



«АККРЕДИТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

**about results of work of an external experts commission on an assessment
on compliance requirements of standards of specialized accreditation of an educational
program in the specialty**

**1-790103 Epidemiology, hygiene and public health care of
SEI "Avicenna Tajik state medical university"**

from October "28" to October "30" 2019

INDEPENDENT AGENCY OF ACCREDITATION AND RATING
External experts commission

*It is addressed
to accreditation
council HAAP*



Независимое агентство
аккредитации и рейтинга

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Dushanbe

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(I) LIST OF DESIGNATIONS AND ABBREVIATION

SEI - State Educational Institution
TSMU – Avicenna Tajik State Medical University
HEI - higher educational institution
PhD - doctor of philosophy
SWOT - Strengths, weaknesses, opportunities, threats
AC - academic council
AMP - administrative and managerial personnel
SES RT - State educational standard of the Republic of Tajikistan
DAW - Department of the academic work
DMHR - Department of management of human resources
DSD and IC – Department of Strategic development and international cooperation
DOW - Department of operational work
IC - individual curriculum
TSMU - Tajik state medical university
CED - catalog of elective disciplines
LCU - laboratory of collective use
MH RT - Ministry of Health of the Republic of Tajikistan
MES RT - Ministry of Education of the Republic of Tajikistan
MEP - modular educational program
IS ISO - international standard ISO
MTR - material and technical resources
SCC - State certification commission
RW - research work
RWDC - research work of the doctoral candidate
NLA - normative legal acts
CPD - continuous professional development
SEC -scientific expert commission
SEC - scientific expert council
EP - educational program
PTS - professional and teaching staff (the faculty)
WC - working curriculum
CE - council of employers
SC - standard curriculum
EMCD - educational and methodical complex of disciplines
AC - Academic council
CRL - Central research laboratory

INTRODUCTION

According to the order NAAP № 99-19-OD from 11.10.2019 in SEI Avicenna Tajik state medical university took place visit of the external commission of experts (ECE) from October 28 to October 30, 2019. The assessment of compliance of an educational program **in 1-790103 Epidemiology, hygiene and public health care** standards of the international specialized accreditation of NAAP was carried out:

Composition of ECE:

1. **The chairman of the commission** - Mirzabaev Marat Jumabekovich, professor of the department of neurosurgery, MD, APS "Kazakh medical university of continuous education" (Almaty, Kazakhstan);
2. **The foreign expert** - Kanushina Marina Alekseevna, director of "AC Institute of international Education" PhD, MBA (Prague, the Czech Republic);
3. **The expert** - Baskakova Irina Valentinovna, associate professor of therapeutic stomatology, c.m.s. APS «Kazakh national medical university named after S.D. Asfendiyarov" (Almaty, Kazakhstan);
4. **The expert** - Berdesheva Gulshara Aytkaliyevna, the head of General hygiene department, c.m.s. APS "The West Kazakhstan university named after M. Ospanov" (Aktobe, Kazakhstan);
5. **The employer** - Aliev Samariddin Partoevich, director of the Tajik research institute of preventive medicine (Dushanbe, Tajikistan);
6. **The student** - Eshmatova Farzona Fuzuljanova, the student of the 6th course in specialty "General medicine" of the Tajik national university (Dushanbe, Tajikistan);
7. **The observer from Agency** - Jakenova Alice Satbekovna, the head of medical projects, c.m.s. (Nur-Sultan, Kazakhstan).

REPRESENTATION OF EDUCATIONAL ORGANIZATION

History of SEI Avicenna Tajik State Medical University – this is a way of formation and improvement in 80 years. Detailed information is provided on <http://www.tajmedun/tj>

Avicenna Tajik state medical university is one of prestigious higher educational institutions of the Republic of Tajikistan which on the basis of requirements of the population of the republic, plays a key role in training of highly qualified specialists and in improvement of a condition of health care of society.

The beginning of functioning of this highest institution is 1939. In 1952 by the decision of the Soviet government the institute appropriated a name of the great son of the Tajik people Abuali ibni Sino, and in 1992 it received the status of university. In 1990 for big achievements in preparation of qualified personnel the university is conferred the International award of APN of Abuali ibni Sino.

Within the framework of realization "Development program of Avicenna TSMU for 2006-2015" approved by the decision of the Government RT was strengthened material and technical resources of university, educational buildings and hostels are repaired.

As a result educational process was put in order; favorable conditions were created in order that today the medical university held a specific place among medical educational institutions of the region. During not really long activity the university trained more than 37 thousand specialists in the field of health care who nowadays live and work not only in the republic, but also beyond its limits.

Avicenna TSMU plays a noticeable role in realization of "Programs of innovative development of the Republic of Tajikistan on 2011 - 2020", "Strategy of the Republic of Tajikistan in the field of science and technology on 2015 - 2020", "Programs of preparation of scientific staff of the Republic of Tajikistan for 2009 - 2015".

Avicenna TSMU possesses a number of educational-household and administrative buildings which total area makes 19,2 hectares. From this 105 733 sq.m are made educational area. Educational process, scientific clinical work is carried out in educational buildings of university, centers, in city and republican clinical hospitals.

Now the university realizes multilevel training of specialists: bachelor degree, specialist programme, postgraduate (magistracy, internship, doctoral studies) and additional education. Training is carried out in the state, Russian and English languages.

On November 1, 2019, the number of students of SEI "Avicenna TSMU" makes 10372, including 8,930 students, 609 interns and clinical residents, 180 doctoral students and postgraduate students. The number of foreign students makes 789.

Highly qualified teachers with profile education, academic degrees and wide practical experience work at the university. The faculty of TSMU makes 680 people from whom 84 doctors of science and 230 candidates of science. From them 40 teachers have a rank of professor and 51 - the associate professor's rank. The number of external teachers - part-time workers makes 152 persons. Average age of PTS is 48,5 years, 142 persons makes youth of total of the faculty aged till 35 years.

Quality of education and scientific researches is provided with the high level of infrastructure - 4 educational buildings with the auditoriums equipped with the interactive equipment, scientific library with reading rooms and the hall of electronic one.

The partners of the university in the field of medical education, science and practice are medical schools and scientific centers of Tajikistan, Russia, Belarus, Georgia, Kazakhstan, Uzbekistan, Italy, Lithuania, Armenia, India, Afghanistan, Ukraine, and Germany.

In 2003, with the support of international organization department of "Open Society" Institute - the Fund for Assistance in Tajikistan began its activity on the project "Establishment of School" Organization of Public Health" in the Republic of Tajikistan" in Avicenna TSMU. The aim of this project was to create a master 's training programme "Public Health Organization."

The project was realized in several stages. More than 20 teachers from the faculty of Avicenna TSMU and also the staff of the Tajik institute of postdegree preparation of medical staff passed professional development on the topics "Organization of Public Health Care" in School of "Organization of Public Health Care" KMU, Summer school "Organization of Public Health Care" in Moscow, on Flagman courses in Bishkek, at Braunsky school "Organization of Public Health Care" (Israel). At the same time by the existing legislation of an education system of the Republic of Tajikistan, it was impossible to open a magistracy in "Organization of public health care" as there was no faculty "Organization of public health care".In this regard the task of the project included creation of such faculty on the basis of Avicenna TSMU.

With the support and assistance of the Ministry of Education and Science of the Republic of Tajikistan, the Ministry of Health and Social Protection of Population of the Republic of Tajikistan and the administration of Avicenna TSMU the "Medico-preventive" faculty was re-established into the faculty of "Public Health Organization". As a result, in September, 2006 at Avicenna TSMU the magistracy in "Organization of public health care" was open. It was planned that the students having degree of the bachelor or graduates of any faculty of Avicenna TSMU will be able to enter the magistracy course on public health care. In a magistracy in "Organization of public health care" train specialists for professional scientific activity in the field of medicine and health care which will be ready to carry out measures for preservation of health of the population and its strengthening, to define the factors influencing public health and to effectively eliminate negative.

