confidentiality of the advising and support process for learners is ensured. Characterise existing procedures aimed at protection of learners' personal information.*

✓ *Accessibility of services. Describe opportunities provided for personal advising of learners, including accessibility of services for all categories of learners (for example, international students and students with special needs).*

✓ *Mechanisms for identifying needs. Indicate which mechanisms exist within partner organisations of education for identifying learners requiring psychological, social, financial or academic support (for example, surveys, monitoring of academic performance and student requests).*

✓ *Student health programmes. Describe the availability and content of student health support programmes, including physical, mental and social well-being.*

✓ *Career advising. Describe existing practices of advising learners on professional development and career planning. Indicate mechanisms that ensure such support (for example, career centres, mentoring and professional training workshops).*

✓ *Informing learners. Describe how learners are provided with information about support services (for example, websites, information bulletins and presentations). Indicate which activities are organised to inform learners about available services.*

✓ *Feedback and cooperation with students. Describe mechanisms of interaction with student organisations for development, implementation and revision of support services. Indicate how regularly these services are evaluated taking into account feedback from students and how their relevance and accessibility are ensured.*

✓ *Documents confirming qualifications. Describe how partner organisations of education provide learners with documents confirming qualifications (diploma, diploma supplement and transcript) and guarantee their compliance with national and international standards.*

✓ *Individual educational pathways. Explain how partner organisations of education ensure opportunities for development of individual educational pathways, including flexibility in selection of disciplines, electives and additional programmes.*

✓ *Mechanisms for evaluation of support services. Describe mechanisms for evaluation of activities of learner support services, including collection of feedback and performance indicators. Indicate how evaluation results are used to improve quality of services provided.*

✓ *Relevance of services. Characterise how support services correspond to procedural and cultural characteristics of students and how their feasibility is assessed in terms of human, financial and physical resources.*

4.4 Student Representation

Partner organisations of education shall:

4.4.1 SA: develop and implement a policy on student representation ensuring their active participation in formulation of the mission and objectives, development, management and evaluation of the joint educational programme, as well as decision-making on issues related to their education.

ISA: provide for a policy on student representation and their participation in discussion of the mission, development and evaluation of the educational programme.

4.4.2 SA: promote activities of student organisations and initiatives by providing resources and support for implementation of their initiatives, as well as opportunities for participation in socially significant projects and international programmes.

ISA: provide conditions for student activity and functioning of student associations, including scientific, professional and social initiatives.

Indicative areas for evaluation:

✓ *Student participation policy. Describe the policy of partner organisations of education regarding participation of learners in:*

- *formulation of the mission and objectives of the joint educational programme;*
- *development, management and evaluation of the joint educational programme;*
- *decision-making related to their education, social and academic development.*
- ✓ *Contribution of learners to governance. Indicate how learners have contributed to development and implementation of these policies. Describe mechanisms ensuring students' access to processes of programme governance and management of its components.*
- ✓ *Contribution to resolution of student-related issues. Characterise the policy and practice of partner organisations of education regarding:*
 - *involvement of students in addressing issues related to student life;*
 - *participation in management of issues affecting their academic and social well-being.*
- ✓ *Mechanisms of participation. Describe practical mechanisms through which partner organisations of education implement principles of student self-governance and ensure student participation in governing bodies, committees and working groups.*
- ✓ *Support for student initiatives. Indicate which mechanisms are provided for:*
 - *technical, organisational and financial support of student organisations;*
 - *implementation of student initiatives and socially significant projects.*
- ✓ *Support for international and social projects. Describe which resources and opportunities partner organisations of education provide for student participation in national and international programmes and implementation of projects aimed at public benefit.*

STANDARD 5. “ACADEMIC STAFF/TEACHERS”

5.1 Staff Recruitment and Selection Policy

Partner organisations of education shall develop and implement a staff recruitment and selection policy that:

5.1.1. defines categories and responsibilities of academic staff, ensuring a balance between teachers of basic biomedical sciences, behavioural and social sciences, and medical/pharmaceutical sciences; an adequate ratio between teachers of medical and non-medical/pharmaceutical profiles; a balance between full-time and part-time academic staff; as well as a balance between academic and administrative personnel.

5.1.2. takes into account selection criteria, including scientific, educational and clinical achievements, balance between teaching, research activities and service functions, and candidates' ability to support the educational strategy of the programme.

5.1.3. defines and monitors responsibilities of academic staff/teachers in basic biomedical sciences, behavioural and social sciences, and clinical, hygienic and pharmaceutical sciences.

5.1.4. takes into account in the recruitment and selection policy candidates' commitment to the mission of the organisation, economic capacity of the educational organisation, and significant regional characteristics, including demographic and cultural aspects.

Indicative areas for evaluation:

✓ *Qualification requirements for academic staff. Describe qualification requirements for recruitment of academic staff, including academic degrees, teaching and/or clinical experience. Indicate how selection criteria ensure balance between scientific, educational, clinical activities and service functions.*

✓ *Balance of academic staff. Describe the policy of partner organisations of education for ensuring balance among teachers of basic biomedical sciences, behavioural and social sciences, and specialised medical/pharmaceutical disciplines. Indicate the ratio of teachers of specialised and non-specialised disciplines, full-time and part-time academic staff, as well as practitioners employed on a part-time basis.*

✓ *Policies and mechanisms for staff recruitment. Indicate which institutional or governmental requirements influence staff recruitment in partner organisations of education. Describe how partner organisations of education adapt their staffing policy to these requirements and ensure alignment with the mission and strategic objectives.*

✓ *Mechanisms for determining staffing needs. Describe mechanisms used for analysis and determination of needs for academic staff and employees, including consideration of local conditions (demographic and cultural aspects of the region).*

✓ *Review of staffing policy. Indicate how frequently partner organisations of education review priorities for staff development and how updates are incorporated into strategic planning.*

✓ *Improvement of recruitment practices for academic staff. Describe how partner organisations of education plan to improve recruitment practices in order to achieve their mission and educational objectives. Indicate how economic conditions and availability of resources influence recruitment and support of academic staff.*

✓ *Support for professional development. Describe how improvements in recruitment practices and economic support contribute to enhancement of scientific, pedagogical and clinical qualifications of staff members.*

✓ *Quality assurance of the joint educational programme. Explain how the number and qualifications of academic staff correspond to development, implementation and quality assurance of the joint educational programme. Indicate how staffing supports the educational strategy of the programme, including interdisciplinary approaches and integration of science, education and practice.*

✓ *Implementation of the educational strategy. Indicate how academic staff contribute to supporting the educational strategy of the programme, including implementation of modern educational technologies and teaching methods.*

✓ *Alignment of staffing resources with the joint educational programme. Complete Tables 5.1 and 5.2 containing data on academic staff teaching basic and specialised disciplines. Indicate the number of vacant positions, as well as practitioner-teachers with more than 10 years of professional experience.*

Table 5.1 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 5.2 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 Staff Activity and Development Policy

Partner organisations of education shall develop and implement a staff activity and development policy aimed at:

5.2.1. maintaining a balance between teaching, research and service functions, recognising contributions to teaching and development of the educational programme, scientific achievements and professional qualifications.

5.2.2. ensuring that academic staff are knowledgeable about the entire educational programme, including through training and professional development of teachers, as well as regular evaluation of their professional development.

5.2.3. taking into account the teacher-to-learner ratio for different components of the educational programme in order to ensure optimal learning conditions.

5.2.4 SA: creating opportunities for staff career advancement, including support for academic and professional development, mentoring programmes and leadership development.

ISA: providing conditions for professional development of staff and career planning.

Indicative areas for evaluation:

✓ *Policy for recognition and remuneration of academic staff. Describe how partner organisations of education ensure recognition and remuneration of academic staff for*

contributions to teaching, research activities, clinical and administrative work. Indicate whether institutional or governmental requirements and regulations are taken into account in the policy.

✓ *Mechanisms for evaluation and development. List mechanisms used for evaluation of academic staff performance, including teaching, research and clinical achievements. Indicate how results of evaluation are used for planning professional development of academic staff.*

✓ *Professional development programmes. Describe existing or planned professional development programmes that enable academic staff to develop their professional and pedagogical skills. Indicate how effectiveness of such programmes and their impact on professional development of academic staff are evaluated.*

✓ *Induction training. Describe the content and format of induction training for newly recruited academic staff, including adaptation to the educational programme and professional requirements.*

✓ *Preparation for new joint educational programmes. Indicate how partner organisations of education prepare academic staff and mentors in clinical institutions for implementation of new joint educational programmes and teaching methods.*

✓ *Policy of continuous professional development of academic staff. Describe the policy of partner organisations of education for ensuring continuous professional development of academic staff, including mechanisms for its implementation. Indicate how information about CPD programmes is communicated to newly recruited and existing academic staff.*

✓ *Administrative support for CPD of academic staff. Describe how partner organisations of education assume administrative responsibility for implementation of the CPD policy, including allocation of resources and organisation of activities. Indicate how partner organisations of education encourage participation of academic staff in CPD programmes (for example, study leave and financial support).*

✓ *Teacher-to-learner ratio. Describe how partner organisations of education take into account the ratio of academic staff to learners in relation to different components of the joint educational programme. Indicate how this ratio influences planning of staffing policy.*

✓ *Career development policy. Describe the existing policy for promotion of academic staff, including criteria and implementation mechanisms. Indicate how academic staff are informed about career opportunities, requirements and specific features of departmental activities.*

✓ *Changes in career development policy. Describe how changes are introduced into the career development policy and how academic staff receive information about new opportunities.*

✓ *Mentoring programmes. Describe existing mentoring programmes for young academic staff aimed at development of professional and leadership qualities.*

✓ *Support for career development. Indicate how partner organisations of education support career development of staff, including opportunities for participation in conferences, publications and exchange of experience with other institutions.*

STANDARD 6. “EDUCATIONAL RESOURCES”

6.1 Physical Facilities

Partner organisations of education shall:

6.1.1. provide adequate physical facilities that support implementation of the educational programme at a high level and ensure a safe learning environment for staff, learners, patients and their relatives.

6.1.2 SA: regularly modernise physical facilities in order to comply with contemporary requirements of educational practice and to take into account implementation of new technologies and teaching methods.

ISA: provide for updating and development of physical facilities taking into account changes in educational practice.

Indicative areas for evaluation:

✓ *Description of infrastructure elements. Provide a brief description of all elements of the physical facilities used to support different components of the joint educational programme (classrooms, laboratories, simulation centres, clinical training sites, IT resources). Indicate which resources are intended for theoretical, practical and clinical training.*

✓ *Verification of adequacy of resources. Describe how partner organisations of education verify alignment of educational resources (space, equipment, technologies) with needs of the joint educational programme. Indicate which mechanisms are used for regular analysis of adequacy of resources, including monitoring of their utilisation.*

✓ *Feedback mechanisms. Indicate how partner organisations of education collect feedback from learners and academic staff regarding quality of physical facilities. Describe procedures for analysis of collected feedback in order to identify needs for educational resources.*

✓ *Resource management. List authorities and mechanisms that enable partner organisations of education to allocate financial resources for elimination of deficiencies and modernisation of infrastructure.*

✓ *Ensuring safety. Describe the existing system for ensuring a safe learning environment for learners, academic staff and patients. Indicate how responsibility for safety is distributed within the university, educational facilities and clinical training sites.*

✓ *Preparedness for emergencies. Describe existing and proposed initiatives for preparedness for natural disasters and emergency situations. Indicate which activities, training and resources are available for learners and staff.*

✓ *Occupational and safety regulations. Indicate how partner organisations of education ensure compliance with safety regulations in classrooms, laboratories and during use of equipment. Describe how safety instructions and regulations are communicated to learners and staff.*

✓ *Mechanisms for modernisation. Describe mechanisms for updating and strengthening physical facilities, including implementation of modern technologies and teaching methods. Indicate how partner organisations of education determine priorities for infrastructure modernisation.*

✓ *Improvement plans. Indicate plans for improvement of physical facilities based on identified needs. Describe steps undertaken to ensure their implementation.*

✓ *Evaluation of physical infrastructure. Describe how partner organisations of education evaluate adequacy of physical infrastructure (for example, size of facilities and accessibility of equipment) for provision of theoretical and practical training.*

6.2 Resources for Practical Training

Partner organisations of education shall:

6.2.1. provide resources to ensure learners receive appropriate clinical/practical experience, including:

- quality and categories of patients/service users;
- number and categories of clinical/practical training sites;
- supervision of learners' practice.

6.2.2 SA: evaluate and adapt conditions of clinical/practical training in order to ensure responsiveness to needs of the population and the healthcare system, and compliance with changes in educational and professional requirements.

ISA: provide for evaluation and adaptation of conditions of clinical and practical training taking into account current needs of the population.

Indicative areas for evaluation:

✓ *Resources for practical training. Provide a brief description of the physical facilities used for practical training of students, including hospitals, outpatient and primary healthcare institutions, educational laboratories, sanitary and epidemiological expertise centres, pharmaceutical companies and other institutions. Indicate since when each training site has been used for educational purposes, the number of beds, departments, average number of visits, availability of educational facilities and staffing support provided by partner organisations of education.*

✓ *Verification of adequacy of training sites. Describe how partner organisations of education verify alignment of physical facilities with educational requirements, including number and profile of patients, categories of service users and range of services provided.*

✓ *Mechanisms for addressing deficiencies. List mechanisms used to identify and address deficiencies in physical facilities, including collection of feedback from academic staff and students.*

✓ *Supervision of student practice. Describe how monitoring of students' practical training is carried out, including supervision of task performance and ensuring safe conditions.*

✓ *Training in practical skills. Describe opportunities provided to students for acquisition of practical skills, including use of simulation technologies, laboratory simulators, standardised patients and real-life settings.*

✓ *Policy on use of standardised and real patients. Indicate the basis of the policy for use of standardised and real patients in student training and achievement of learning outcomes.*

✓ *Effectiveness of use of laboratories and technologies. Evaluate how effectively laboratory skills, technologies and real-life settings are used for acquisition of competences specified in the joint educational programme.*

✓ *Adaptation to changing requirements. Describe how partner organisations of education adapt use of physical facilities in response to changes in educational and professional requirements.*

✓ *Modernisation plans. Indicate plans for improvement of physical facilities, including expansion of the range of clinical and industrial training sites, implementation of new technologies and renewal of equipment.*

✓ *Involvement of mentors and academic staff. Indicate how partner organisations of education involve academic staff, supervisors, mentors and tutors in work at clinical and industrial training sites, covering both general and specialised areas.*

✓ *Consistency of curriculum delivery. Describe how partner organisations of education ensure consistency of curriculum delivery across all training sites, including clinics, laboratories and industrial institutions.*

✓ *Characteristics of training sites. Complete Table 6.1 (clinical training sites) and Table 6.2 (industrial training sites) with details according to the profile of the joint educational programme.*

Table 6.1 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 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

Partner organisations of education shall:

6.3.1. develop and implement a policy for effective use of information technologies, including ethical use of data and evaluation of the impact of information technologies on the educational process.