Objects of professional activity of the faculty are the enterprises and the organizations of various forms of ownership which are worked in activity in the field of health care: governing bodies; treatment-and-prophylactic organizations; environment; preschool institutions; organizations of education; industrial, agricultural, municipal and food facilities; centers of infectious and parasitic diseases; organizations of science, social protection, medical insurance, pharmaceutical enterprises; companies, agencies on ensuring quality of services of health care, public and professional associations.

The analysis on compliance to standards of specialized accreditation following the results of an external assessment of an educational program of a bachelor degree in the specialty 1-790103 "Organization of public health care" of SEI "Avicenna Tajik state medical university" the review on each standard.

(II) DESCRIPTION OF THE PREVIOUS PROCEDURE OF ACCREDITATION

Earlier accreditation was not carried out.

(III) DESCRIPTION OF VISIT OF EEC

The work of EEC was carried out on the basis of the Visit schedule of a commission of experts on specialized accreditation of an educational program "Organization of public health care" of TSMU, during the period October 28 to 30, 2019.

For obtaining objective information on quality of educational programs and all infrastructure of TSMU, specification of contents of reports on a self-assessment meetings took place: with the rector, vice rectors the head of the departments of the accredited EP, the dean of the faculty

"Organization of public health care", biology and pharmacy with PTS, doctoral candidates, graduates, employers.

During a meeting the commission determined such positions as administration of educational process in "Organization of public health care", compliance of the organization of training in requirements of RT in the field, possibilities of use of the international experience through realization of strategic partnership, support of PTS, doctoral candidates from AMP, resource ensuring of scientific and educational process in HEI by the accredited specialties, a demand of graduates in labor market and their assessment from employers, participation of interested parties in development of mission of HEI, EP and other questions.

In the first day of the visit were held meetings with the rector and vice rectors, with the heads of the accredited EP deans of the faculties.

Visual survey of higher education institution and visit of departments was made: office registration and consultations; Department of normal physiology, Department of Environmental Hygiene, Department of surgical diseases №2, dean's office of medical faculty, department of affairs of youth, central research laboratory, hostel, dining rooms and sports grounds. During the visit there were heads of the departments and chiefs of the departments.

Interviews were conducted with heads of departments - 61 people in total, with faculty of higher education institutions - 106 people, after which PTS passed a questionnaire - 123 people.

On the second day of the visit there was also a visual examination of the university and a visit to the departments: Center of Practical Skills, Scientific Library, Anatomical Museum, departments: "Normal Anatomy", "Epidemiology", "Biology", "Organization of Public Health", "Medical Statistics with Course of History of Medicine"; with the joint participation of heads of departments, heads of divisions, only 8 people and attended classes according to the schedule, at the above mentioned departments.

A meeting was held with students - 95 people and their questionnaire, a total of 221 students. Meeting with students in postgraduate education (PhD - doctoral students, postgraduate students, interns, resident doctors) - 61 people. There was a meeting with employers of only 15 people, graduates of only 16 people.

On the third day, visits were made to the practice bases:

1. Medical center "Istiklol"

A) Department of propedeutics of child disease PTS and students - only 35 people

C) Department of children diseases № 1 PTS and students - 19 people

Totally 54 people.

Then there was a general meeting of the expert commission, at which the results of the expert commission were discussed, voting was held and the necessary documentation was prepared to complete the work of the commission. The final meeting of the EEC with the leadership of the TSMU was held.

(IV) COMPLIANCE TO STANDARDS OF INSTITUTIONAL ACCREDITATION

6.1. "Mission and End Results of Training" standard

Evidential part

The activities of the institution are aimed at the implementation of the TSMU mission. The Mission relates to the TSMU Strategic Plan. The strategic aim and objectives of the mission are accord with those of the university.

The mission, vision and strategic objective of the University are in line with the goals, objectives and priorities of the national education system, which is reflected in the desire of higher education institutions to constantly improve the level of training of specialists to provide quality medical services to the population of Tajikistan.

In SEI "Avicenna TSMU" was defined a mission that is the basis for the implementation of all activities and the development of an educational programme (EP). The mission and the purposes of SEI "Avicenna TSMU" were developed according to the general strategy of the state, state programs in the field of development of education and health care. The mission, vision and strategic plan of the University for 2017-2025 have been brought to the attention and agreed by the Ministry of Health and Social Protection of Population of the Republic of Tajikistan.

The strategic plan for 2017-2025 corresponds to the stated mission and requirements of international standards to ensure the competitiveness of specialists, both in the domestic and foreign labor markets, as well as to the strategic programs of the Republic of Tajikistan in the field of training of personnel taking into account the development of health care priorities of the country: The national strategy of development of the Republic of Tajikistan till 2030, approved by the Decree of the President of the Republic of Tajikistan, "The national strategy of development of education in the Republic of Tajikistan till 2020", since June 30, 2012 №334; The National Health Strategy for 2010-2020 was approved by Government Decision of RT №368 from August 2, 2010.

The work of specialists will be aimed at raising awareness of the population and its involvement in measures to prevent and reduce the harmful effects of various environmental factors, unhealthy nutrition and behavioural risks.

The educational program is partially adapted to the changing conditions of the health system at the state level and is closer to international standards with the introduction of innovations in education, science, and practice for the use of information and communication technologies.

The Strategic Plan has 5 priorities which cover all aspects of activity of the university:

1. Ensuring innovative educational process for training of specialists, conforming to requirements of modern society.
2. Assistance to development of personnel capacity of university for improvement of its activity.
3. Creation of scientific and educational and clinical complexes for increase of scientific potential of staff.
4. Development of infrastructure and material and technical resources of university
5. Improvement of system of monitoring and increase of management efficiency.

At faculty "Organization of public health care" there is a system providing the academic freedom of the faculty on realization of the operating educational program which relies on the basic principles specified in Policy in the field of ensuring quality. It is directed to continuous improvement through introduction of innovative educational technologies, improvement of systems of estimation of results of training.

The conditions and infrastructure promoting effective training, carrying out scientific researches, realization of modern models of scientific and methodical ensuring educational process are created. Support and stimulation of professional growth of PTS, creative activity of trained is carried out.

At faculty "Organization of public health care" have to reconsider the existing educational program including the integrated model which is based on disciplines and on modular design.

At faculty "Organization of public health care" training, more kept in itself traditional methods of teaching with a phased transition and application modern innovative technologies in educational programs, for ensuring competitiveness of graduates of medical school in the world competition for quality education. It is necessary to reconsider SES, training programs, Syllabuses and to adapt to requirements of EP including the integrated model based on disciplines and on modular designs.

Analytical part

Realization of EP "Organization of Public Health Care" conforms to qualifying standards of the "Mission and End Results of Training" standard.

Process of development of EP "Organization of Public Health Care" is transparent and available to all interested persons (it is confirmed during interview with students, teachers and employers).

The institutional autonomy and the academic freedom are confirmed by the fact that the policy in the field of ensuring quality of educational programs of TSMU was developed and approved by the solution of the Academic Council of TSMU from 21.01.2016 (The protocol №11 from 28.06.2018).

All divisions of HEI and owners of processes participate in formation and realization of Policy of ensuring quality of EP, relying at the same time on the basic principles of activity registered in Policy. The document is submitted on the website of higher education institution. Activity of each division is regulated by the internal documents developed in TSMU - Provisions which are also presented on the website in the section "Provisions of Higher Education Institution".

Recommendations of EEC

It is necessary to participate in the development of the State obligatory standard of Education at the Faculty of "Public Health Organizations", educational programs, Syllabuses and to adapt to the requirements of the educational program.

To include the integrated model based on disciplines and on modular systems in an educational program.

EEC conclusions by criteria:

strong - 13,
satisfactory - 9,
assume improvements - 1,
unsatisfactory - 0.

6.2. "Educational program" standard

Evidential part

The content of the educational program in specialty 1-790103 "Organization of public health" in accordance with the SES RT 2017 defines a complete list of disciplines in three cycles: humanitarian disciplines, natural, scientific disciplines, general professional and professional disciplines.