6.3.2. ensure access for academic staff and learners to digital resources, including websites, electronic platforms and databases, as well as modern learning management systems (LMS).

6.3.3 SA: provide access to patient data and healthcare information systems, taking into account ethical standards and confidentiality, as well as use of information systems for self-directed learning, data analysis and professional development.

ISA: ensure access for learners and academic staff to information systems necessary for the educational process, taking into account confidentiality requirements.

Indicative areas for evaluation:

✓ *Policy for management of information technologies. Describe the existing policy of partner organisations of education regarding use of information and communication technologies (ICT) in the joint educational programme, including ethical use of data and confidentiality. Indicate how the impact of ICT on the educational process is evaluated. List the composition of the committee or unit responsible for development and implementation of the ICT policy. Indicate which institutional or governmental regulations govern the use of ICT in the joint educational programme.*

✓ *Resources and authority. Describe the authority of partner organisations of education to allocate resources for implementation of ICT in the educational process. Indicate mechanisms for distribution of resources to support modern ICT.*

✓ *Access to information resources. Describe access to modern information resources such as bibliographic databases (for example, MEDLINE, EMBASE), electronic books, reference materials and journals. Indicate how partner organisations of education ensure equal access to these resources for all learners and academic staff.*

✓ *Learning management systems (LMS). Characterise the learning management systems used (for example, Moodle, Blackboard), their functionality and accessibility for academic staff and learners.*

✓ *Healthcare information systems. Describe how access to patient data and healthcare information systems is organised, including compliance with ethical standards and confidentiality.*

Indicate how students use such systems for self-directed learning, data analysis and professional development.

✓ *Training in use of ICT. List training programmes for academic staff and students on use of ICT, including training in use of electronic platforms, databases and other resources.*

✓ *Evaluation of adequacy of resources. Describe how partner organisations of education assess ICT needs of academic staff, students and researchers and how these resources are provided. Indicate mechanisms for evaluating adequacy of provided resources to support the joint educational programme.*

✓ *Evaluation of ICT. Describe mechanisms for evaluation of ICT used, including regular monitoring of their effectiveness, accessibility and compliance with educational requirements.*

✓ *Improvement of access and functionality. Indicate how partner organisations of education adapt ICT in response to changes in educational practice and professional requirements.*

6.4 Research in Medicine/Pharmacy and Scientific Achievements

Partner organisations of education shall:

6.4.1. use research activities and scientific achievements in the field of medicine and pharmacy as a foundation for the joint educational programme.

6.4.2. develop a policy aimed at strengthening the link between research and education, including integration of scientific achievements into the educational process, provision of information on priority research areas and the scientific base of partner organisations of education.

6.4.3 SA: ensure support for participation of learners in scientific research, developing their skills in application of scientific methods in the field of healthcare within implementation of the joint educational programme.

ISA: *provide for participation of learners in scientific activities and foster their interest in research work in the field of healthcare.*

Indicative areas for evaluation:

✓ *Description of the research base. Briefly describe the research infrastructure of partner organisations of education, including implemented programmes in medical and pharmaceutical research, priority research areas and key achievements.*

✓ *Relationship between research and the joint educational programme. Describe mechanisms ensuring integration of scientific achievements into the educational process, including use of research results in teaching. Indicate how scientific research serves as a foundation for development of the joint educational programme.*

✓ *Reflection of scientific achievements in the joint educational programme. Describe processes that ensure integration of achievements and research results into course content and educational materials.*

✓ *Updating of the joint educational programme content. Indicate mechanisms for regular updating of the educational programme based on current scientific achievements and research findings.*

✓ *Participation of learners in scientific research. Describe existing initiatives and practices aimed at involving learners in scientific research, including interdisciplinary projects, scientific conferences and publications.*

✓ *Programmes encouraging learner participation. Indicate how partner organisations of education encourage student participation in scientific research, including support for research projects and provision of scholarships and grants.*

✓ *Development of research competences. Describe how the joint educational programme develops learners' ability to apply scientific methods in healthcare, including use of research infrastructure.*

✓ *Monitoring mechanisms. Describe how partner organisations of education monitor and evaluate the impact of scientific research on the educational process. Indicate how monitoring results are used for further development of the joint educational programme.*

✓ *Plans for development of research activities. Indicate plans for further development of the research base, including expansion of research areas, attraction of external funding and integration of international experience.*

✓ *Information for analysis. Complete Tables 6.3 and 6.4, reflecting major research projects, including заказы, funding sources, project leaders, implementation periods, number of publications and patents. Indicate projects involving learners, their contribution to publications and participation in conferences and other scientific activities.*

Table 6.3 Main directions of scientific research of the EO (within the framework of the joint 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 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 Education

Partner organisations of education shall:

6.5.1 SA: have access to educational expertise in processes, practices and issues of medical and pharmaceutical education through involvement of specialists, educational psychologists and sociologists at institutional, interinstitutional and international levels; develop and implement a policy on educational expertise in development, implementation and evaluation of the joint educational programme, as well as in development of teaching and assessment methods.

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

6.5.2 SA: ensure involvement of internal and external educational expertise for professional development of staff, with emphasis on application of current experience in medical and pharmaceutical education, as well as support for educational research conducted by staff members.

ISA: provide for use of internal and/or external educational expertise in development of staff capacity and implementation of modern approaches in medical and pharmaceutical education.

Indicative areas for evaluation:

✓ *Expertise in the joint educational programme. Describe existing practices of conducting educational expertise, including analysis of processes, practices and issues in medical/pharmaceutical education. Indicate how priority research areas are determined, whether*

they correspond to needs of the joint educational programme, and how results of expertise are used for its improvement.

✓ *Structure responsible for expertise. Is there a structural unit responsible for conducting expertise and research in the field of medical/pharmaceutical education? Describe the structure, authority and functions of such a unit.*

✓ *Policy on educational expertise. Describe the existing policy of partner organisations of education aimed at ensuring high-quality educational expertise for development, implementation and evaluation of the joint educational programme, as well as teaching and assessment methods.*

✓ *Involvement of experts. Describe practices of involving psychologists, sociologists, educators and external experts at institutional, interinstitutional and international levels for educational expertise, development of the joint educational programme and assessment methods.*

✓ *Use of internal expertise. Indicate how partner organisations of education use internal expertise (in medical/pharmaceutical education or other fields) to support the joint educational programme and staff capacity development.*

✓ *Development of educational expertise. Describe practices of partner organisations of education aimed at development of educational expertise, including study and evaluation of education and research in medical/pharmaceutical education as a discipline.*

✓ *Support for staff interests. Indicate which support mechanisms are provided to staff interested in conducting research in the field of medical/pharmaceutical education.*

✓ *Use of expertise for staff development. Provide evidence of use of internal and external educational expertise for professional and academic development of staff members.*

✓ *Expertise in nursing education. Describe how partner organisations of education develop expertise in nursing education, including study of theoretical, practical and social issues. Indicate how partner organisations of education support research and joint educational programmes aimed at development of nursing education.*

✓ *Support for staff research activities. Indicate how partner organisations of education encourage staff members to conduct research in the field of nursing education and contribute to development of this discipline.*

✓ *Monitoring of educational expertise. Describe mechanisms for monitoring use of educational expertise and its impact on the joint educational programme.*

✓ *Evidence and examples. Provide examples and evidence of successful use of educational expertise, including research results, implemented changes and their impact on development of the joint educational programme.*

6.6 Educational Exchanges

Partner organisations of education shall:

6.6.1. develop and implement a policy on national and international cooperation with other educational organisations, including mobility of staff and learners, as well as transfer of educational credits.

6.6.2 SA: promote participation of learners, academic staff and employees in academic mobility programmes by providing financial and organisational support, as well as creating conditions for participation in national and international educational and research projects.

ISA: provide for participation of academic staff and learners in academic mobility programmes within the country and abroad.

Indicative areas for evaluation:

✓ *Policy of cooperation with other educational organisations. Describe the existing policy of partner organisations of education regarding cooperation with other educational institutions at national and international levels. Indicate how the policy contributes to integration into the educational community and development of the joint educational programme.*

✓ *Transfer of educational credits. Describe the policy and practice of partner organisations of education regarding transfer and recognition of educational credits. Indicate how alignment of educational programmes with other educational organisations is ensured.*

✓ *Description of cooperation. Provide a brief description of existing forms of cooperation with other educational organisations (for example, joint educational programmes, scientific research, conferences and internships). Indicate how such forms of cooperation support development of the joint educational programme and strengthen the academic community.*

✓ *Regional and international cooperation. Describe existing activities aimed at development of regional and international cooperation, including participation in educational projects and programmes.*

✓ *Exchange of learners and academic staff. Describe practices of academic exchange of learners and academic staff, including data on the number of participants, objectives of programmes, outcomes and resources provided.*

✓ *Mobility programmes. Indicate which academic mobility programmes are offered, including financial and organisational support for participants.*

✓ *Resources for cooperation. Describe the authority of partner organisations of education to allocate financial, organisational and other resources to support international and regional cooperation.*

✓ *Organisational support. Indicate which administrative mechanisms have been established to facilitate exchange of students and academic staff, including visa processing, financial support and accommodation arrangements.*

✓ *Joint scientific research. Provide information on joint scientific research with other educational organisations, including number of projects, participation of learners, publications and contribution to the joint educational programme.*

✓ *Outcomes of cooperation. Indicate how outcomes of exchanges and cooperation are used for improvement of the joint educational programme and professional development of staff members.*

STANDARD 7. “EVALUATION OF THE EDUCATIONAL PROGRAMME”

7.1 Mechanisms for Programme Monitoring and Evaluation

Partner organisations of education shall:

7.1.1 SA: develop and implement regulated procedures for monitoring and periodic evaluation of the joint educational programme, including evaluation of learning outcomes and learners’ progress, regular analysis of academic performance and programme compliance with established objectives.

ISA: provide for procedures for monitoring and evaluation of the educational programme covering learning outcomes and learners’ academic progress.

7.1.2. establish mechanisms for evaluation of the joint educational programme ensuring comprehensive analysis of the programme and its main components, identification of problems and implementation of corrective measures, ensuring that evaluation results directly influence programme quality and its adaptation.

7.1.3 SA: ensure regular comprehensive evaluation of the joint educational programme, including analysis of the educational process and its components, compliance with expected learning outcomes and the programme’s contribution to fulfilment of social responsibility to society.

ISA: provide for programme evaluation including analysis of the educational process, programme structure and learners’ achievements.

Indicative areas for evaluation:

✓ *General aspects of programme evaluation. Describe how partner organisations of education evaluate their joint educational programme, including methods of monitoring and periodic evaluation. Indicate how results of these evaluations are used for programme improvement.*

✓ *Independent monitoring. Describe whether there is an independent group or committee responsible for monitoring programme implementation, achievement of learning outcomes and identification of problems. Indicate how this group communicates identified issues to relevant bodies for implementation of corrective actions.*

✓ *Data collection and analysis. List the data collected for evaluation of the joint educational programme (for example, academic performance, graduate performance data, feedback from students, academic staff and employers).*

✓ *Evaluation mechanisms. Describe mechanisms used to analyse collected data, identify problems and determine the extent to which stated learning outcomes are achieved.*

✓ *Definition of quality assurance objectives and methods. Indicate how partner organisations of education define programme quality assurance objectives, develop methods for their achievement and communicate this information to all stakeholders.*

✓ *Distribution of responsibilities. Describe distribution of responsibilities for programme quality assurance among administration, academic staff and support staff.*

✓ *Allocation of resources. Indicate how resources are allocated to support implementation of the quality assurance system, including human, financial and infrastructure resources.*

✓ *Comprehensive evaluation. Describe how partner organisations of education periodically conduct comprehensive evaluation of the programme, including:*

- *analysis of the educational process and its components;*
- *compliance with expected learning outcomes;*
- *impact of the programme on fulfilment of social responsibility to society.*

✓ *Corrective actions. Indicate how evaluation results are used for development and implementation of corrective measures aimed at programme improvement.*

✓ *Documentation of evaluation processes. Indicate which documents and reports are prepared based on programme monitoring and evaluation. Describe how these documents are used for planning and implementation of programme changes.*

✓ *Transparency of the quality assurance system. Indicate how partner organisations of education ensure accessibility of information on quality assurance objectives, methods and evaluation results for all stakeholders.*

7.2 Feedback from Academic Staff and Learners

Partner organisations of education shall:

7.2.1 SA: systematically collect, analyse and take into account feedback from academic staff and learners in order to identify strengths and areas for improvement, and consider their opinions in programme updating.

ISA: provide for collection and consideration of feedback from academic staff and learners.

7.2.2. use results of feedback for improvement of the programme, including adaptation of educational materials and teaching methods, and enhancement of organisation of the educational process.