The University involves in the formation of EP in a specialty "Organization of Public Health" PTS, students and employers. The interests of employers are taken into account at the level of defining the objectives of training of specialists. Employers annually formulate their needs for specialists and requirements for their training.

Information on the content of EP "Public Health Organization" is carried to interested persons by posting on the TSMU website.

EP "Public Health Organization" is regularly reviewed and approved.

The university carries out analysis of the external and internal environment. The degree of satisfaction of teachers studying is determined during sociological monitoring. Monitoring is organized and carried out in accordance with the established requirements. The TSMU surveys and questionnaires are conducted among students, graduates, employers and teachers in order to identify their views on the quality of teachers' professional activities, the quality of management activities and other important issues in the educational process.

Analytical part

Weaknesses: lack of opportunities of creation of exclusive educational programs, insufficient level of knowledge of young teachers, a weak control system of quality of EP, insufficient level of proficiency in foreign languages, outflow of highly skilled PTS, aging of personnel and decrease in a share of a scientific degree of PTS, decrease in a demand of graduates in labor market and the low level of the status of specialists "Organization of public health".

Strong parties / the best practice

Strengths include:

- Existence in HEI of the approved Policy in the field of quality. Strategy of development of university till 2025 is approved on the Academic Council (the protocol №11 from 29.07.2017).
- Compliance of EP objectives with strategic development plan and university mission.
- The regulating documents developed in HEI on all kinds of activity defining responsibility for realization of EP (Regulations, instructions).
- A high institutional rating of higher education institution in the Republic of Tajikistan and educational programs.

Recommendations of ECE

For students of the faculty "Organization of Public Health" is necessary to revise the programs of SES taking into account the direction of study and it is necessary about six years' training in HEI profitable to transfer the educational program of a bachelor degree to 4 (four), and magistracies for 2 (two) to provide competitiveness of graduates at national and international level.

It is necessary to introduce the disciplines "Health Care Management", "Scientific Research Management", "Quality Management of Medical Care in the Health Care System", "Digitalization in Health Care" into the Master's Degree Program for 2 years and for practical health care specialists - 1 year.

It is recommended to introduce preparation and carrying out training in the command focused training method for the purpose of teaching improvement (TBL – team based learning).

EEC conclusions by criteria:

strong - 21,
satisfactory - 16,
assume improvements - 6,
unsatisfactory - 0.

6.3. "Assessment of Students" standard

Evidential part

The policy of assessing the achievements of students developed in SEI TSMU is characterized by objectivity and individual approach. Considering that the program of bachelor's degree in the specialty "Organization of public health" is implemented from the moment of admission to SEI TSMU. In order to assess the level of knowledge of students, including the number of frontier control, examinations and tests, a balance is maintained between written and oral examinations, evaluation methods based on criteria are used, as well as criteria for establishing pass points, assessments and the number of permits. And in order to improve the methods of assessment, feedback is provided to students, but the results of which are not fully analyzed and taken into account in the development of recommendations for improvement. There is a registrar's office and a test centre. An electronic system for recording the achievements of students has been introduced. At

the same time, it is necessary to review the mechanisms of validation of test control.

In order to determine the degree of learning of EP oriented to achievement of final results of training and mastery of competences, current monitoring of academic performance, intermediate and final certification, testing are carried out.

Student performance is monitored in order to systematically test the knowledge of students in accordance with the work programmes of the disciplines. The monitoring evaluation is performed for each task performed by the student. When presenting the current assessment for the task, all types of educational work (auditor and extra-student - IWST, IWS) are taken into account, including for clinical disciplines - duty, work at the bed of the patient, etc. WP in disciplines regulate various types of current monitoring of student performance: oral examination, written control, presentations of homework, testing, solution of clinical cases, observation, assessment of patient management, etc.

Analytical part

Within the framework of the standard "Assessment of students" in specialty 1-790103 "Organization of public health" in accordance with the SES RT 2017 specialty 1-790103 "Organization of public health" there are materials for evaluation of various forms of monitoring of educational achievements focused on evaluation of final results of training in discipline, which is provided by organization and planning of evaluation.

Materials for conducting rating and final certification are subject to internal examination, FSA - external examination. External experts are representatives of practical health care, who assess the content of control materials for the effectiveness of the methods used to assess the skills of the graduate, its relations to practice, professional competences.

Strengths / the best practice

The university has developed a transparent assessment of the student's educational achievements and established feedback with students, as well as to assess the degree of mastery of the educational program by students, current monitoring of academic performance, intermediate and final certification, testing is carried out.

Recommendations of ECE

It is necessary to regulate quantity and nature of checks of various elements of an educational program for the purpose of receiving necessary knowledge and the integrated training in order to avoid negative impact on training process, and also to exclude excessive amount of information and congestion of an educational program.

In administrative bodies of educational institution to organize full representation of students for the solution of objectives on teaching and educational work.

EEC conclusions by criteria: (strong / satisfactory / assume improvements / unsatisfactory)

strong - 6

satisfactory - 9

assume improvements - 0

unsatisfactory-0.

6.4. "Students" standard

Evidential part

On an educational program in the specialty "Organization of public health care" training is carried out in 1-6 courses of a bachelor degree. The policy of recruitment and selection of students differs in flexibility and conditions, attractive to students, including the passing score which is lower, than in other medical schools, enough clinics and scientific centers in which SEI TSMU

signed contracts, and also granting the place for accommodation during training in the hostel. Benefits were granted to orphans and persons under 21 years of age without parental care (upon submission of the necessary documents) of the Faculty "Public Health Organization" (+150 points are added to the final results of the entrance examinations).

In SEI TSMU the bilateral agreement between the countries of Central Asia and the Republic of Tajikistan on mutually advantageous delivery of the budgetary places for entrants for the purpose of their training in State educational institution of RT functions. Within the framework of signed agreement, the Ministry of Education and Science of the Republic of Tajikistan sends the letter to HEI of the country for the purpose of the organization of educational activity for citizens of CA and ethnic minorities living in the territory of the countries of CA and Tajikistan, at faculty "Organization of public health care" study and accommodation in the hostel is provided free of charge, and also free use by library and other necessary resources of the university.

In SEI "Avicenna TSMU" there are nominal grants for support of students: Presidential grant (MES RT) (8 places), grant of "Dusti" (CJSC "Gayurserment") (12 places); grants of Executive body of the local government of the region of I. Somoni, the city of Dushanbe, Committee on affairs of youth and sport at the government of RT; Trade-union committee of workers of health care of RT (2 places). For students the university provided nominal grants: Ismail Somoni (15 places), Abuali ibni Sino (15 places), Gulyamov M.G. (15 places), Iskhaki Yu.B. (15 places). Annually for Youth Day of the Republic of Tajikistan by order of the rector resources are allocated for active volunteers, winners and prize-winners of Olympiads, participants of international conferences, winners of various scientific, educational, cultural and educational competitions.

One of mechanisms of an assessment of support services of students is carrying out anonymous questioning among students, the analysis of the annual carried-out works during the report from the commission made by the order of the rector and also from the commission of the relevant departments.

There are students' scientific circles at departments of the university (there is regulations). At department of affairs of youth there are circles and school: "The first medical care", "Debate", "Club the volunteer of physicians" and "School of Presenters" (there is regulations on all circles).

For implementation of the Law RT "About Youth Policy" and to patriotic education of students, since 1997 till present, there is a department of affairs of youth which is directly created for implementation of this law.

The trade-union committee of students of SEI "Avicenna TSMU" provides control at university of observance and execution of the legislative, standard and legal documents of any level concerning students including: control of social payments to orphan students, disabled students; the help to students in the solution of the legal questions connected with life of university; consultation on questions of scholarship providing; legal support of students and control of observance and execution of the legislative, standard and legal documents of any level concerning students.

Strengthening of health of students and formation of a healthy lifestyle at them is as part of the general system of teaching and educational work in TSMU.

Hospitalization, including carrying out surgeries, for students of university is carried out free of charge. Annually MDC collective with involvement of specialists of clinical departments performs free routine inspection of students of 1-2 courses of university for the purpose of detection of chronic diseases, medical examinations and definitions of groups for exercises.

For increase of efficiency of extracurricular sports and mass work, sports events such as soccer, volleyball, mini-soccer, track and field athletics, basketball, table tennis competitions and chess are systematically held.

Distribution of graduates of SEI "Avicenna TSMU" is carried out from the special commission of the Ministry of Health and social protection of population of RT with involvement of the vice rector for study, the vice rector for medical work of TSMU.

In the course of the state distribution of graduates the GPA of the graduate, requirement of health system are considered.

Analytical part

One of mechanisms of an assessment of a support service of students is carrying out anonymous questioning among students, the analysis of the annual carried-out works during the report from the commission, made by the order of the rector, and also from the commission of the relevant departments. Information on support services of students is brought to the attention of students on the basis of the plan of work of dean's offices, labor union of students, department of affairs of youth, council of women and girls. Annually with all faculties and courses of university meetings for attraction and informing on support services of students are held.

Introduction of HEI information system and development of a mobile application will allow to have more active communication of students with dean's office and other structures of HEI. Use of intellectual developments in use of information systems allows students with the smallest losses of time to use educational resources of HEI.

Strong parties / the best practice

SEI "Avicenna TSMU" has all necessary conditions and resources for personal development and education of students (the hostel, the equipped gyms, circles of amateur creativity, student's self-government). For foreign students the dining room proceeding from national preferences in food is created, food is paid by university.

At university programs of support of students (service of psychological support) work, a transfer of in the time students on training in the state educational grant is made, discounts and privileges for payment for training, material support to orphan students and students, without parental support practice).

Recommendation of EEC – no.

EEC conclusions by criteria:

strong - 16

satisfactory - 0

assume improvements - 0

unsatisfactory - 0.

6.5. "Academic Staff / Teachers" standard

Evidential part

Management of human resources in higher education institution is carried out according to the Personnel policy of SEI "Avicenna TSMU" approved by the solution of the Academic council of Avicenna TSMU. Its purpose is effective management and development of the human capital of HEI, maintenance at an optimum level of numerical and qualitative structure of workers, their professional and social development, and also a reasonable combination of processes of updating and preservation of the personnel capable at the high professional level to provide the solution of the strategic tasks set for university.

The main criteria of scientific, pedagogical and practical advantages of applicants are: the higher education on a profile of the taught discipline, existence of an academic degree of the doctor or candidate of science, the academic degree of the doctor of PhD or the master, the corresponding experience of scientific and pedagogical work, the highest or first medical category for teachers of

clinical disciplines, and also existence of scientific publications in magazines with a high index of citing.

At faculty mechanisms and criteria of a systematic assessment of efficiency of activity of teachers are developed, the competence level, professional potential of personnel for the solution of strategic tasks of the organization is developed, plans of personal growth of employees are created.

The main methods of an assessment are achievement of indicators of activity of department, certification of PTS, the competition "The Best Teacher of Year", questioning trained, regular meetings of the rector with the staff of department.

The mechanism of management of efficiency is based on mentoring. Mentors carry out an assessment of efficiency of activity of employees; the role of the mentor consists in ensuring transition from strategic objectives to the planned results.

Employees make the draft of the annual individual development plan. When developing the project it is recommended to study the objects set last year for working year to compare the planned purposes to the actual results received at the end of the academic year and to prove the reasons of non-performance of the purposes.

Internal audit of divisions on quality management system is annually booked. For control and an assessment of quality of teaching open lectures and a practical training of PTS are given. Quality of the given classes and the used educational and methodical materials, the organization of control and estimation of progress of trained are analyzed at meetings of departments.

The source of funds allocated for remuneration of labour, including payments of an incentive, compensatory and social nature is the unified Remuneration Fund, which is formed from the funds of budgetary financing of the Republic of Tajikistan, income from the provision of paid services.

Personnel policy is based on the Labour code of RT and domestic situations of university on attraction, selection and deduction of teachers, including at the expense of material (awards, the differentiated compensation, compensation of publications in magazines with a high impact-factor, participation in the international measures) and non-material factors (labor union, career development). The high corporate culture and a healthy microclimate of university are one of strengths of the organization.

Analytical part

In order to implement educational programs in specialties and languages of education on the basis of working curricula in specialty, calculation of hours in discipline, the staffing table of Avicenna TSMU is annually developed and approved. In 2019-2020 academic years, the ratio between full-time teachers and co-workers on higher education meets the requirements and makes 4.2:1.

The Personnel Department and the Centre for Postgraduate Education monitor the development of PTS skills. Recruitment for PTS advanced training courses is carried out on applications from departments according to the advanced training plan, as well as the Department of DHRM monitors the frequency of PD passage according to planned short-term modular programs, every 3 years and PD cycles in the specialty where each 5 years it is necessary to improve skills.

In HEI the control system of efficiency of PTS which provides in the beginning of each academic year formation of the plan of personal growth, including professional works. The plan is controlled by the automated system during the academic period with the analysis of problems and improvements. Besides, participation of teachers in programs of professional development is reflected in individual plans and reports of PTS monitor by intradepartmental control.

Strong parties / the best practice

Existence of personnel policy at the university on reception and development of the professional and teaching staff. Mechanisms and criteria of a systematic assessment of efficiency of

activity of teachers are developed. A lot of work on the differentiated PTS compensation, according to key indicators of efficiency is conducted.

Recommendations of ECE

To develop the academic mobility at the international level among PTS for ensuring quality of education according to the international standards, for improvement of quality and level knowledge, and further development of the human capital.

To improve skill of teaching PTS with active use of the integrated training methods: work in small groups, interactive technicians (analysis of a case, brainstorming, role-playing games) for involvement of students in educational process and creations of the effective environment of training.

Due to the increase in an annual set of foreign students in HEI it is necessary to increase the level of professional English, both among students, and among the professional and teaching staff.

EEC conclusions by criteria:

strong - 8

satisfactory - 4

assume improvements - 0

unsatisfactory - 0.

6.6. “Educational Resources” standard

Evidential part

The material and technical resources of the university correspond to objectives. SEI “Avicenna TSMU” has modern educational and administrative buildings, laboratories, hostels, sports stadium, household and auxiliary rooms.

Realization of an educational program in the specialty "Organization of public health care" is provided with various and steady educational resources. The strategic plan of SEI TSMU included measures for development of a classroom, computer and library stock. The university acquired in enough pads for application in educational process and ensuring access in the Internet. On TSMU website the “Scientific Library page” in the Tajik, English and Russian languages, in address <http://sinolib.tj/> is posted in the section "Educational Resources".

Students of faculty "Organization of public health care" pass work practice on the basis of sanitary and epidemiologic establishment of the cities and areas of the republic with involvement of 199 mentors.

At faculty necessary conditions for the practice-focused preparation trained on the basis of integration of educational process, scientific potential and practical health care in particular with sanitary and epidemiologic service of the republic are created.

The main scientific achievements of "Public health care" faculty for 2016-2019 are reflected in 795 publications, 9 monographs, in methodical manuals and 17 methodical developments. 23 methodical recommendations are approved by the Ministry of Health and social protection of population of the republic.

For providing and formation of bases of research activity of future specialist, and also development of creative abilities studying of such disciplines as "Statistics" and "Biostatistics" is provided in EP.

In Avicenna TSMU the assessment on the ECTS system is introduced. The difference can concern only a number of hours in subjects. In the Republic of Tajikistan the recalculation on the credits is carried out from calculation: 1 credit = 24 hours. A transfer from other higher education institutions is made taking into account existence of places, except for the first and final years, and

also those students who at the time of the translation are in the academic holiday are not translated. On translating clearing of the credits is made. In the presence of a difference less than in 7 subjects, the student is transferred to the following course, in the presence of more than 7 subjects, though clearing is made, however the student remains on the same course and visits those subjects which he/she did not have in the previous higher education institution.