Indicative areas for evaluation:

✓ *Surveys of learners and academic staff. Indicate whether regular surveys of learners, academic staff and graduates are conducted, including questions related to the learning process, educational environment and programme outcomes.*

✓ *Mechanisms for data collection and analysis. Describe procedures for collection and analysis of feedback, including:*

- *tools used to obtain feedback (questionnaires, interviews, online platforms);*
- *frequency of data collection;*
- *persons or units responsible for conducting analysis.*

✓ *Use of feedback. Indicate which aspects of the programme are analysed through feedback, including educational materials, teaching methods, organisation of the educational process and learning environment. Describe how partner organisations of education use feedback results for improvement of the joint educational programme:*

- *modification of educational materials;*
- *improvement of teaching methods;*
- *adjustment of organisation of the educational process.*

✓ *Feedback on academic misconduct. Describe whether learners and academic staff are provided with feedback regarding cases of academic misconduct or inappropriate behaviour, and whether possible legal consequences are specified.*

✓ *Frequency and regularity of evaluation. Indicate how often evaluation of the educational programme and learning environment is conducted, including use of feedback to identify strengths and areas for improvement.*

✓ *Integration of results into programme review. Describe how results of surveys of academic staff and learners are taken into account in the process of programme review and revision of its components.*

✓ *Monitoring implementation of changes. Indicate how partner organisations of education monitor implementation of changes based on feedback and their impact on the educational process.*

✓ *Accessibility of feedback results. Describe how results of feedback are communicated to academic staff and learners, including mechanisms for informing them about implemented corrective measures.*

7.3 Learners' Academic Achievements

Partner organisations of education shall:

7.3.1 SA: analyse academic performance of learners and graduates based on compliance with

the mission of the joint educational programme and expected learning outcomes, as well as the level of provision of educational resources.

ISA: provide for analysis of learners' academic performance in accordance with the mission of the organisation, expected learning outcomes and programme structure.

7.3.2. take into account conditions of prior education and level of preparedness of applicants, using results of the analysis for interaction with structures responsible for admission of learners, updating of the joint educational programme, academic advising of learners and provision of recommendations for improvement of academic performance.

Indicative areas for evaluation:

✓ *Statistical data. Describe which statistical data on academic achievements of learners and graduates are collected, including:*

- *percentage of successful course completion;*
- *average academic performance score;*
- *percentage of graduates admitted to postgraduate programmes;*
- *indicators of success in professional examinations.*

✓ *Use of data. Indicate how collected data are used to evaluate compliance with the mission of the joint educational programme, expected learning outcomes and adequacy of educational resources.*

✓ *Dynamics of academic performance. Evaluate dynamics of academic performance at different stages of study and identify trends requiring corrective measures.*

✓ *Monitoring and evaluation of academic achievements. Describe parameters monitored throughout the programme, including:*

- *results of interim and final examinations;*
- *attendance;*
- *participation in practical and research activities.*

✓ *Use of monitoring results. Indicate how monitoring results are used for:*

- *optimisation of admission and selection of applicants;*
- *planning and review of the joint educational programme;*
- *provision of recommendations to learners for improvement of academic performance.*

✓ *Consideration of prior education. Describe how conditions of prior education and level of preparedness of applicants are taken into account in planning of the joint educational programme. Indicate how results of analysis of prior education are used for interaction with structures responsible for admission of learners and for adjustment of programme content.*

✓ *Feedback for admission structures. Indicate how feedback is provided to structures responsible for admission of learners in order to improve admission criteria.*

✓ *Academic advising based on analysis results. Describe how results of analysis of academic achievements are used for advising learners, including:*

- *recommendations for improvement of academic performance;*
- *individual learning plans;*
- *additional classes and mentoring.*

✓ *Resources to support learners. Indicate which resources are provided to learners to support their academic achievements, including:*

- *academic support centres;*
- *mentoring programmes;*
- *additional educational materials.*

✓ *Improvement plans. Describe plans for improving learner support based on analysis of their academic achievements.*

7.4 Involvement of Stakeholders

Partner organisations of education shall:

7.4.1 SA: involve stakeholders in monitoring and evaluation of the joint educational programme, including academic staff, students, graduates and employers, representatives of the healthcare system and professional associations.

ISA: provide for participation of key stakeholders in the process of evaluation of the educational programme.

7.4.2. ensure access of stakeholders to results of evaluation of the joint educational programme and collect feedback on professional practice of graduates, using such feedback for further improvement of the joint educational programme.

Indicative areas for evaluation:

✓ *Participation of internal stakeholders. Describe how academic staff, learners, administrative and managerial staff of partner organisations of education are involved in monitoring and evaluation of the joint educational programme. Indicate how these groups participate in identifying problems, proposing corrective measures and improving the programme.*

✓ *Involvement of external stakeholders. Describe mechanisms for involving employers, graduates, representatives of the healthcare system and professional associations in monitoring and evaluation of the programme. Indicate the extent to which external stakeholders are involved in planning and implementation of changes based on evaluation results.*

✓ *Informing stakeholders. Indicate how results of monitoring and evaluation of the joint educational programme are communicated to all stakeholders. Describe formats used for presenting results (for example, reports, presentations and publications).*

✓ *Encouraging participation. Describe mechanisms used to motivate academic staff, learners and external stakeholders to participate in programme evaluation and its further improvement. Indicate which incentive measures (for example, professional development opportunities and recognition of achievements) are provided for participants.*

✓ *Mechanisms for collecting feedback. Describe formal and informal mechanisms for collecting feedback on graduates' professional practice and programme performance, including questionnaires, focus groups and regular meetings with employers and graduates.*

✓ *Use of feedback. Indicate how feedback results are used for programme improvement, including:*

- *adaptation of educational materials and teaching methods;*
- *improvement of organisation of the educational process;*
- *evaluation of graduates' professional practice.*

✓ *Monitoring graduates' professional practice. Indicate how partner organisations of education monitor graduates' professional activities, including:*

- *level of preparedness for professional practice;*
- *alignment of graduates' competences with requirements of employers and the healthcare system.*

✓ *Response to feedback. Describe how partner organisations of education use feedback from employers and professional associations for further improvement of the joint educational programme.*

✓ *Monitoring and programme adaptation. Indicate how results of monitoring and feedback are integrated into the process of programme review and revision of its components. Describe how often programme evaluation involving stakeholders is conducted.*

✓ *Planning based on feedback. Describe how feedback is used for strategic planning and long-term development of the educational programme.*

STANDARD 8. “GOVERNANCE AND ADMINISTRATION”

8.1 Governance

Partner organisations of education shall:

8.1.1. define structural units and their functions, ensuring a clear description of interactions between units within the university and taking into account specific features of partnership within the joint educational programme.

8.1.2 SA: establish committees within the governance structure, defining their responsibilities, authority and composition, representation of key stakeholders, including students, academic staff, employers and representatives of the healthcare system, as well as transparency of governance bodies and decision-making processes.

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

Indicative areas for evaluation:

✓ *Description of the governance structure. Describe the governance structure, including all its components, their functions and interactions between units within the university and within the framework of the joint educational programme. Indicate how the structure takes into account specific features of the partnership and the joint educational programme.*

✓ *Relations between partner organisations of education. Describe relations between partner organisations of education. Indicate how interaction and distribution of responsibilities between partner organisations of education and clinical and/or industrial training sites are regulated.*

✓ *Committees and their functions. Describe committees established within the governance structure, their responsibilities, authority, composition and operating procedures. Indicate how transparency of committee activities and decision-making is ensured.*

✓ *Representation of stakeholders. Describe representation of students, academic staff, employers and representatives of the healthcare system in various governance structures and committees. Indicate how these groups participate in decision-making related to education, teaching and research.*

✓ *Processes regulating teaching, learning and research. Describe mechanisms used to monitor and regulate teaching, learning and research processes. Indicate how these mechanisms contribute to achievement of expected learning outcomes and programme quality.*

✓ *Evaluation of governance effectiveness. Describe governance mechanisms used by partner organisations of education to evaluate effectiveness, including regular evaluations, analysis of indicators and reporting procedures.*

✓ *Risk management. Describe how partner organisations of education identify and mitigate risks related to governance, programme implementation and interaction with partners.*

✓ *Participation in decision-making. Describe the extent and manner in which learners and academic staff participate in decision-making and activities of partner organisations of education. Indicate how such participation influences governance and programme development.*

✓ *Social and cultural limitations. Indicate whether there are social or cultural limitations affecting participation of learners in governance of partner organisations of education and describe how such limitations are addressed or overcome.*

✓ *Transparency of governance bodies. Indicate which mechanisms ensure transparency of governance bodies and communication of decisions to all stakeholders. Describe how outcomes of governance decisions are communicated to students, academic staff and other stakeholders.*

✓ *Evaluation and improvement. Describe processes for evaluation of governance bodies and implementation of improvements based on obtained data.*

8.2 Academic Leadership

Partner organisations of education shall:

8.2.1. define responsibilities of academic leadership, including development, management and monitoring of implementation of the educational programme, as well as coordination of interuniversity interaction within the framework of the joint educational programme.

8.2.2 SA: ensure regular evaluation of effectiveness of academic leadership, taking into account achievement of the mission and expected learning outcomes, as well as the degree of leadership involvement in implementation of strategic objectives.

ISA: provide for evaluation of effectiveness of academic leadership in terms of achievement of the mission and expected learning outcomes.

Indicative areas for evaluation:

✓ *Academic leadership and its functions. Describe the academic governance structure of partner organisations of education, including:*

- *units and positions responsible for development, management and monitoring of the joint educational programme;*

- *distribution of responsibilities among leaders responsible for different components of the joint educational programme;*

- *mechanisms for coordination of interuniversity interaction within the framework of the joint educational programme.*

✓ *Definition of responsibilities. Indicate how responsibilities of academic leadership are defined and documented, including development of strategy, management of the programme and its components, as well as monitoring achievement of the mission and expected learning outcomes.*

✓ *Evaluation of effectiveness of academic leadership. Describe mechanisms and procedures used for regular evaluation of effectiveness of academic leadership:*

- *evaluation methods (for example, analysis of key performance indicators and stakeholder surveys);*

- *frequency of evaluations;*

- *units or individuals responsible for conducting evaluations.*

✓ *Criteria for evaluation of academic leadership. Indicate criteria used for evaluation of academic leadership, including:*

- *achievement of the mission of the joint educational programme;*

- *compliance with expected learning outcomes;*

- *involvement of leadership in implementation of strategic objectives of the joint educational programme.*

✓ *Response to evaluation results. Describe how evaluation results are used for adjustment and improvement of academic leadership. Indicate how feedback regarding leadership performance is communicated to leaders and other stakeholders.*

✓ *Role of leadership in implementation of strategic objectives. Describe how leadership is involved in planning, implementation and achievement of strategic objectives of the joint educational programme. Indicate how leadership interacts with academic staff, students, administration and external stakeholders.*

✓ *Support for interuniversity interaction. Indicate how leadership ensures coordination of interaction between partner universities, including:*

- *joint planning of the joint educational programme;*

- *ensuring unified quality standards;*

- *organisation of meetings and exchange of experience.*

✓ *Evaluation of impact on learning outcomes. Describe how activities of academic leadership influence achievement of expected learning outcomes. Indicate how contribution of leadership to integration of educational, research and practical aspects of the programme is evaluated.*

8.3 Educational Budget and Allocation of Resources

Partner organisations of education shall:

8.3.1 SA: ensure clear distribution of responsibilities and authority, including planning and allocation of a targeted budget for implementation of the educational programme, taking into account financial obligations of partners within the framework of the joint educational programme.

ISA: provide for distribution of responsibilities for resourcing of the educational programme, including allocation of the educational budget.

8.3.2 SA: ensure sufficient resources for implementation of the joint educational programme, allocating them in accordance with educational and infrastructure needs, taking into account programme priorities and availability of clinical and/or industrial training sites.

ISA: provide for allocation and distribution of resources necessary for implementation of the educational programme in accordance with identified needs.

8.3.3 SA: ensure flexibility in allocation of resources, including fair remuneration of academic staff achieving planned learning outcomes, taking into account scientific achievements in healthcare and current societal needs.

ISA: provide for participation of the educational organisation in management of resource allocation taking into account development of healthcare science and societal needs.

Indicative areas for evaluation:

✓ *Mechanisms for identifying needs. Describe mechanisms used to identify educational and infrastructure needs of the programme, including:*

- *assessment of needs for academic staff, clinical and industrial training sites;*
- *identification of priorities of the joint educational programme.*

✓ *Allocation and distribution of resources. Indicate how the organisation ensures transparent planning and allocation of a targeted budget for implementation of the programme, taking into account financial obligations of partners. Describe budget distribution procedures, including mechanisms for considering educational and infrastructure needs.*

✓ *Autonomy of partner organisations of education. Indicate the level of autonomy partner organisations of education have in allocation of financial resources, including:*

- *flexibility in redistribution of the budget;*
- *opportunities for allocation of additional funds for strategic priorities.*

✓ *Policy and practice of resource allocation. Describe existing policy and practice of resource allocation ensuring:*

- *support of the joint educational programme;*
- *consideration of clinical and industrial training sites;*
- *achievement of the mission and expected learning outcomes.*

✓ *Allocation of resources in accordance with the mission. Describe how allocation of resources is linked to the mission and strategic objectives of partner organisations of education. Indicate how financial decisions support achievement of expected learning outcomes and address current societal needs.*

✓ *Consideration of programme priorities. Indicate how allocation of resources takes into account priorities of the joint educational programme, including:*

- *fair remuneration of academic staff;*
- *funding of scientific research;*
- *ensuring accessibility of clinical and industrial training sites.*

✓ *Flexibility in budget allocation. Describe mechanisms ensuring flexibility in budget allocation, including:*

- *redistribution of funds to address emerging needs;*
- *consideration of changes in scientific achievements and requirements of the healthcare system.*

✓ *Evaluation of allocation effectiveness. Indicate how partner organisations of education evaluate effectiveness of resource allocation, including:*

- *impact on programme quality;*
- *support for academic staff achieving planned learning outcomes;*
- *compliance with current societal requirements.*

✓ *Description of the funding system. Describe how the educational programme is funded, including sources of income (governmental, partner-based, private) and mechanisms for expenditure control.*

✓ *Transparency of funding. Indicate how transparency of the funding system and involvement of stakeholders in budget planning processes are ensured.*

8.4 Administrative Staff and Management

Partner organisations of education shall:

8.4.1 SA: ensure availability of qualified administrative and professional staff, including management of processes related to implementation of the joint educational programme, and support for interaction with partners and stakeholders.