Bilateral cooperation of Avicenna Tajik state medical university with other state educational institutions is one of the main directions for participation in the international programs and projects. It should be noted that Avicenna TSMU has the arrangement with 124 state educational institutions. From total number of the signed agreements, 35 agreements with higher educational institutions of the Russian Federation, 12 agreements with educational institutions of Ukraine, 2 agreements with medical HEI of Republic of Belarus, 7 agreements with educational institutions of India, Pakistan - 5, Iran - 2, Republic of Kazakhstan 11, Republic of Afghanistan - 4, Canada - 2, France - 2, DPRK - 5, Republic of Kyrgyzstan - 2, Netherlands - 1, Italy - 1, Federal Republic of Germany - 2, Poland - 1, Sweden - 1, Austria - 1, Cyprus - 1, Latvia - 1, Great Britain - 1, Republic of Uzbekistan - 5, Lithuania - 1, Armenia - 1.

Agreements with the international organizations are also concluded: USAID (USA) - 2, ECFMG (USA) - 2, the Swiss institute of tropical medicine and public health care (Switzerland) - 1, World Health Organization - 1, SCO (Kazakhstan, Kyrgyzstan, Uzbekistan, Russia and China) - 1.

Analytical part

Within the framework of the standard "Educational Resources" in specialty 1-790103 "Organization of Public Health" in accordance with SES RT 2017 specialty 1-790103 "Organization of Public Health."

During the examination, the expert commission found no significant irregularities in the follow-up to the standard. Satisfactory ratings were given for those items that required increased attention while respecting standards. Activities under these items are planned by the university and put in the plan.

Strong parties / the best practice

The university has sufficient material and technical base for training in specialty of "Public Health Organization".

Both teachers and students have access to all educational resources to achieve their goals, both in teaching and scientific terms.

Cooperation SEI TSMU with other state educational institutions to participate in international programs and projects.

Recommendation of ECE- no

EEC conclusions by criteria:

strong - 19

satisfactory - 11

assume improvements - 0

unsatisfactory - 0.

6.7. Standard "Evaluation of educational program"

Evidential part

The Faculty "Organization of Public Health" (FPH) of SEI «Avicenna Tajik State Medical University» constantly monitors the quality in the implementation of educational standards, compliance of the operational goals of the activities of higher education institutions with strategic requirements for the specialist of the labor market, the level of opportunity of teachers to train a competitive specialist.

The Faculty periodically undergoes external evaluation of quality assurance in higher education institutions carried out by the Ministry of Education and Science of the Republic of Tajikistan, including the State Agency for Supervision of the Field of Education of the Ministry of Health and Social Protection of population of the Republic of Tajikistan (every 5 years).

In 2019, the next certification of the university took place with the issuance of a License for the right to carry out educational activities until 2024.

The quality control system in HEI has been operating successfully since 2017 in accordance with the developed documents of the SM: Guidelines for ensuring the quality of education at Avicenna TSMU, Standards and Regulations of the University "General requirements for the development of educational and methodical complex of disciplines", "Organization of educational process on credit technology", "Final attestation of students", "Monitoring feedback", "Competence model of the graduate" on specialties "Public health", Regulations "On the independent work of students," "On the rating system of evaluation of educational achievements of students", work instruction "On the organization and conduct inside control and attendances of classes", etc.

In order to monitor the quality of the educational service and improve it, a survey of students and employers is conducted to identify the needs of interested parties. In order to monitor the quality of the educational service and improve it, a questionnaire of students and employers is conducted to identify the needs of interested parties.

The following methods are applied to monitoring and periodic assessment of the educational programs as intra high school control by the university: certification of the current progress of students, a final assessment, certification of all types of practice, check of a condition of methodical ensuring educational process, collecting and the analysis of the consumers given about satisfaction, internal audits.

In SEI "Avicenna TSMU" all curriculums of all specialties contain final educational results, which should be acquired by a graduate of all levels of education. It should be noted that the departments of TSMU including the departments of the Faculty "Organization of Public Health" have developed evaluation criteria for learning practical skills.

The criterion of quality of training of graduates in the specialty "Organization of public health" is professional competence.

In order to study needs and expectations of consumers and stakeholders, improve the quality of education and customer satisfaction of the University, the Faculty has developed a standard "Feedback Monitoring." Questionnaires with relevant criteria have been developed to determine consumer and other stakeholders' satisfaction indicators.

Satisfaction questionnaires are evaluated by learners/staff on a 10-point scale for each criterion set in the first column of the questionnaire, respectively. At the end of the specified period of interviews, statistical processing of questionnaires is carried out reports are drawn up and analyzed at meetings of the department and boards of faculties.

The success of educational program is determined by the use of effective resources and additional means.

The faculty has a student support service. The HEI has an acceptance board, a youth Affairs department, a Registrar's department, a student government department, a curator's department, deans' office, a legal service, an internship and clinical residency department, a library, a training department, a practice department, and an international cooperation department that has a

coordinator for academic mobility. These services are structural divisions of the HEI and have their own regulatory documentation at working with students.

Awareness of students of the faculty of public health about the criteria used for their assessment is carried out in various ways: the University's website, departments, information boards, the agreement on paid and gratuitous provision of educational services, at meetings of heads, through the Dean's office, the office-Registrar's department, information stands, etc.

The faculty strives to provide the teaching staff with the necessary resources and create a modern and effective information infrastructure and provides employees with the right to make independent decisions in accordance with their competence.

The main methods of evaluation are certification, interview, identification of personnel reserves, and observation. In accordance with the plans of the University, faculties and departments are checked annually for educational and methodological work, according to normative documents. To control and evaluate the quality of teaching, mutual visits of classes, open classes of teachers are held, the results of which are discussed at meetings of departments and EMC.

Analytical part

In the course of the work of the expert Commission, a significant number of training hours were revealed, which is allocated to the study of General education and political disciplines. This distribution of learning time is regulated by the Ministry of Education of the RT and is not regulated by the HEI. At this time, consultations and joint discussions are being held to correct the rational use of educational time in a medical HEI.

Strengths/best practices

To monitor and assess the quality of teaching are mutual visits to classes PTS sessions, open classes of teachers, the results of which are discussed at faculty meetings, EMC, and the results of peer-reviewed lessons and outdoor lessons include corrective actions in the departments.

There are PhD-doctors among the PTS in the profile departments.

Sufficiently high material and technical base, which contributes to the implementation of the EP.

Recommendations of EEC

The mechanism for monitoring and evaluating the educational program should be carried out in accordance with the requirements from the moment of admission of the student to the end of training.

Development of dual education for future specialists of the faculty of "Organization public health" - preparation of a qualified and competent graduate who has formulated the basic skills of working in the practice of health care, so that from the first days the graduate can be involved and perform work at a high professional level.

Due to the increase in the annual enrollment of foreign students in the HEI, it is necessary to gradually increase the level of professional English, both among students and among the teaching staff.

It is necessary to conduct a survey among students after the end of the cycle, module and discipline to assess the quality of training, determine the percentage of mastering the educational program by students.

A comprehensive evaluation should be conducted periodically, aimed at specific components of the educational program that include a description of the discipline and methods of teaching, learning, and evaluation

EEC conclusions by criteria: (strong/satisfactory/suggests improvements/unsatisfactory)

strong – 12

satisfactory – 7
suggest improvements-4
unsatisfactory – 0.

6.8. “Management and administration” standard

The evidence part

The management structure of the University is determined in accordance with the needs for training personnel with higher and postgraduate medical education by creating the necessary conditions for the development of educational programs aimed at professional development and personal development based on the achievements of science and practice. The main goals of the faculty are to implement the mission and goals set for the University to train specialists in the field of public health.

The Dean of the faculty of public health leads the creation and implementation of educational and professional programs, which is reflected in his job descriptions.

The faculty of “Organization of public health” is an administrative division of the University that organizes training of specialists of higher professional postgraduate education. The faculty interacts and regulates its relations with the educational and scientific divisions of the University in accordance with the structure of the University. The General management of the work of the Dean's office is carried out by the Dean. The Dean reports directly to Deputy of Education.

The faculty controls all stages of training. The decision of the EMC establishes the form of knowledge control and the procedure for its implementation. The faculty issues an order for admission to exams and, in some cases, prepares exams on an individual schedule, and organizes re-examination of subjects of students who have not completed the curriculum. The results of the evaluation of educational achievements are discussed at the meetings of the Dean's office, CEP, EMC and AC.

Responsibility for the assessment of students' knowledge and skills lies with the relevant officials at various stages of training. Heads of departments and PTS are directly responsible for the organization and effectiveness of current and mid-term control of academic performance and intermediate certification in disciplines, consult and take exams on the profile of the discipline in accordance with the academic calendar, syllabus and exam schedule.

PTS - performs systematic monitoring of educational achievements of students in current classes.

The registration and consultation office registers students' academic achievements, provides organization of all types of knowledge control, and calculates the academic rating of students.

The activity of the PTS is to provide methodological support for the educational process in the specialty. At the meeting, the PTS approved the list of elective courses, teaching AIDS, monographs, etc. In the framework of the Committee's work is an analysis of the current state of the educational process, the analysis of interdisciplinary relationships, integrity, flexibility, continuity and specialization in the framework of the program.

Duties and powers to provide educational programs resources entrusted to the rector of the University, which determines the development strategy of financial and economic activities of the University to create a learning environment of the University to ensure training of competitive specialists in 1-790103 - "Public health" on the basis of achievements of medical education, science and practice.

Every year, the University allocates funds for updating and expanding the material, scientific, educational and laboratory facilities. For the purchase of computers and multipliers, software and equipment for classrooms, financial resources are allocated according to the plan of re-equipment and introduction of new training technologies.

The staff of the department of public health is determined based on the amount of work and the average annual teaching load approved by the Academic Council, the faculty and staff of the University for the Academic Year. Improvement of the University's activity is carried out through the analysis of the quality management system by management based on the results of monitoring the following activities: results of internal audits; analysis of the results of feedback from consumers of educational services; with the determination of the degree of satisfaction, information on consumer complaints; information on monitoring the main activities.

Analytical part

According to the standard "Management and administration" in the specialty 1-790103 "Organization of public health", there were no inconsistencies with the standards.

Strengths/best practices

The University has established itself in the market of medical services for professional development and retraining of practical health care workers;

Stable financial position

The administrative and academic staff ensures the quality and efficiency of the University's activities in order to ensure the training of highly qualified specialists, the organization and control of educational, social and educational work of the University.

Recommendations of EEC -no.

The conclusions of EEC by criteria: (strong/ moderate/ suggest improvement/ unsatisfactory)

strong – 16

satisfactory – 0

suggest improvements-0

unsatisfactory – 0.

6.9. Standard “Continuous Improvement”

The evidence part

SEI “Avicenna TSMU” defines and establishes mechanisms for periodic review, study and evaluation of educational programs implemented and ensures the quality of their management process. Evaluation of the educational program is the process of systematically collecting information for the study of the effectiveness and adequacy of mechanisms of academic process and includes the use of valid and reliable collection methods, data analysis (statistical, expert) to confirm the quality of educational programs taking into account the mission of the University and the achieved end results of learning. Educational programs are regularly evaluated and renewed by receiving feedback from students, teachers, and employers, as well as analyzing student academic achievements.

Creating conditions for the implementation of the educational program in accordance with licensing requirements, creating conditions for introducing the achievements of science and practice into the educational process are the main functions of the leadership of the university. The development and adoption of decisions on the use of allocated resources for the implementation of the educational program are discussed at the Academic Council, meetings of the administration.

Developed infrastructure, educational material base of SEI “Avicenna TSMU”, the scientific potential of teaching staff allow training of medical specialists in accordance with modern requirements.

The educational program is reviewed every five years, and changes are mandatory in connection with new achievements and changes in the biomedical Sciences that are necessary for the formation and development of professional competencies in the field of public health.

As part of the implementation of the competent approach, learning technologies and assessment forms are changing, and the importance of independent work of students has increased. The dynamic nature of the educational program is evidenced by the catalog of elective subjects, which is regularly reviewed taking into account the needs of society and the labor market.

The faculty constantly conducts events for professional development, professional development, growth of pedagogical skills, scientific research of department employees by organizing courses, seminars, master classes, trainings, conferences, forums, etc.

The SEI TSMU included all measures for improvement in the Strategic plan for the development of the University until 2022. The University's organizational structure is reviewed annually. The management conducts an annual analysis of the degree of achievement of the University's mission and goals, goals and plans of departments. Employees of the department "Organization of public health" participate in the implementation of works under the grant of the MES. The Department performs a large number of doctoral and master's works.

Analytical part

Within the framework of the standard "Continuous Improvement" in specialty 1-790103 "Organization of Public Health" in accordance with the SES of the RT 2017 specialty 1-790103 "Organization of Public Health" the expert commission found no significant irregularities in compliance with the standard.

Strengths/best practices

SEI "Avicenna TSMU" has a sufficient material and technical base that ensures high-quality implementation of educational programs.

Use of updated resources of educational, scientific and research laboratories in educational and scientific processes. There are sufficient animals for experiments to carry out various experiments.

In CRL of HEI, experiments are conducted not only by the faculty of the department, but also with the participation of most students. The results obtained in the course of research are published in scientific journals and at scientific conferences.

Annual replenishment of the library's book Fund in Tajik, Russian and English.

The establishment of a system of academic management in Avicenna TSMU based on corporate website, portal, student educational portal.

Evaluation of the University's management and structural units is carried out through regular annual reports and monitoring processes.

Recommendations of EEC -no.

The conclusions of EEC by criteria: (strong/satisfactory/suggests improvements/unsatisfactory)

strong -14

satisfactory – 0

suggests improvements – 0

unsatisfactory – 0.

(VI) REVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD

7.1. "Mission and end results" standard

- Existence of an approved Quality of Education Policy in higher education institutions. Strategy of university development till 2025 was approved by the Academic Council (from 29.07.2017, Protocol №11).

- Compliance of EP objectives with strategic development plan and university mission.

- Regulatory documents developed in higher education institutions for all types of activities, defining the responsibility for the implementation of the EP (Regulations, Instructions).
- High institutional rating of higher education institutions in the Republic of Tajikistan and educational programs. Creation of scientific, educational and clinical complexes to increase the scientific potential of personnel.
- Development of the infrastructure and material-technical base of the university.
- Improving the monitoring system and improving management efficiency.

7.2. «Educational program» Standard

- EP of “Organization of public health” is regularly reviewed and approved.
- The University is involved in the formation of EP in a specialty "Organization of public health" PTS, students and employers.
- Taking into account the interests of employers is laid down at the level of defining the objectives of training of specialists. Employers annually formulate their needs for specialists and requirements for their training.
- Analysis of external and internal environment is carried out in higher education institutions. The degree of satisfaction of teachers studying is determined during sociological monitoring.
- Information on the content of EP "Organization of Public Health" is communicated to interested persons by posting on the TSMU website.

7.3. «Assessment of students» Standard

- Using a rating system for evaluating academic performance.
- Use of an electronic log of students' knowledge and skills assessments.
- Transparency and accessibility of assessment methods thanks to the ACS, student portal and collective use portal.
- Three-stage final state certification.
- The chairmen of the SCC are approved by the MES RT and the MH and SPP RT.
- Instant results for students at the end of the test.
- Participation of students in the implementation of new assessment methods.
- Ability to appeal the final assessment of the final control.
- Objectivity, consistency and transparency on monitoring the progress of students.

7.4. "Students» Standard

- Availability of registered scholarships;
- Opportunity to participate in international conferences through budgetary funding;
- Existence of hostels. A dining room for foreign students based on national food preferences, and meals are paid for by the university.
- Seasonal clothing is bought from the rector's fund for students from low-income families.

7.5. "Academic staff/Teachers» Standard

- Effective management and development of human capital at HEI.
- Retention of personnel who are able to ensure the solution of strategic tasks at a high professional level.
- The faculty has developed mechanisms and criteria for systematic evaluation of teachers' activities.
- Developed the level of competence and professional potential of the staff for solving strategic tasks of the organization.
- Having a personal growth plan for employees.