ISA: provide for availability of administrative and professional staff ensuring implementation of the educational programme and related activities.

8.4.2 SA: guarantee participation of all units in the internal quality assurance system, including monitoring of implementation of the joint educational programme and interaction between structural units to ensure consistency of standards.

ISA: provide for participation of organisational units in processes of the internal quality assurance system.

Indicative areas for evaluation:

✓ *Functions of administrative staff. Describe the main administrative functions performed by staff of partner organisations of education for:*

- *implementation of the joint educational programme;*
- *support of interaction with partners and stakeholders;*
- *management of processes within the internal quality assurance system.*

✓ *Structure of administrative staff. Indicate how the number of administrative staff is determined depending on the scope of the programme, its specific features and other related activities. Describe how regular evaluation of adequacy of staff numbers and qualifications is carried out. Present a description of the administrative staff structure, including:*

- *number of staff members and their job responsibilities;*
- *distribution of roles between units;*
- *staffing levels and workforce planning.*

✓ *Management quality assurance programme. Indicate whether partner organisations of education have a management quality assurance programme. Describe elements of this programme, including objectives and criteria for evaluation of management effectiveness, as well as procedures for monitoring and improvement.*

✓ *Review and analysis of management. Describe how regular review of the quality assurance programme and analysis of administrative management are conducted, including:*

- *evaluation of interaction between units;*
- *monitoring of implementation of the joint educational programme;*
- *analysis of key performance indicators.*

✓ *Effectiveness of the organisational structure. Indicate how the organisational structure supports:*

- *effective management of the joint educational programme;*
- *coordination between structural units;*
- *consistency of standards in implementation of the joint educational programme.*

✓ *Decision-making processes. Describe decision-making processes and their connection with the overall strategy of partner organisations of education. Indicate how decisions are made regarding key issues of planning, implementation and monitoring of the joint educational programme.*

✓ *Reporting structure. Describe the reporting structure for administration regarding teaching, learning and research issues. Indicate how reporting contributes to transparency and accountability in programme management.*

8.5 Interaction with the Healthcare Sector

Partner organisations of education shall:

8.5.1 SA: maintain constructive interaction with the healthcare sector and society, including partners at national and international levels, as well as cooperation with governmental bodies related to healthcare.

ISA: establish interaction with the healthcare sector.

8.5.2 SA: formalise cooperation with healthcare partners, including formalisation of agreements involving learners and staff, and joint planning of educational and research activities.

ISA: establish cooperation with healthcare partners, including planning of educational and research activities.

Indicative areas for evaluation:

✓ *Interaction with the healthcare sector and society. Describe existing relationships of partner organisations of education with healthcare services, including:*

- *cooperation within implementation of the mission and the joint educational programme;*
- *provision of resources, training/practice sites and academic staff for the joint educational programme;*

- *participation in joint educational and research activities.*

✓ *Impact on quality of the joint educational programme. Indicate how interaction with the healthcare sector contributes to:*

- *improvement of the joint educational programme;*
- *development of learners' skills and competences necessary for work within the healthcare system;*

- *ensuring social responsibility of partner organisations of education.*

✓ *Formal mechanisms of interaction. Describe existing mechanisms for ensuring constructive interaction with the healthcare sector:*

- *cooperation agreements and memoranda;*
- *joint committees or working groups;*
- *regular meetings with representatives of the healthcare system.*

✓ *Formalisation of cooperation. Indicate which measures are undertaken to formalise interaction with partners:*

- *description of formalised agreements, including participation of learners and staff;*
- *joint planning of educational and research activities.*

✓ *Shared responsibility. Describe types of shared responsibility established between partner organisations of education and healthcare system organisations, including:*

- *development and implementation of the joint educational programme;*
- *provision of clinical training sites;*
- *participation in research projects;*
- *planning and implementation of activities aimed at improvement of public health.*

✓ *Impact on the healthcare system. Indicate how cooperation with the healthcare sector contributes to:*

- *ensuring alignment of the joint educational programme with current and future needs of the healthcare system;*

- *support of national and international healthcare initiatives.*

8.6 Public Information

Partner organisations of education shall:

8.6.1. publish complete and reliable information about the educational programme on the official website and in mass media, including achievements of the joint educational programme, specific features of its implementation and results of educational quality evaluation.

8.6.2. this criterion applies only in specialised accreditation (SA): provide objective data on employment and demand for graduates, including information on graduates' career prospects, employment statistics and alignment of their qualifications with labour market requirements.

Indicative areas for evaluation:

✓ *Public information about the joint educational programme. Describe what information partner organisations of education provide to the public about their activities, including:*

- *full description of the joint educational programme;*
- *admission criteria, expected learning outcomes and awarded qualifications;*
- *teaching and learning methods, assessment procedures, including passing scores;*
- *available opportunities for students, such as academic support, mentoring and career guidance.*

✓ *Reliability and accessibility of information. Indicate how reliability and accessibility of published information are ensured:*

- *use of the official website and other media channels;*
- *regular updating of data to ensure relevance and accuracy.*

✓ *Career prospects and employability of graduates. Describe what information partner organisations of education provide regarding graduate employment, including:*

- *graduate employment statistics and alignment of qualifications with labour market requirements;*

• *information on career prospects, including examples of successful graduate careers.*

✓ *Analysis of graduate employment. Indicate how data on graduate employment are collected and analysed:*

- *cooperation with employers and professional associations;*
- *graduate surveys and monitoring of their professional development.*

✓ *Information on programme quality. Indicate what information partner organisations of education publish regarding results of quality evaluation of the joint educational programme, including:*

- *data on student academic performance;*
- *results of internal and external quality monitoring of the joint educational programme;*
- *examples of programme improvements based on evaluation results.*

✓ *Transparency of data. Describe how partner organisations of education ensure transparency and objectivity of presented data, including:*

- *indication of data sources;*
- *publication of final reports on the website and other public platforms.*

STANDARD 9. “CONTINUOUS RENEWAL”

This standard applies only in specialised accreditation (SA).

Partner organisations of education shall:

9.1.1. initiate and implement procedures for regular review and renewal of the joint educational programme, including its processes, structure, content, outcomes/competences, assessment and learning environment, documentation of deficiencies and their elimination, as well as allocation of sufficient resources to support continuous renewal.

9.1.2. base the renewal process on prospective research in healthcare, results of internal analysis, monitoring and evaluation, literature in medical/pharmaceutical education and international standards.

9.1.3. ensure that renewal leads to revision of policies and practices based on previous experience, current activities and future challenges.

9.1.4. ensure the possibility of addressing key issues within the renewal process, including:

- adaptation of the mission in accordance with scientific, socio-economic and cultural development of society;

- modification of expected learning outcomes of graduates, taking into account needs of the environment in which graduates will work, requirements of postgraduate training, including clinical skills, public health and healthcare delivery;

- adaptation of the model of the joint educational programme and teaching methods to ensure their continued relevance and alignment with current requirements;

- revision of programme components taking into account advances in biomedical, behavioural, social and clinical sciences, demographic changes, population health status and disease patterns, changes in socio-economic and cultural conditions, elimination of outdated knowledge, methods and concepts, and inclusion of new ones;

- development of assessment principles and methods, including the number and format of examinations, in accordance with changing learning outcomes and teaching methods;

- adaptation of admission policy for learners, taking into account workforce needs, changes in pre-university education and requirements of the joint educational programme;

- adaptation of recruitment and development policy for academic staff, considering changing requirements and needs of the joint educational programme;

- updating of educational resources, including student intake, number and profile of staff, and ensuring relevance of educational materials;

- improvement of monitoring and evaluation processes of the joint educational programme to maintain alignment with the mission and societal needs;

- development of organisational structure and governance in order to take into account interests of all stakeholders and adapt to changing circumstances.

Indicative areas for evaluation:

✓ *Quality assurance system. Describe how the internal and external quality assurance system is used for:*

- *regular renewal of programme structure, content and teaching methods;*

- *monitoring programme outcomes and adaptation to new requirements;*

- *elimination of identified deficiencies.*

✓ *Regular review of the joint educational programme. Indicate whether procedures for regular review and analysis of programme content, learning outcomes and learning environment are предусмотрены. Present examples of activities aimed at revision of policies, assessment methods, composition of academic staff and educational resources.*

✓ *Resources for renewal. Describe whether sufficient resources are allocated for continuous improvement of the joint educational programme, including funding for adaptation to changes in educational, social and professional requirements, and updating of educational materials, technologies and infrastructure.*

✓ *Prospective research and monitoring. Indicate how the programme is updated on the basis of:*

- *results of internal and external research;*
- *monitoring of population health, disease patterns, demographic and cultural changes;*
- *contemporary scientific literature and international standards.*

✓ *Contemporary scientific achievements. Explain how the joint educational programme integrates:*

- *latest achievements in biomedical, behavioural, social and clinical sciences;*
- *elimination of outdated knowledge and methods.*

✓ *Flexibility and adaptation. Describe how renewal of the joint educational programme reflects:*

- *changes in the mission arising from scientific, socio-economic and cultural developments;*
- *current needs of the environment in which graduates will work;*
- *requirements of postgraduate education and expectations of employers.*

✓ *Renewal of key programme components. Describe changes in:*

- *programme model and teaching methods;*
- *assessment principles and formats, including adaptation of examinations to new teaching methods.*

✓ *Student admission and staff recruitment. Describe how academic staff recruitment policy takes into account new programme needs. Describe how student admission policy is adapted to changes in pre-university education, programme requirements and healthcare workforce needs.*

✓ *Monitoring and governance. Indicate improvements introduced in:*

- *monitoring and evaluation processes of the joint educational programme;*
- *governance structure in order to consider interests of all stakeholders and adapt to changes.*

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 PANEL

To _____
name of the EO

Date of visit: _____ 202_
 Arrival day: _____ 202_
 Departure day: _____ 202_

Accredited EP
(in case of programme accreditation)

Cluster 1	JEP
	JEP
	JEP
Cluster 2	JEP
	JEP
	JEP
Cluster 3	JEP
	JEP
	JEP

Date and time	Work of EEP with target groups	Full name and position of target group members	Location
«__» _____ 202__ г.			
During the day	Arrival of EEP members		Hotel
16.00-18.00	Preliminary meeting of the EEP (distribution of responsibility, discussion of key issues and the programme of the visit)	<i>External experts of IAAR</i>	Hotel
18.00-19.00	Dinner (EEP 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 EEP
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>	EEP office
11.30-12.45	Visual inspection of the EO (in the case of programme accreditation, only objects under the accredited JEP)	<i>Position, full name</i>	Along the route
13.00-14.00	Lunch (EEP members only)	Lunch break	
14.00-14.15	EEP work		EEP office
14.15-15.00	Meeting with the heads of the accredited JEP	<i>Position, full name (or Appendix №__)</i>	Main building, Conference office
15.00-15.45	Meeting with heads of departments of accredited JEP	<i>Position, full name (or Appendix №__)</i>	Main building, Conference office
15.45-16.00	Coffee break with internal discussion	<i>EEP members only</i>	
16.00-17.00	Meeting with teachers of accredited JEP	<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

Date and time	Work of EEP with target groups	Full name and position of target group members	Location
17.00-18.00	EEP work (discussion of the results and summing up the results of 1 day)		EEP office
18.00-19.00	Dinner (EEP members only)		
Day 2: " _ " _____ 202__			
09.00-09.30	EEP work (discussion of organisational issues)		EEP office
09.30-12.30	Visiting the graduating departments of JEP (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 EEP (exchange of views)		Academic building №2
13.00-14.00	Lunch (EEP members only)	Lunch break	
14.00-15.00	Meeting with students	<i>Students of accredited JEP (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 JEP</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 EEP members</i>	EEP office
16.30-17.00	Meeting with JEP alumni	<i>Graduates - representatives for each JEP (Appendix No._)</i>	Course lecture room №1
17.00-18.00	EEP work (discussion of the estimated parameters of profile, discussion of the results and summarising conclusions 2 days)	<i>only EEP members</i>	EEP office
18.00-19.00	Dinner (EEP members only)		
Day 3: " _ " _____ 202__			
09.00-09.30	EEP work (discussion of organisational issues)		EEP office
09.30-12.30	Visiting practice bases, branches of departments (clinical bases, educational and	<i>Full name, practice base</i>	Visiting practice bases, branches of departments (clinical bases, educational and

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

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

The EO Coordinator facilitates the provision of the necessary additional information about the JEP 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	
Full name of the EO-partner	
Contact Information of the EO-partner	
Founders	
Founders of the EO-partner	
Year of foundation (name, renaming (when implemented)	
Current accreditation status	
Location / registration	
Location / registration of the EO-partner	
Rector / Head of EO	
Rector / Head of EO of the EO-partner	

License (title document)	
License of the EO-partner (title document)	
Number of students (total, in terms of forms of study: full-time, part-time)	
Number of students of the EO-partner (total, in terms of forms of study: full-time, part-time)	
Cooperation agreement/document	
Specialised profile	<i>Double-degree programme</i>
Date of submission of the self-assessment report	
Name of contact person for preparation of the report	
Level of education of the joint educational programme in accordance with the National Qualifications Framework (NQF) (for example, levels 6, 7, 8) and the Qualifications Framework of the European Higher Education Area (QF-EHEA) (for example, first, second or third cycle)	
Information about the group that conducted the self-assessment	

Table 2

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

PART I	<i>Samples</i>
JEP (S)	<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 JEP	<i>Day month Year</i>
Brief description of the JEP	<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, JEP 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 JEP 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 EEP.

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 JEP 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 JEP 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 JEP EO with the criteria of this standard, thus consistently reflects the results of self-assessment.

Justifications of the positions of the EO JEP (strong, satisfactory, suggests improvement, unsatisfactory) are given in accordance with the evaluation of the criteria by the JEP 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 JEP (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 JEP 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 JEP profile" (section "Conclusion of the Self-Assessment Commission") is provided with a note on the compliance of the JEP 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

** Completed in the case of international specialised accreditation (SA) of the joint educational programme.*

№	№	№	ASSESSMENT CRITERIA	Assessment Indicators			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
STANDARD 1. “MISSION AND OUTCOMES”							
1.1 Right to Participate. Eligibility							
Partner organisations of education shall:							
1	1	1.1.1.	be recognised by the authorities of the countries in which they are located that regulate education and confirm compliance with established quality standards and requirements, and demonstrate compliance with established national and international quality standards in healthcare				
2	2	1.1.2.	ensure participation in implementation of the joint educational programme (JEP), and ensure that the awarded academic degree/qualification complies with the national qualifications framework and regulatory acts of the countries where the organisations of education are located				
3	3	1.1.3	have a detailed and legally binding Cooperation Agreement between partner organisations of education, which shall specify: <ul style="list-style-type: none"> • the academic degree(s)/qualification(s) awarded upon completion of the joint educational programme, indicating the level and compliance with national and international qualifications frameworks; • clear distribution of responsibilities between partner organisations of education regarding management of the educational programme and financial administration, including allocation of expenditures and revenues, funding sources and reporting mechanisms; • transparent admission and selection rules for learners; • language of instruction, mobility of learners and academic staff; • examination regulations, methods for assessment of achieved learning outcomes, recognition of credits (ECTS or equivalent systems), and procedures for awarding joint or double academic degrees (qualifications), including legal aspects of recognition of degrees 				
1.2 Definition of Mission							
Partner organisations of education shall jointly:							
4	4	1.2.1.	define and formalise the mission of the joint educational programme, ensuring its compliance with national and international education standards, and communicate the mission to all stakeholders, including the educational community, regulatory authorities, the healthcare sector and society				
5	5	1.2.2.	formulate the mission of the joint educational programme so that it clearly reflects:				

			<ul style="list-style-type: none"> • programme objectives and the educational strategy aimed at preparation of a competent specialist at the level of higher education in healthcare; • provision of graduates with fundamental knowledge and practical skills enabling them to: <ul style="list-style-type: none"> • perform professional functions in healthcare, including all types of practice, administrative medicine, scientific research and global health aspects; • be prepared for continuation of education at the postgraduate level; • undertake commitment to lifelong learning; <p>the ability of graduates to meet established national and international requirements for healthcare professionals</p>				
6	6	1.2.3.	<p>guarantee that the mission includes achievements of research in biomedical, clinical, pharmaceutical, behavioural and social sciences, aspects of global health, and reflects major international healthcare challenges</p>				
1.3. Institutional Autonomy and Academic Freedom							
Partner organisations of education shall:							
7	7	1.3.1.	<p>possess institutional autonomy enabling them to develop and implement quality assurance policies, including within the framework of the joint educational programme. Responsibility for this policy shall rest with the administration, academic staff and governing bodies, taking into account the following aspects:</p> <ul style="list-style-type: none"> • development and revision of the educational programme; • effective allocation of resources (financial, human and infrastructural) necessary for implementation of the programme; • consideration of partner needs and international standards within the framework of the joint educational programme 				
8	8	1.3.2.	<p>ensure academic freedom for academic staff and learners in implementation of the educational programme, including:</p> <ul style="list-style-type: none"> • the possibility of integrating new scientific achievements, innovative teaching methods and modern technologies to improve delivery of disciplines and the educational process; • creation of conditions for adaptation of discipline content without the need to revise the entire joint programme; • guarantees of freedom of academic activity aimed at enhancement of education quality within the framework of agreed objectives and mission of the joint educational programme 				
1.4. Learning Outcomes							
Partner organisations of education shall:							
9	9	1.4.1.	<p>define and clearly formulate the expected learning outcomes that learners shall achieve upon completion of the programme. These outcomes shall:</p> <ul style="list-style-type: none"> • reflect achievement of foundational knowledge, clinical skills and professional attitudes necessary for effective practice in healthcare; • provide a foundation for further career development in any field of healthcare, including clinical practice, administrative roles and scientific research; • be oriented towards future roles of graduates within the healthcare system, including preparation for postgraduate education and commitment to lifelong learning; • take into account public health needs, the healthcare system and aspects of social responsibility 				
10	10	1.4.2.	<p>foster professional and ethical behaviour of learners demonstrating respect and responsibility towards fellow students, academic staff and healthcare personnel, patients, their</p>				

			relatives and society as a whole, including adherence to principles of medical ethics and confidentiality				
11	11	1.4.3.	publish expected learning outcomes of the joint educational programme, ensuring their accessibility to all stakeholders, including students, academic staff, programme managers and partners in the healthcare sector				
12	12	1.4.4.	define, coordinate and integrate the relationship between learning outcomes achieved within the joint educational programme and requirements for learning outcomes in postgraduate education. This relationship shall take into account international standards of medical education, national and professional qualifications frameworks				
13	13	1.4.5.	ensure participation of learners in research activities corresponding to objectives and mission of the joint educational programme, including interdisciplinary research aimed at improvement of the healthcare system and enhancement of quality of healthcare services				
14	14	1.4.6.	give attention to learning outcomes related to global health, including knowledge and skills associated with global healthcare challenges such as communicable diseases, non-communicable diseases and the impact of environmental changes; understanding of intercultural competence, global cooperation and sustainable development				
1.5. Participation in Formulation of the Mission and Learning Outcomes							
Partner organisations of education shall:							
15	15	1.5.1.	ensure involvement of key stakeholders (learners, academic staff, administrative personnel, representatives of the healthcare sector and employers) in formulation of the mission and expected learning outcomes				
16	16	1.5.2.	ensure that the declared mission and expected learning outcomes are based on opinions/suggestions of other stakeholders, including professional associations, accreditation bodies, representatives of international organisations and local communities				
				<i>Total by Standard</i>			
STANDARD 2. “EDUCATIONAL PROGRAMME”							
2.1. Educational Programme Model and Teaching Methods							
Partner organisations of education shall:							
17	1	2.1.1.	define the specification of the joint educational programme, including formulation of intended learning outcomes, the curriculum based on a modular, spiral or integrated structure, and the qualification awarded upon completion of the joint educational programme, indicating its compliance with national and international qualifications frameworks				
18	2	2.1.2.	apply teaching and learning methods that actively engage learners in the educational process and develop their independence and responsibility for learning				
19	3	2.1.3.	guarantee that the joint educational programme is implemented in accordance with principles of equality, ensuring equal access to educational resources and support regardless of gender, age, ethnicity or other factors.				
20	4	2.1.4.	develop learners’ abilities for lifelong learning, including the ability to apply modern knowledge and technologies for professional development.				
2.2. Scientific Method							
Partner organisations of education shall							
21	5	2.2.1.	integrate principles of scientific methodology throughout the entire programme of study, including analytical and critical thinking, healthcare research methods, and foundations of evidence-based medicine and practice.				

22	6	2.2.2.	ensure that results of modern scientific research are systematically incorporated into the educational programme and updated in accordance with international standards.				
2.3 Basic Biomedical Sciences							
Partner organisations of education shall:							
23	7	2.3.1.	define and incorporate achievements of the basic biomedical sciences into the joint educational programme, ensuring understanding of fundamental scientific knowledge, concepts and methods necessary for clinical and professional practice				
24	8	2.3.2.	regularly review and update the joint educational programme, taking into account scientific, technological and medical developments, as well as needs of society and the healthcare system.				
2.4. Behavioural, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence							
Partner organisations of education shall							
25	9	2.4.1.	integrate achievements of behavioural and social sciences, medical/pharmaceutical ethics and jurisprudence in order to develop professional and ethical competences of learners				
26	10	2.4.2.	review the educational programme taking into account changes in scientific and technological achievements, societal needs and demographic changes, as well as cultural and legal aspects affecting healthcare.				
2.5. Clinical/Pharmaceutical Sciences and Skills							
Partner organisations of education shall							
27	11	2.5.1.	include achievements of clinical/pharmaceutical sciences to ensure that, upon completion of the joint educational programme, learners possess sufficient knowledge, clinical and professional skills necessary for performance of professional duties				
28	12	2.5.2.	guarantee that learners spend a sufficient part of the programme in planned contact with patients and service users in relevant clinical/industrial settings and gain experience in health promotion and disease prevention				
29	13	2.5.3.	define the amount of time allocated to study of core clinical/specialised disciplines				
30	14	2.5.4.	organise training with appropriate attention to safety of the learning environment and patients, including supervision of activities performed by learners within clinical/industrial training sites				
31	15	2.5.5.	adapt the joint educational programme taking into account achievements in scientific, technological, medical and pharmaceutical developments, as well as current and anticipated needs of society and the healthcare system.				
32	16	2.5.6.	guarantee that each learner has early contact with real patients and service users, including gradual involvement in provision of services and assumption of responsibility: <ul style="list-style-type: none"> • for examination and/or treatment of patients under supervision in appropriate clinical settings; • for sanitary and epidemiological supervision procedures in relation to examination and/or inspection of facilities under supervision conducted at appropriate training sites (centres of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport facilities, disinfection organisations and healthcare institutions); • for counselling patients on rational use of medicines conducted in relevant industrial settings 				
33	17	2.5.7.	structure various components of training in clinical skills, hygienic skills for monitoring environmental and occupational factors, and other professional skills in accordance with the specific stage of the educational programme				
2.6. Structure, Content and Duration of the Educational Programme							

Partner organisations of education shall							
34	18	2.6.1.	define the content, scope and sequence of disciplines/modules, including maintenance of an appropriate balance between basic biomedical, behavioural, social and clinical/specialised disciplines				
35	19	2.6.2.	ensure horizontal integration of related disciplines				
36	20	2.6.3.	ensure vertical integration of clinical/specialised sciences with basic biomedical, behavioural and social sciences.				
37	21	2.6.4.	provide opportunities for elective content and determine the balance between mandatory and elective components of the joint educational programme				
38	22	2.6.5.	this criterion applies only during specialised accreditation (SA): determine the relationship with complementary medicine, including non-conventional, traditional or alternative practice, occupational medicine, including aspects of environmental impact and technogenic occupational exposure, and the influence of the social environment on population health				
2.7. Programme Management							
Partner organisations of education shall							
39	23	2.7.1.	define procedures for development, approval and revision of the joint educational programme				
40	24	2.7.2.	define a committee under academic leadership responsible for planning and implementation of the joint educational programme in order to ensure achievement of expected learning outcomes				
41	25	2.7.3.	ensure representation of stakeholders (academic staff, students, employers and graduates) in the work of the committee of partner organisations of education responsible for the joint educational programme				
42	26	2.7.4.	implement innovations into the joint educational programme through the work of the committee responsible for the programme.				
2.8. Linkage with Medical/Pharmaceutical Practice and the Healthcare System							
Partner organisations of education shall							
43	27	2.8.1.	ensure continuity between the joint educational programme and subsequent stages of professional training or professional practice that learners will undertake upon completion of their studies				
44	28	2.8.2.	this criterion applies only during specialised accreditation (SA): take into account specific conditions in which graduates are expected to work and modify the joint educational programme accordingly				
				<i>Total by Standard</i>			
STANDARD 3. “ASSESSMENT OF LEARNERS”							
3.1. Assessment Methods							
Partner organisations of education shall:							
45	1	3.1.1.	define and approve principles, methods and practices of assessment, including the number of examinations and their distribution across stages of study, criteria for establishing passing scores and grades, procedures and limitations regarding the number of retake attempts				
46	2	3.1.2.	guarantee that assessment procedures cover knowledge, clinical and professional skills, professional attitudes and behaviour				
47	3	3.1.3.	use a variety of assessment methods and formats, including principles of “assessment utility” based on a combination of validity, reliability, educational impact, acceptability and effectiveness, as well as approaches adapted to specifics of disciplines and stages of learning				
48	4	3.1.4.	guarantee accessibility of assessment procedures and methods for external review, including involvement of independent experts				

49	5	3.1.5.	guarantee that assessment methods and results avoid conflicts of interest and apply an appeal system for contesting results, transparent procedures and control over the assessment process				
50	6	3.1.6.	ensure transparency of assessment procedures and assessment results, including informing learners about criteria used for assessment and explaining assessment procedures and expectations at the beginning and during the course of study				
51	7	3.1.7.	document and analyse reliability and validity of assessment methods, involve external examiners to enhance objectivity, and conduct regular analysis of assessment methods for their improvement				
3.2. Relationship Between Assessment and Learning							
Partner organisations of education shall:							
52	8	3.2.1.	integrate assessment with teaching and learning methods, ensuring alignment of assessment methods with intended learning outcomes and an appropriate balance between formative assessment (aimed at supporting learning) and summative assessment (aimed at determining academic achievement)				
53	9	3.2.2.	adjust the number and nature of examinations in order to stimulate acquisition of theoretical knowledge and promote integration of knowledge with practical skills				
54	10	3.2.3.	ensure timely and constructive feedback to learners that highlights their strengths and areas for improvement, is specific and fair, and supports further learning				
				<i>Total by Standard</i>			
STANDARD 4. “LEARNERS”							
4.1. Admission and Selection Policy							
Partner organisations of education shall:							
55	1	4.1.1.	define and implement an admission policy based on principles of objectivity, transparency and fairness, including a clear statement of selection processes and criteria				
56	2	4.1.2.	have an inclusive policy ensuring equal access to education and taking into account individual educational needs of learners, including persons with disabilities				
57	3	4.1.3.	ensure conditions for transfer of learners from other educational organisations, including foreign institutions, taking into account equivalence of educational programmes and qualification requirements				
58	4	4.1.4.	align the admission policy with the mission of the programme, educational strategy and graduate profile, and regularly review it considering needs of society and the labour market				
59	5	4.1.5.	provide for an appeal system regarding admission decisions, ensuring fair consideration of complaints and accessibility of this information for all applicants				
4.2. Student Intake							
Partner organisations of education shall:							
60	6	4.2.1.	determine the optimal number of admitted learners based on the capacity of educational infrastructure, academic staff, clinical and/or industrial training sites, and employment opportunities for graduates				
61	7	4.2.2.	regularly review the number and composition of student intake, taking into account needs of the healthcare system and society, as well as opinions of stakeholders, including employers, regulatory authorities and professional associations.				
62	8	4.2.3.	conduct consultations with stakeholders in order to adjust the number and profile of admitted learners in response to changes in societal needs and the healthcare system.				
4.3. Student Advising and Support							
Partner organisations of education shall:							