- Monitoring of the department's activities, certification of PTS, competition "Best teacher of the year", questionnaires of students, and regular meetings of the rector with the staff of the department.

- Satisfactory financial position of the HEI
- Development and implementation of professional development programs within the HEI.

7.6. "Educational resources" Standard

- Availability of modern information resources;
- Modern computer and office equipment;
- Formation of the Fund in accordance with the requirements of the MES RT;
- Large laboratory base of the University;
- Achievable goals in the field of quality;
- Clear tracking of technical documentation;
- Timely verification and repair of medical equipment used for scientific activities.

7.7. "Evaluation of an educational program" Standard

- Organized feedback between AMS and PTS and students. Digital technologies and direct communication are used for this purpose.
- The existing material and technical base contributes to the implementation of the EP.
- Academic mobility for students.
- Availability of partner HEI to perform EP.
- Multi- level education system.
- Modern testing methods are being implemented, information technologies are used in teaching, library, evaluation, and an electronic journal is maintained.

7.8. "Management and administration" standard

- Organization and structure of work in accordance with the state regulations for universities in the country.
- High ranking of the University in the country.
- AMS ensures the quality and efficiency of the educational process within the framework of normative documents.
- Budget financing and its use is under control.
- Evaluation of the activities of the University management and structural divisions is carried out by conducting annual reports. Monitoring of administrative and educational processes.
- In terms of administration and management of EP and HEI, partnerships have been established with specialized educational institutions of near and far abroad. Within the framework of the events there are master classes, exchange of information both within the country, and with departure and visit of partners.

7.9. "Continuous improvement" standard

- Clear mechanisms for internal assessment and improvement of EP quality
- High level of resource support.
- Annual management review of the level of achievement of the mission, goals and plans of the University.
- Control of the process of providing the University's structural divisions with material, technical and information resources has been clearly worked out.
- Regular monitoring of the effectiveness of methods for assessing knowledge and clinical competence.

- Creation of an academic management system in SEI Avicenna TSMU based on a corporate website, portal, student educational portal.
- Assessment of the activities of the University's management and structural divisions is carried out by regularly conducting annual reports and monitoring processes.

(VII) REVIEW OF RECOMMENDATIONS TO IMPROVE THE QUALITY OF EACH STANDARD

- It is necessary to participate in the development of State compulsory education standards at the faculty "Organization of public health", educational programs, Syllabuses and adapt them to the requirements of the educational program.

- Include in the educational program an integrated model based on disciplines and modular systems.

- For students of faculty "Public health" should be reconsidered in the programs of SEC with respect to the direction of training and required six years of study at the University cost-effective to translate the curriculum of a bachelor degree four (4) years and graduate for 2 (two) years to ensure the competitiveness of graduates at the national and international level.

- The master's program should include the disciplines "Health Management", "Research Management", "Quality Management of medical care in the health system", "Digitalization in health care" for a period of 2 years and for practical health professionals-1 year.

It is recommended to implement training and conducting classes in a team-based learning method in order to improve teaching (TBL-team based learning).

- It is necessary to regulate the number and nature of checks of various elements educational program in order to obtain the necessary knowledge and comprehensive training in order to avoid a negative impact on the educational process, as well as to avoid excessive information and congestion of the educational program.

- To organize a full representation of students in the management bodies of the educational institution in order to solve the tasks set for educational work.

Develop academic mobility at the international level among PTS to ensure the quality of education in accordance with international standards, to improve the quality and level of knowledge, and to further develop human capital.

- Improve the skills of teaching PTS with the active use of integrated teaching methods: working in small groups, interactive techniques (case analysis, brainstorming, and role-playing games) to involve students in the learning process and create an effective learning environment.

- Due to the increase in the annual enrollment of foreign students at the University, it is necessary to increase the level of professional English, both among students and among the teaching staff.

- The mechanism for monitoring and evaluating the educational program should be carried out in accordance with the requirements from the moment of admission of the student to the end of training.

- Development of dual education for future specialists of the faculty "organization of public health" - training of a qualified and competent graduate who has formulated basic skills in the practice of health care, so that from the first days the graduate could be involved and perform work at a high professional level.

It is necessary to conduct a survey among students after the end of the cycle, module and discipline to assess the quality of education, to determine the percentage of mastering the educational program by students.

- A comprehensive evaluation should be conducted periodically, aimed at specific components of the educational program that include a description of the discipline and methods of teaching, learning, and evaluation.

(VIII) REVIEW OF RECOMMENDATIONS FOR DEVELOPING THE ORGANIZATION OF EDUCATION

During the work of the accreditation Commission, several interviews were conducted with all structural divisions. The emphasis on systematic work to improve the quality of education, working conditions of the faculty and other structures of the University was traced from communication with the faculty, students, and administration.

In the recommendations for the development of the University, it is possible to recommend further strengthening of internationalization, expanding ties with foreign Universities, which will support the educational process within the framework of integration in the world community of higher education in the field of medicine.

Also, exchanges in the field of education will entail joint projects with foreign partners in scientific and research activities, since the University has a great potential and seeks to develop research in the field of medicine and educational processes in the medical industry.

In the recommendations for the development of the University, it is possible to recommend further strengthening of internationalization, expanding ties with foreign Universities, which will support the educational process within the framework of integration in the world community of higher education in the field of medicine.

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Appendix 1. Evaluation table "INSTITUTIONAL PROFILE PARAMETERS"

№ P\P	№ P\P	№ criteria	EVALUATION CRITERIA	Position of the organization of education			
				Strong	Satisfactory	Assumes improvement	Unsatisfactory
		1.	"MISSION AND RESULTS"				
		1.1	Definition of a mission				
1	1	1.1.1	Medical organization of education should determine the information of interested parties of the sector of Health care.	+			
			The mission statement should contain objectives and an educational strategy to train a competent physician at the basic medical education level:	+			
2	2	1.1.2	With an appropriate basis for further careers in any field of medicine, including all medical practices, administrative medicine and scientific research in medicine		+		
3	3	1.1.3	Capable of performing the role and functions of a physician in accordance with the established requirements of the health sector	+			
4	4	1.1.4	Prepared for postgraduate training	+			
5	5	1.1.5	With a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, auditing, learning of own practices and recognized activities in the CPD/CME .		+		
6	6	1.1.6	The Medical Education Organization should ensure that the mission includes advances in medical research in biomedical, clinical, behavioral and social sciences.	+			
7	7	1.1.7	The medical organization of education should ensure that the mission incorporates aspects of global health and reflects major international health concerns.	+			
		1.2	Participation in mission formulation				
8	8	1.2.1	The medical organization of education should ensure that key stakeholders are involved in the development of the EP mission.	+			
9	9	1.2.2	The medical education organization should ensure that the stated mission of the EP is based on the views/proposals of other relevant stakeholders.	+			
		1.3	Institutional autonomy and academic freedom				
			The medical organization of education should have institutional autonomy to develop and implement policies for which the administration and faculty are responsible for:	+			
10	10	1.3.1	Development and drafting of an educational programme;			+	
11	11	1.3.2	Use of allocated resources necessary for the implementation of the educational program.		+		