63	9	4.3.1.	establish a system of academic advising that includes monitoring of academic performance, professional guidance and career planning				
64	10	4.3.2.	develop and provide a student support programme addressing social, financial and personal needs, while ensuring confidentiality of the advising process				
65	11	4.3.3.	implement a feedback mechanism with learners for regular evaluation of conditions and organisation of the educational process, taking into account their opinions in improvement of the joint educational programme				
66	12	4.3.4.	guarantee provision to learners of documents confirming qualification, including a diploma and supplement (transcript), indicating acquired knowledge and competences				
67	13	4.3.5.	ensure opportunities for development of individual educational pathways, taking into account needs of different groups of learners				
68	14	4.3.6.	include elements of academic advising within processes of monitoring academic performance, with emphasis on professional development and career planning				
4.4. Student Representation							
Partner organisations of education shall:							
69	15	4.4.1.	develop and implement a policy on student representation ensuring their active participation in formulation of the mission and objectives, development, management and evaluation of the joint educational programme, as well as decision-making on issues related to their education.				
70	16	4.4.2.	promote activities of student organisations and initiatives by providing resources and support for implementation of their initiatives, as well as opportunities for participation in socially significant projects and international programmes.				
				<i>Total by Standard</i>			
STANDARD 5. “ACADEMIC STAFF/TEACHERS”							
5.1. Staff Recruitment and Selection Policy							
Partner organisations of education shall develop and implement a staff recruitment and selection policy that:							
71	1	5.1.1.	defines categories and responsibilities of academic staff, ensuring a balance between teachers of basic biomedical sciences, behavioural and social sciences, and medical/pharmaceutical sciences; an adequate ratio between teachers of medical and non-medical/pharmaceutical profiles; a balance between full-time and part-time academic staff; as well as a balance between academic and administrative personnel				
72	2	5.1.2.	takes into account selection criteria, including scientific, educational and clinical achievements, balance between teaching, research activities and service functions, and candidates’ ability to support the educational strategy of the programme				
73	3	5.1.3.	defines and monitors responsibilities of academic staff/teachers in basic biomedical sciences, behavioural and social sciences, and clinical, hygienic and pharmaceutical sciences				
74	4	5.1.4.	takes into account in the recruitment and selection policy candidates’ commitment to the mission of the organisation, economic capacity of the educational organisation, and significant regional characteristics, including demographic and cultural aspects				
5.2. Staff Activity and Development Policy							
Partner organisations of education shall develop and implement a staff activity and development policy aimed at							
75	5	5.2.1.	maintaining a balance between teaching, research and service functions, recognising contributions to teaching and development of the educational programme, scientific achievements and professional qualifications				

76	6	5.2.2.	ensuring that academic staff are knowledgeable about the entire educational programme, including through training and professional development of teachers, as well as regular evaluation of their professional development				
77	7	5.2.3.	taking into account the teacher-to-learner ratio for different components of the educational programme in order to ensure optimal learning conditions				
78	8	5.2.4.	creating opportunities for staff career advancement, including support for academic and professional development, mentoring programmes and leadership development				
Total by Standard							
STANDARD 6. “EDUCATIONAL RESOURCES”							
6.1. Physical Facilities							
Partner organisations of education shall:							
79	1	6.1.1.	provide adequate physical facilities that support implementation of the educational programme at a high level and ensure a safe learning environment for staff, learners, patients and their relatives				
80	2	6.1.2.	regularly modernise physical facilities in order to comply with contemporary requirements of educational practice and to take into account implementation of new technologies and teaching methods.				
6.2. Resources for Practical Training							
Partner organisations of education shall:							
81	3	6.2.1.	provide resources to ensure learners receive appropriate clinical/practical experience, including: • quality and categories of patients/service users; • number and categories of clinical/practical training sites; • supervision of learners’ practice				
82	4	6.2.2.	evaluate and adapt conditions of clinical/practical training in order to ensure responsiveness to needs of the population and the healthcare system, and compliance with changes in educational and professional requirements.				
6.3. Information Technology							
Partner organisations of education shall:							
83	5	6.3.1.	develop and implement a policy for effective use of information technologies, including ethical use of data and evaluation of the impact of information technologies on the educational process				
84	6	6.3.2.	ensure access for academic staff and learners to digital resources, including websites, electronic platforms and databases, as well as modern learning management systems (LMS)				
85	7	6.3.3.	provide access to patient data and healthcare information systems, taking into account ethical standards and confidentiality, as well as use of information systems for self-directed learning, data analysis and professional development.				
6.4. Research in Medicine/Pharmacy and Scientific Achievements							
Partner organisations of education shall:							
86	8	6.4.1.	use research activities and scientific achievements in the field of medicine and pharmacy as a foundation for the joint educational programme				
87	9	6.4.2.	develop a policy aimed at strengthening the link between research and education, including integration of scientific achievements into the educational process, provision of information on priority research areas and the scientific base of partner organisations of education				
88	10	6.4.3.	ensure support for participation of learners in scientific research, developing their skills in application of scientific methods in the field of healthcare within implementation of the joint educational programme.				
6.5. Expertise in Education							

Partner organisations of education shall:				
89	11	6.5.1.	have access to educational expertise in processes, practices and issues of medical and pharmaceutical education through involvement of specialists, educational psychologists and sociologists at institutional, interinstitutional and international levels; develop and implement a policy on educational expertise in development, implementation and evaluation of the joint educational programme, as well as in development of teaching and assessment methods.	
90	12	6.5.2.	ensure involvement of internal and external educational expertise for professional development of staff, with emphasis on application of current experience in medical and pharmaceutical education, as well as support for educational research conducted by staff members.	
6.6. Educational Exchanges				
Partner organisations of education shall:				
91	13	6.6.1.	develop and implement a policy on national and international cooperation with other educational organisations, including mobility of staff and learners, as well as transfer of educational credits	
92	14	6.6.2.	promote participation of learners, academic staff and employees in academic mobility programmes by providing financial and organisational support, as well as creating conditions for participation in national and international educational and research projects.	
<i>Total by Standard</i>				
STANDARD 7. “EVALUATION OF THE EDUCATIONAL PROGRAMME”				
7.1. Mechanisms for Programme Monitoring and Evaluation				
Partner organisations of education shall:				
93	1	7.1.1.	develop and implement regulated procedures for monitoring and periodic evaluation of the joint educational programme, including evaluation of learning outcomes and learners’ progress, regular analysis of academic performance and programme compliance with established objectives.	
94	2	7.1.2.	establish mechanisms for evaluation of the joint educational programme ensuring comprehensive analysis of the programme and its main components, identification of problems and implementation of corrective measures, ensuring that evaluation results directly influence programme quality and its adaptation	
95	3	7.1.3.	ensure regular comprehensive evaluation of the joint educational programme, including analysis of the educational process and its components, compliance with expected learning outcomes and the programme’s contribution to fulfilment of social responsibility to society.	
7.2. Feedback from Academic Staff and Learners				
Partner organisations of education shall:				
96	4	7.2.1.	systematically collect, analyse and take into account feedback from academic staff and learners in order to identify strengths and areas for improvement, and consider their opinions in programme updating.	
97	5	7.2.2.	use results of feedback for improvement of the programme, including adaptation of educational materials and teaching methods, and enhancement of organisation of the educational process	
7.3. Learners’ Academic Achievements				
Partner organisations of education shall:				
98	6	7.3.1.	analyse academic performance of learners and graduates based on compliance with the mission of the joint educational programme and expected learning outcomes, as well as the level of provision of educational resources.	

99	7	7.3.2.	take into account conditions of prior education and level of preparedness of applicants, using results of the analysis for interaction with structures responsible for admission of learners, updating of the joint educational programme, academic advising of learners and provision of recommendations for improvement of academic performance				
7.4. Involvement of Stakeholders							
Partner organisations of education shall:							
100	8	7.4.1.	involve stakeholders in monitoring and evaluation of the joint educational programme, including academic staff, students, graduates and employers, representatives of the healthcare system and professional associations.				
101	9	7.4.2.	ensure access of stakeholders to results of evaluation of the joint educational programme and collect feedback on professional practice of graduates, using such feedback for further improvement of the joint educational programme				
				<i>Total by Standard</i>			
STANDARD 8. "GOVERNANCE AND ADMINISTRATION"							
8.1. Governance							
Partner organisations of education shall:							
102	1	8.1.1.	define structural units and their functions, ensuring a clear description of interactions between units within the university and taking into account specific features of partnership within the joint educational programme				
103	2	8.1.2.	establish committees within the governance structure, defining their responsibilities, authority and composition, representation of key stakeholders, including students, academic staff, employers and representatives of the healthcare system, as well as transparency of governance bodies and decision-making processes.				
8.2. Academic Leadership							
Partner organisations of education shall:							
104	3	8.2.1.	define responsibilities of academic leadership, including development, management and monitoring of implementation of the educational programme, as well as coordination of interuniversity interaction within the framework of the joint educational programme				
105	4	8.2.2.	ensure regular evaluation of effectiveness of academic leadership, taking into account achievement of the mission and expected learning outcomes, as well as the degree of leadership involvement in implementation of strategic objectives.				
8.3. Educational Budget and Allocation of Resources							
Partner organisations of education shall:							
106	5	8.3.1.	ensure clear distribution of responsibilities and authority, including planning and allocation of a targeted budget for implementation of the educational programme, taking into account financial obligations of partners within the framework of the joint educational programme.				
107	6	8.3.2.	ensure sufficient resources for implementation of the joint educational programme, allocating them in accordance with educational and infrastructure needs, taking into account programme priorities and availability of clinical and/or industrial training sites.				
108	7	8.3.3.	ensure flexibility in allocation of resources, including fair remuneration of academic staff achieving planned learning outcomes, taking into account scientific achievements in healthcare and current societal needs.				
8.4. Administrative Staff and Management							
Partner organisations of education shall:							
109	8	8.4.1.	ensure availability of qualified administrative and professional staff, including management of processes related to				

			implementation of the joint educational programme, and support for interaction with partners and stakeholders.				
110	9	8.4.2.	guarantee participation of all units in the internal quality assurance system, including monitoring of implementation of the joint educational programme and interaction between structural units to ensure consistency of standards.				
8.5. Interaction with the Healthcare Sector							
Partner organisations of education shall:							
111	10	8.5.1.	maintain constructive interaction with the healthcare sector and society, including partners at national and international levels, as well as cooperation with governmental bodies related to healthcare.				
112	11	8.5.2.	formalise cooperation with healthcare partners, including formalisation of agreements involving learners and staff, and joint planning of educational and research activities.				
8.6. Public Information							
Partner organisations of education shall:							
113	12	8.6.1.	publish complete and reliable information about the educational programme on the official website and in mass media, including achievements of the joint educational programme, specific features of its implementation and results of educational quality evaluation				
114	13	8.6.2.	this criterion applies only in specialised accreditation (SA): provide objective data on employment and demand for graduates, including information on graduates' career prospects, employment statistics and alignment of their qualifications with labour market requirements				
				<i>Total by Standard</i>			
STANDARD 9. "CONTINUOUS RENEWAL"							
This standard applies only in specialised accreditation (SA)							
Partner organisations of education shall:							
115	1	9.1.1.	initiate and implement procedures for regular review and renewal of the joint educational programme, including its processes, structure, content, outcomes/competences, assessment and learning environment, documentation of deficiencies and their elimination, as well as allocation of sufficient resources to support continuous renewal				
116	2	9.1.2.	base the renewal process on prospective research in healthcare, results of internal analysis, monitoring and evaluation, literature in medical/pharmaceutical education and international standards				
117	3	9.1.3.	ensure that renewal leads to revision of policies and practices based on previous experience, current activities and future challenges				
118	4	9.1.4.	ensure the possibility of addressing key issues within the renewal process, including: <ul style="list-style-type: none"> • adaptation of the mission in accordance with scientific, socio-economic and cultural development of society; • modification of expected learning outcomes of graduates, taking into account needs of the environment in which graduates will work, requirements of postgraduate training, including clinical skills, public health and healthcare delivery; • adaptation of the model of the joint educational programme and teaching methods to ensure their continued relevance and alignment with current requirements; • revision of programme components taking into account advances in biomedical, behavioural, social and clinical sciences, demographic changes, population health status and disease patterns, changes in socio-economic and cultural conditions, elimination of outdated knowledge, methods and concepts, and inclusion of new ones; 				

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		<ul style="list-style-type: none"> • development of assessment principles and methods, including the number and format of examinations, in accordance with changing learning outcomes and teaching methods; • adaptation of admission policy for learners, taking into account workforce needs, changes in pre-university education and requirements of the joint educational programme; • adaptation of recruitment and development policy for academic staff, considering changing requirements and needs of the joint educational programme; • updating of educational resources, including student intake, number and profile of staff, and ensuring relevance of educational materials; • improvement of monitoring and evaluation processes of the joint educational programme to maintain alignment with the mission and societal needs; • development of organisational structure and governance in order to take into account interests of all stakeholders and adapt to changing circumstances 				
		<i>Total by Standard</i>				
GRAND TOTAL ACCORDING TO ALL STANDARDS						

Table 4

Conclusion of the Self-Assessment Commission

* **Completed in the case of international initial specialised accreditation (ISA) of the joint educational programme*

№	№	№	ASSESSMENT CRITERIA	Assessment Indicators			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
STANDARD 1. “MISSION AND OUTCOMES”							
1.1 Right to Participate. Eligibility							
Partner organisations of education shall:							
1	1	1.1.1.	be recognised by the authorities of the countries in which they are located that regulate education and confirm compliance with established quality standards and requirements, and demonstrate compliance with established national and international quality standards in healthcare				
2	2	1.1.2.	ensure participation in implementation of the joint educational programme (JEP), and ensure that the awarded academic degree/qualification complies with the national qualifications framework and regulatory acts of the countries where the organisations of education are located				
3	3	1.1.3	<p>have a detailed and legally binding Cooperation Agreement between partner organisations of education, which shall specify:</p> <ul style="list-style-type: none"> • the academic degree(s)/qualification(s) awarded upon completion of the joint educational programme, indicating the level and compliance with national and international qualifications frameworks; • clear distribution of responsibilities between partner organisations of education regarding management of the educational programme and financial administration, including allocation of expenditures and revenues, funding sources and reporting mechanisms; • transparent admission and selection rules for learners; • language of instruction, mobility of learners and academic staff; • examination regulations, methods for assessment of achieved learning outcomes, recognition of credits (ECTS or equivalent systems), and procedures for awarding joint or double academic degrees (qualifications), including legal aspects of recognition of degrees 				
1.2 Definition of Mission							
Partner organisations of education shall jointly:							
4	4	1.2.1.	define and formalise the mission of the joint educational programme, ensuring its compliance with national and international education standards, and communicate the mission to all stakeholders, including the educational community, regulatory authorities, the healthcare sector and society				
5	5	1.2.2.	formulate the mission of the joint educational programme so that it clearly reflects:				

			<ul style="list-style-type: none"> • programme objectives and the educational strategy aimed at preparation of a competent specialist at the level of higher education in healthcare; • provision of graduates with fundamental knowledge and practical skills enabling them to: <ul style="list-style-type: none"> • perform professional functions in healthcare, including all types of practice, administrative medicine, scientific research and global health aspects; • be prepared for continuation of education at the postgraduate level; • undertake commitment to lifelong learning; <p>the ability of graduates to meet established national and international requirements for healthcare professionals</p>				
6	6	1.2.3.	<p>guarantee that the mission includes achievements of research in biomedical, clinical, pharmaceutical, behavioural and social sciences, aspects of global health, and reflects major international healthcare challenges</p>				
1.3. Institutional Autonomy and Academic Freedom							
Partner organisations of education shall:							
7	7	1.3.1.	<p>possess institutional autonomy enabling them to develop and implement quality assurance policies, including within the framework of the joint educational programme. Responsibility for this policy shall rest with the administration, academic staff and governing bodies, taking into account the following aspects:</p> <ul style="list-style-type: none"> • development and revision of the educational programme; • effective allocation of resources (financial, human and infrastructural) necessary for implementation of the programme; • consideration of partner needs and international standards within the framework of the joint educational programme 				
8	8	1.3.2.	<p>ensure academic freedom for academic staff and learners in implementation of the educational programme, including:</p> <ul style="list-style-type: none"> • the possibility of integrating new scientific achievements, innovative teaching methods and modern technologies to improve delivery of disciplines and the educational process; • creation of conditions for adaptation of discipline content without the need to revise the entire joint programme; • guarantees of freedom of academic activity aimed at enhancement of education quality within the framework of agreed objectives and mission of the joint educational programme 				
1.4. Learning Outcomes							
Partner organisations of education shall:							
9	9	1.4.1.	<p>define and clearly formulate the expected learning outcomes that learners shall achieve upon completion of the programme. These outcomes shall:</p> <ul style="list-style-type: none"> • reflect achievement of foundational knowledge, clinical skills and professional attitudes necessary for effective practice in healthcare; • provide a foundation for further career development in any field of healthcare, including clinical practice, administrative roles and scientific research; • be oriented towards future roles of graduates within the healthcare system, including preparation for postgraduate education and commitment to lifelong learning; • take into account public health needs, the healthcare system and aspects of social responsibility 				
10	10	1.4.2.	<p>foster professional and ethical behaviour of learners demonstrating respect and responsibility towards fellow students, academic staff and healthcare personnel, patients, their</p>				

			relatives and society as a whole, including adherence to principles of medical ethics and confidentiality				
11	11	1.4.3.	publish expected learning outcomes of the joint educational programme, ensuring their accessibility to all stakeholders, including students, academic staff, programme managers and partners in the healthcare sector				
12	12	1.4.4.	define, coordinate and integrate the relationship between learning outcomes achieved within the joint educational programme and requirements for learning outcomes in postgraduate education. This relationship shall take into account international standards of medical education, national and professional qualifications frameworks				
13	13	1.4.5.	ensure participation of learners in research activities corresponding to objectives and mission of the joint educational programme, including interdisciplinary research aimed at improvement of the healthcare system and enhancement of quality of healthcare services				
14	14	1.4.6.	give attention to learning outcomes related to global health, including knowledge and skills associated with global healthcare challenges such as communicable diseases, non-communicable diseases and the impact of environmental changes; understanding of intercultural competence, global cooperation and sustainable development				
1.5. Participation in Formulation of the Mission and Learning Outcomes							
Partner organisations of education shall:							
15	15	1.5.1.	ensure involvement of key stakeholders (learners, academic staff, administrative personnel, representatives of the healthcare sector and employers) in formulation of the mission and expected learning outcomes				
16	16	1.5.2.	ensure that the declared mission and expected learning outcomes are based on opinions/suggestions of other stakeholders, including professional associations, accreditation bodies, representatives of international organisations and local communities				
				<i>Total by Standard</i>			
STANDARD 2. “EDUCATIONAL PROGRAMME”							
2.1. Educational Programme Model and Teaching Methods							
Partner organisations of education shall:							
17	1	2.1.1.	define the specification of the joint educational programme, including formulation of intended learning outcomes, the curriculum based on a modular, spiral or integrated structure, and the qualification awarded upon completion of the joint educational programme, indicating its compliance with national and international qualifications frameworks				
18	2	2.1.2.	apply teaching and learning methods that actively engage learners in the educational process and develop their independence and responsibility for learning				
19	3	2.1.3.	provide within the educational programme for principles of equal access of learners to educational resources and opportunities				
20	4	2.1.4.	include elements within the programme aimed at developing learners’ skills for independent learning and critical analysis of information				
2.2. Scientific Method							
Partner organisations of education shall							
21	5	2.2.1.	ensure introduction of learners to the foundations of scientific methodology, including analytical and critical thinking, healthcare research methods and foundations of evidence-based medicine				
22	6	2.2.2.	provide for updating of the content of the educational programme taking into account modern scientific data				

2.3 Basic Biomedical Sciences				
Partner organisations of education shall:				
23	7	2.3.1.	define and incorporate achievements of the basic biomedical sciences into the joint educational programme, ensuring understanding of fundamental scientific knowledge, concepts and methods necessary for clinical and professional practice	
24	8	2.3.2.	provide for regular review and updating of the joint educational programme, taking into account scientific, technological and medical developments, as well as needs of society and the healthcare system	
2.4. Behavioural, Social Sciences and Medical/Pharmaceutical Ethics and Jurisprudence				
Partner organisations of education shall				
25	9	2.4.1.	integrate achievements of behavioural and social sciences, medical/pharmaceutical ethics and jurisprudence in order to develop professional and ethical competences of learners	
26	10	2.4.2.	provide for revision of the joint educational programme taking into account changes in scientific and technological achievements, societal needs and demographic changes, as well as cultural and legal aspects affecting healthcare	
2.5. Clinical/Pharmaceutical Sciences and Skills				
Partner organisations of education shall				
27	11	2.5.1.	include achievements of clinical/pharmaceutical sciences to ensure that, upon completion of the joint educational programme, learners possess sufficient knowledge, clinical and professional skills necessary for performance of professional duties	
28	12	2.5.2.	guarantee that learners spend a sufficient part of the programme in planned contact with patients and service users in relevant clinical/industrial settings and gain experience in health promotion and disease prevention	
29	13	2.5.3.	define the amount of time allocated to study of core clinical/specialised disciplines	
30	14	2.5.4.	organise training with appropriate attention to safety of the learning environment and patients, including supervision of activities performed by learners within clinical/industrial training sites	
31	15	2.5.5.	when developing the content of the joint educational programme, take into account achievements in science and technology, as well as needs of the healthcare system	
32	16	2.5.6.	guarantee that each learner has early contact with real patients and service users, including gradual involvement in provision of services and assumption of responsibility: <ul style="list-style-type: none"> • for examination and/or treatment of patients under supervision in appropriate clinical settings; • for sanitary and epidemiological supervision procedures in relation to examination and/or inspection of facilities under supervision conducted at appropriate training sites (centres of sanitary and epidemiological expertise, territorial departments of sanitary and epidemiological control, including transport facilities, disinfection organisations and healthcare institutions); • for counselling patients on rational use of medicines conducted in relevant industrial settings 	
33	17	2.5.7.	structure various components of training in clinical skills, hygienic skills for monitoring environmental and occupational factors, and other professional skills in accordance with the specific stage of the educational programme	
2.6. Structure, Content and Duration of the Educational Programme				
Partner organisations of education shall				
34	18	2.6.1.	define the content, scope and sequence of disciplines/modules, including maintenance of an appropriate balance between basic	

			biomedical, behavioural, social and clinical/specialised disciplines				
35	19	2.6.2.	ensure horizontal integration of related disciplines				
36	20	2.6.3.	ensure vertical integration of clinical/specialised sciences with basic biomedical, behavioural and social sciences				
37	21	2.6.4.	provide opportunities for elective content and determine the balance between mandatory and elective components of the joint educational programme				
38	22	2.6.5.	this criterion applies only during specialised accreditation (SA): determine the relationship with complementary medicine, including non-conventional, traditional or alternative practice, occupational medicine, including aspects of environmental impact and technogenic occupational exposure, and the influence of the social environment on population health				
2.7. Programme Management							
Partner organisations of education shall							
39	23	2.7.1.	define procedures for development, approval and revision of the joint educational programme				
40	24	2.7.2.	define a committee under academic leadership responsible for planning and implementation of the joint educational programme in order to ensure achievement of expected learning outcomes				
41	25	2.7.3.	ensure representation of stakeholders (academic staff, students, employers and graduates) in the work of the committee of partner organisations of education responsible for the joint educational programme				
42	26	2.7.4.	provide for consideration and implementation of innovations into the educational programme				
2.8. Linkage with Medical/Pharmaceutical Practice and the Healthcare System							
Partner organisations of education shall							
43	27	2.8.1.	ensure continuity between the joint educational programme and subsequent stages of professional training or professional practice that learners will undertake upon completion of their studies				
44	28	2.8.2.	this criterion applies only during specialised accreditation (SA): take into account specific conditions in which graduates are expected to work and modify the joint educational programme accordingly				
				<i>Total by Standard</i>			
STANDARD 3. “ASSESSMENT OF LEARNERS”							
3.1. Assessment Methods							
Partner organisations of education shall:							
45	1	3.1.1.	define and approve principles, methods and practices of assessment, including the number of examinations and their distribution across stages of study, criteria for establishing passing scores and grades, procedures and limitations regarding the number of retake attempts				
46	2	3.1.2.	guarantee that assessment procedures cover knowledge, clinical and professional skills, professional attitudes and behaviour				
47	3	3.1.3.	use a variety of assessment methods and formats, including principles of “assessment utility” based on a combination of validity, reliability, educational impact, acceptability and effectiveness, as well as approaches adapted to specifics of disciplines and stages of learning				
48	4	3.1.4.	guarantee accessibility of assessment procedures and methods for external review, including involvement of independent experts				
49	5	3.1.5.	guarantee that assessment methods and results avoid conflicts of interest and apply an appeal system for contesting results, transparent procedures and control over the assessment process				

50	6	3.1.6.	ensure transparency of assessment procedures and assessment results, including informing learners about criteria used for assessment and explaining assessment procedures and expectations at the beginning and during the course of study				
51	7	3.1.7.	document and analyse reliability and validity of assessment methods, involve external examiners to enhance objectivity, and conduct regular analysis of assessment methods for their improvement				
3.2. Relationship Between Assessment and Learning							
Partner organisations of education shall:							
52	8	3.2.1.	integrate assessment with teaching and learning methods, ensuring alignment of assessment methods with intended learning outcomes and an appropriate balance between formative assessment (aimed at supporting learning) and summative assessment (aimed at determining academic achievement)				
53	9	3.2.2.	adjust the number and nature of examinations in order to stimulate acquisition of theoretical knowledge and promote integration of knowledge with practical skills				
54	10	3.2.3.	ensure timely and constructive feedback to learners that highlights their strengths and areas for improvement, is specific and fair, and supports further learning				
				<i>Total by Standard</i>			
STANDARD 4. “LEARNERS”							
4.1. Admission and Selection Policy							
Partner organisations of education shall:							
55	1	4.1.1.	define and implement an admission policy based on principles of objectivity, transparency and fairness, including a clear statement of selection processes and criteria				
56	2	4.1.2.	have an inclusive policy ensuring equal access to education and taking into account individual educational needs of learners, including persons with disabilities				
57	3	4.1.3.	ensure conditions for transfer of learners from other educational organisations, including foreign institutions, taking into account equivalence of educational programmes and qualification requirements				
58	4	4.1.4.	align the admission policy with the mission of the programme, educational strategy and graduate profile, and regularly review it considering needs of society and the labour market				
59	5	4.1.5.	provide for an appeal system regarding admission decisions, ensuring fair consideration of complaints and accessibility of this information for all applicants				
4.2. Student Intake							
Partner organisations of education shall:							
60	6	4.2.1.	determine the optimal number of admitted learners based on the capacity of educational infrastructure, academic staff, clinical and/or industrial training sites, and employment opportunities for graduates				
61	7	4.2.2.	take into account opinions of stakeholders when determining student intake in order to meet needs of the healthcare system and society				
62	8	4.2.3.	ensure organisation of consultations with stakeholders in order to adjust the number and profile of admitted learners in response to changes in societal needs and the healthcare system				
4.3. Student Advising and Support							
Partner organisations of education shall:							
63	9	4.3.1.	establish a system of academic advising that includes monitoring of academic performance, professional guidance and career planning				

64	10	4.3.2.	develop and provide a student support programme addressing social, financial and personal needs, while ensuring confidentiality of the advising process				
65	11	4.3.3.	implement a feedback mechanism with learners for regular evaluation of conditions and organisation of the educational process, taking into account their opinions in improvement of the joint educational programme				
66	12	4.3.4.	guarantee provision to learners of documents confirming qualification, including a diploma and supplement (transcript), indicating acquired knowledge and competences				
67	13	4.3.5.	ensure opportunities for development of individual educational pathways, taking into account needs of different groups of learners				
68	14	4.3.6.	include elements of academic advising within processes of monitoring academic performance, with emphasis on professional development and career planning				
4.4. Student Representation							
Partner organisations of education shall:							
69	15	4.4.1.	provide for a policy on student representation and their participation in discussion of the mission, development and evaluation of the educational programme				
70	16	4.4.2.	provide conditions for student activity and functioning of student associations, including scientific, professional and social initiatives				
				<i>Total by Standard</i>			
STANDARD 5. "ACADEMIC STAFF/TEACHERS"							
5.1. Staff Recruitment and Selection Policy							
Partner organisations of education shall develop and implement a staff recruitment and selection policy that:							
71	1	5.1.1.	defines categories and responsibilities of academic staff, ensuring a balance between teachers of basic biomedical sciences, behavioural and social sciences, and medical/pharmaceutical sciences; an adequate ratio between teachers of medical and non-medical/pharmaceutical profiles; a balance between full-time and part-time academic staff; as well as a balance between academic and administrative personnel				
72	2	5.1.2.	takes into account selection criteria, including scientific, educational and clinical achievements, balance between teaching, research activities and service functions, and candidates' ability to support the educational strategy of the programme				
73	3	5.1.3.	defines and monitors responsibilities of academic staff/teachers in basic biomedical sciences, behavioural and social sciences, and clinical, hygienic and pharmaceutical sciences				
74	4	5.1.4.	takes into account in the recruitment and selection policy candidates' commitment to the mission of the organisation, economic capacity of the educational organisation, and significant regional characteristics, including demographic and cultural aspects				
5.2. Staff Activity and Development Policy							
Partner organisations of education shall develop and implement a staff activity and development policy aimed at							
75	5	5.2.1.	maintaining a balance between teaching, research and service functions, recognising contributions to teaching and development of the educational programme, scientific achievements and professional qualifications				
76	6	5.2.2.	ensuring that academic staff are knowledgeable about the entire educational programme, including through training and professional development of teachers, as well as regular evaluation of their professional development				
77	7	5.2.3.	taking into account the teacher-to-learner ratio for different components of the educational programme in order to ensure optimal learning conditions				

78	8	5.2.4.	providing conditions for professional development of staff and career planning				
<i>Total by Standard</i>							
STANDARD 6. “EDUCATIONAL RESOURCES”							
6.1. Physical Facilities							
Partner organisations of education shall:							
79	1	6.1.1.	provide adequate physical facilities that support implementation of the educational programme at a high level and ensure a safe learning environment for staff, learners, patients and their relatives				
80	2	6.1.2.	provide for updating and development of physical facilities taking into account changes in educational practice				
6.2. Resources for Practical Training							
Partner organisations of education shall:							
81	3	6.2.1.	provide resources to ensure learners receive appropriate clinical/practical experience, including: • quality and categories of patients/service users; • number and categories of clinical/practical training sites; • supervision of learners’ practice				
82	4	6.2.2.	provide for evaluation and adaptation of conditions of clinical and practical training taking into account current needs of the population				
6.3. Information Technology							
Partner organisations of education shall:							
83	5	6.3.1.	develop and implement a policy for effective use of information technologies, including ethical use of data and evaluation of the impact of information technologies on the educational process				
84	6	6.3.2.	ensure access for academic staff and learners to digital resources, including websites, electronic platforms and databases, as well as modern learning management systems (LMS)				
85	7	6.3.3.	ensure access for learners and academic staff to information systems necessary for the educational process, taking into account confidentiality requirements				
6.4. Research in Medicine/Pharmacy and Scientific Achievements							
Partner organisations of education shall:							
86	8	6.4.1.	use research activities and scientific achievements in the field of medicine and pharmacy as a foundation for the joint educational programme				
87	9	6.4.2.	develop a policy aimed at strengthening the link between research and education, including integration of scientific achievements into the educational process, provision of information on priority research areas and the scientific base of partner organisations of education				
88	10	6.4.3.	provide for participation of learners in scientific activities and foster their interest in research work in the field of healthcare				
6.5. Expertise in Education							
Partner organisations of education shall:							
89	11	6.5.1.	provide access to educational expertise in processes and practices of medical and pharmaceutical education, including the possibility of involving specialists and experts at different levels				
90	12	6.5.2.	ISA: provide for use of internal and/or external educational expertise in development of staff capacity and implementation of modern approaches in medical and pharmaceutical education				
6.6. Educational Exchanges							
Partner organisations of education shall:							
91	13	6.6.1.	develop and implement a policy on national and international cooperation with other educational organisations, including mobility of staff and learners, as well as transfer of educational credits				

92	14	6.6.2.	provide for participation of academic staff and learners in academic mobility programmes within the country and abroad				
<i>Total by Standard</i>							
STANDARD 7. “EVALUATION OF THE EDUCATIONAL PROGRAMME”							
7.1. Mechanisms for Programme Monitoring and Evaluation							
Partner organisations of education shall:							
93	1	7.1.1.	provide for procedures for monitoring and evaluation of the educational programme covering learning outcomes and learners’ academic progress				
94	2	7.1.2.	establish mechanisms for evaluation of the joint educational programme ensuring comprehensive analysis of the programme and its main components, identification of problems and implementation of corrective measures, ensuring that evaluation results directly influence programme quality and its adaptation				
95	3	7.1.3.	provide for programme evaluation including analysis of the educational process, programme structure and learners’ achievements				
7.2. Feedback from Academic Staff and Learners							
Partner organisations of education shall:							
96	4	7.2.1.	provide for collection and consideration of feedback from academic staff and learners				
97	5	7.2.2.	use results of feedback for improvement of the programme, including adaptation of educational materials and teaching methods, and enhancement of organisation of the educational process				
7.3. Learners’ Academic Achievements							
Partner organisations of education shall:							
98	6	7.3.1.	provide for analysis of learners’ academic performance in accordance with the mission of the organisation, expected learning outcomes and programme structure				
99	7	7.3.2.	take into account conditions of prior education and level of preparedness of applicants, using results of the analysis for interaction with structures responsible for admission of learners, updating of the joint educational programme, academic advising of learners and provision of recommendations for improvement of academic performance				
7.4. Involvement of Stakeholders							
Partner organisations of education shall:							
100	8	7.4.1.	provide for participation of key stakeholders in the process of evaluation of the educational programme				
101	9	7.4.2.	ensure access of stakeholders to results of evaluation of the joint educational programme and collect feedback on professional practice of graduates, using such feedback for further improvement of the joint educational programme				
<i>Total by Standard</i>							
STANDARD 8. “GOVERNANCE AND ADMINISTRATION”							
8.1. Governance							
Partner organisations of education shall:							
102	1	8.1.1.	define structural units and their functions, ensuring a clear description of interactions between units within the university and taking into account specific features of partnership within the joint educational programme				
103	2	8.1.2.	provide for a system of committees within the governance structure and define their responsibilities and composition taking into account representation of key stakeholders				
8.2. Academic Leadership							
Partner organisations of education shall:							
104	3	8.2.1.	define responsibilities of academic leadership, including development, management and monitoring of implementation of the educational programme, as well as coordination of				

			interuniversity interaction within the framework of the joint educational programme				
105	4	8.2.2.	provide for evaluation of effectiveness of academic leadership in terms of achievement of the mission and expected learning outcomes				
8.3. Educational Budget and Allocation of Resources							
Partner organisations of education shall:							
106	5	8.3.1.	provide for distribution of responsibilities for resourcing of the educational programme, including allocation of the educational budget				
107	6	8.3.2.	provide for allocation and distribution of resources necessary for implementation of the educational programme in accordance with identified needs				
108	7	8.3.3.	provide for participation of the educational organisation in management of resource allocation taking into account development of healthcare science and societal needs				
8.4. Administrative Staff and Management							
Partner organisations of education shall:							
109	8	8.4.1.	provide for availability of administrative and professional staff ensuring implementation of the educational programme and related activities				
110	9	8.4.2.	provide for participation of organisational units in processes of the internal quality assurance system				
8.5. Interaction with the Healthcare Sector							
Partner organisations of education shall:							
111	10	8.5.1.	establish interaction with the healthcare sector				
112	11	8.5.2.	establish cooperation with healthcare partners, including planning of educational and research activities				
8.6. Public Information							
Partner organisations of education shall:							
113	12	8.6.1.	publish complete and reliable information about the educational programme on the official website and in mass media, including achievements of the joint educational programme, specific features of its implementation and results of educational quality evaluation				
				<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 joint 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 joint educational programme
"Name of the programme" of
"Name of the educational institution"
or
for the cluster of joint 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 EEP

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 EEP, preparation of the final report of the EEP 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 EEP in accordance with international standards IAAR;
- holding a final meeting with the members of the EEP to coordinate recommendations on the accreditation of the JEP;
- Presentation of the results of the visit to the EO and the main provisions of the EEP 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 EEP.

Duties of the Chairman

Before the visit:

- get acquainted with the data of the EO and JEP;
- 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 EEP;
- officially present all the members of the EEP 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 EEP on the self-assessment of the JEP and identify areas that require clarification;
- distribute responsibilities among the members of the EEP;
- speak at meetings with target groups;
- hold a final meeting with the members of the EEP to agree on recommendations;
- to provide oral feedback on the results of the visit of the EEP, 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 EEP and coordinate it with the members of the EEP;
- send a draft report on the results of the EEP visit for consideration by the IAAR;
- if there are actual inaccuracies identified after the approval of the EEP report with the EO, make the necessary changes to the EEP report and coordinate them with the EEP members;
- in case of disagreement with the comments of the EO to the EEP report, prepare together with the IAAR coordinator an official response with justification in the EO;
- To prepare a report of the EEP 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 JEP 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 JEP;
- 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 EEP;
- 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 EEP.

During the visit:

- actively participate in all meetings and discussions, contribute to the work of the EEP;
- perform duties within the EEP 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 EEP;
- to continue working as part of the EEP during the entire period of the visit;
- to speak at meetings in agreement with the Chairman of the EEP;
- document the received data;
- provide the Chairman of the EEP 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 EEP;
- 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 JEP.

After the visit:

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

Appendix 6. Preparation of an External Expert Panel for the Site Visit

The purpose of the visit of the External Expert Panel of the Independent Agency for Accreditation and Rating to the educational organisation is to evaluate the quality of the joint educational programme in accordance with the IAAR international accreditation standards and to develop recommendations on accreditation for consideration by the Accreditation Council. To achieve this purpose, the following objectives have been defined:

- verification of completeness and reliability of the results of the self-evaluation of the joint educational programme;
- conducting evaluation in accordance with the IAAR international standards developed on the basis of ESG;
- preparation of the External Expert Panel report based on the results of evaluation of the joint educational programme;
- development of recommendations for improvement of the quality of the joint educational programme;
- preparation of recommendations for the Accreditation Council regarding accreditation in accordance with the level of preparedness of the educational organisation and the joint educational programme for accreditation.

Materials considered by the EEP 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, JEP;
- 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 JEP;
- Information about the composition of the expert panel;
- Schedule of the visit to the EO;
- Additional information about the EO, JEP (at the request of members of the external expert commission).

Review of the self-assessment report of the accredited JEP

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 EEP

The preliminary meeting is held in order to coordinate and distribute the responsibilities of the members of the EEP by the Chairman, discuss the programme of the visit, the self-assessment report of the JEP to identify key points and issues requiring additional information. The preliminary meeting of the EEP is held according to the programme the day before the visit to the EO. Only EEP 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 JEP should be provided?
- Is the specifics of EO and JEP sufficiently reflected?
- Have the strategic goals been achieved?
- Are the mechanisms of strategic management of the EO and the management of the JEP 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 EEP

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 JEP.

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 JEP. 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 JEP 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 JEP, 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 JEP 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 JEP 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 JEP profile" is carried out on the basis of an individual external assessment collectively.

The evaluation table "Parameters of the JEP profile" is the final document for summarising the work of the EEP.

The evaluation table "JEP Profile Parameters" allows the EEP 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 JEP EO do not meet the standard of accreditation of the JEP of basic medical and pharmaceutical education.

Based on the collegial decision of the EEP, 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 JEP.

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

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

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

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

Final meeting of the members of the external expert panel 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 JEP, indicate the advantages and disadvantages of the JEP 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, JEP, 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 EEP 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 EEP visit to the EO;
- organise a visit to the EEP (accommodation, meals, transfer, etc.);
- provide the EEP with an approved visit program;
- send the composition of the EEP 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 EEP, 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 EEP, provide the necessary methodological materials;
- to create a favorable psychological climate for the work of the EEP;
- monitor the integrity of the accreditation process and ensure compliance with IAAR requirements.

After the visit:

- send the draft of the EEP 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 EEP to the EO after the decision of the AC on the accreditation of the JEP 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 EEP);
- inform the members of the EEP about the decision of the AC;
- to provide feedback on the accreditation procedure of the JEP of the EO (online survey of the members of the EEP and the EO after the decision on accreditation).