			The medical education organization should guarantee academic freedom to its staff and students:		+		
12	12	1.3.3	With regard to the current educational programme, which will be allowed to draw on different perspectives in the description and analysis of medical issues;				
12	12	1.3.4	in the possibility of using the results of new research, to improve the study of specific disciplines/issues without expanding the educational program.		+		
		1.4	End results of training				
		1.4.1	The Medical Education Organization should determine the expected final learning outcomes that students shall exhibit after completion, with respect to:	+			
13	13		its achievements at the basic level in terms of knowledge, skills and skills;	+			
14	14		An appropriate basis for future careers in any field of medicine;	+			
15	15		Their future roles in the health sector;	+			
16	16		Its subsequent postgraduate training;	+			
17	17		Their commitment to lifelong learning;		+		
18	18		The health needs of society, the health system and other aspects of social responsibility.	+			
19	19	1.4.2	The medical organization of education should ensure that the student fulfils obligations towards doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.	+			
20	20	1.4.3	The Medical Education Organization should identify and coordinate the relationship between end-of-life learning outcomes and those required in postgraduate training		+		
21	21	1.4.4	The Medical Education Organization should determine the results of student involvement in medical research;		+		
22	22	1.4.5	The Medical Education Organization should pay attention to the outcomes of global health;		+		
23	23	1.4.6	The medical organization of education should use the results of the assessment of graduates "competences as a feedback tool to improve the educational program.		+		
			Total	13	9	1	
		2	EDUCATIONAL PROGRAM				
		2.1	Educational Curriculum Model and Teaching Methods				
24	1	2.1.1	The medical organization of education should define an educational program, including an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on modular or spiral design.			+	
25	2	2.1.2	The medical education organization must identify the teaching and learning methods used that encourage, train and support students to take responsibility for their learning process.			+	
26	3	2.1.3	The medical organization of education should ensure that the educational program develops the ability of students to learn throughout their lives.			+	
27	4	2.1.4	The medical organization of education should			+	

			ensure that the educational programme is implemented in accordance with the principles of equality.				
28	5	2.1.5	The medical organization of education should use teaching and learning methods based on modern adult learning theory.			+	
		2.2	Scientific method				
		2.2.1	The medical organization of education should teach students throughout the program of study:				
29	6		Principles of scientific methodology, including analytical and critical thinking methods;	+			
30	7		Scientific methods of research in medicine;	+			
31	8		evidential medicine,		+		
32	9		Which require the appropriate competence of teachers and will be a mandatory part of the educational programme.				
33	10	2.2.2	The medical organization of education should include elements of scientific research in the educational curriculum for the formation of scientific thinking and the application of scientific methods of research.	+			
34	11	2.2.3	The medical organization of education should promote the involvement of students in conducting or participating in research projects.	+			
			Basic biomedical sciences				
			The medical organization of education should define and include in the educational program:				
35	12	2.3.1	Achieving basic biomedical sciences, to build students 'understanding of scientific knowledge;		+		
36	13	2.3.2	Concepts and methods fundamental to the acquisition and application of clinical scientific knowledge.	+			
			The medical organization of education should in the educational program adjust and introduce new achievements of biomedical sciences for:				
37	14	2.3.3	Scientific, technological and clinical developments;				
38	15	2.3.4	The current and expected needs of society and the health system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The medical organization of education should identify and include in the educational program the achievements of:				
39	16		behavioural sciences;	+			
40	17		social sciences;	+			
41	18		medical ethics;	+			
42	19		medical law, Which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural determinants of the causes, spread and effects of health problems, as well as knowledge of the national health system and patient rights, which will contribute to the analysis of public	+			

			health problems, effective communication, clinical decision-making and ethical practices.				
		2.4.2	The medical organization of education should in the educational program adjust and introduce new achievements of scientific and social sciences and also medical ethics for:				
43	20		Scientific, technological and clinical developments;		+		
44	21		The current and expected needs of society and the health system;		+		
45	22		Changing demographics and cultural conditions.		+		
		2.5	Clinical sciences and skills				
			The medical organization of education should identify and implement the achievements of clinical sciences in the educational program and ensure that students:				
46	23	2.5.1	Develop sufficient knowledge and clinical and professional skills to assume responsibility, including activities related to health promotion, disease prevention and patient care;		+		
47	24	2.5.2	Conducting a reasonable part (one third) of the program in scheduled contacts with patients, involving consideration of the target, the appropriate number and their adequacy for training in appropriate clinical bases;		+		
48	25	2.5.3	Carry out work on health promotion and prevention.		+		
49	26	2.5.4	The medical organization of education should set a certain amount of time for the training of the main clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynaecology, pediatrics.		+		
50	27	2.5.5	The medical organization of education should organize clinical training with appropriate attention to patient safety, including observation of the actions performed by the student in the conditions of clinical bases.		+		
			The medical organization of education should in the educational program adjust and introduce new achievements of clinical sciences for:				
51	28	2.5.6	Scientific, technological and clinical developments;		+		
52	29	2.5.7	The current and expected needs of society and the health system.		+		
53	30	2.5.8	The medical organization of education should ensure that each student has early contact with real patients, including gradual participation in patient care, including responsibility for examination and/or treatment of the patient under supervision, which is carried out in appropriate clinical bases.		+		
54	31	2.5.9	The medical organization of education should structure the various components of clinical skills training according to the specific stage of the training program.		+		

		2.6	Educational programme structure, content and duration				
55	32	2.6.1	The medical organization of education should describe the content, scope and sequence of courses and other elements of the educational program in order to guarantee an appropriate relationship between basic biomedical, behavioural, social and clinical disciplines.	+			
			The medical organization of education follows in the educational program:				
56	33	2.6.2	Ensure horizontal integration of related sciences and disciplines;	+			
57	34	2.6.3	Ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;	+			
58	35	2.6.4	Provide the possibility of elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of mandatory elements and electives or special components of choice;			+	
59	36	2.6.5	to define interrelation with complementary medicine, vklyuchashchy nonconventional, traditional or alternative practice.		+		
		2.7	Management of the program				
60	37	2.7.1	The Medical Education Organization must identify a structural unit responsible for educational programs that, under academic leadership, is responsible and empowered to plan and implement an educational program, including the allocation of dedicated resources to plan and implement teaching and learning methods, evaluate students, and evaluate an educational program and learning courses to ensure that learning outcomes are achieved.	+			
61	38	2.7.2	The medical organization of education should guarantee representation from teachers and students in the structural division responsible for educational programs.	+			
62	39	2.7.3	The medical organization of education should , through the structural unit responsible for educational programs, plan and innovate in the educational program.	+			
63	40	2.7.4	The medical organization of education should include representatives from other relevant stakeholders, in the structural division of the medical organization of education, responsible for educational programs, including other participants of the educational process, representatives from clinical bases, graduates of medical organizations of education, health professionals involved in the process of education or teachers of faculties of the university.	+			

		2.8	Link to medical practice and health system				
64	41	2.8.1	The medical organization of education should provide an operational link between the educational program and the subsequent stages of vocational training (Internship if available, specialization, CPD/CME) or practice to which the student will begin upon completion of studies, Including the identification of health issues and the identification of required learning outcomes, a clear definition and description of the elements of the educational programme and their relationships at various stages of preparation and practice, With due regard to local, national, regional and global conditions, as well as feedback to/from the health sector and participation of teachers and students in the team of specialists in the provision of medical care.	+			
			The medical organization of education should guarantee that the structural unit responsible for the educational programme:				
65	42	2.8.2	Takes into account the peculiarities of the conditions in which graduates will have to work and accordingly modify the educational program;	+			
66	43	2.8.3	Considers modifying the educational program based on feedback from the public and society at large.	+			
			Total	21	16	6	
		3.	ASSESSMENT OF STUDENTS				
		3.1	Assessment methods				
			The medical organization of education shall :				
67	1	3.1.1	To define, approve and publish the principles, methods and practices used to evaluate students, including the number of examinations and other tests, the balance between written and oral examinations, the use of criteria and reasoning-based assessment methods and special examinations (OSCE or Mini Clinical Examination), and to define criteria for establishing pass points, assessments and the number of re-examinations permitted;		+		
68	2	3.1.2	Ensure that evaluation encompasses knowledge, skills and attitudes to learning;		+		
69	3	3.1.3	Use a wide range of evaluation methods and formats depending on their "utility assessment," which includes a combination of validity, reliability, learning impact, acceptability and effectiveness of evaluation methods and format;		+		
70	4	3.1.4	Ensure that evaluation methods and results avoid conflicts of interest;	+			
71	5	3.1.5	Ensure that the evaluation process and methods are open (accessible) to expertise from external experts;	+			
72	6	3.1.6	Use a system to appeal against evaluation results.	+			
			The medical organization of education should :				
73	7	3.1.7	Document and assess the reliability and validity of evaluation methods, which requires an appropriate		+		

			quality assurance process for existing evaluation practices;				
74	8	3.1.8	Introduce new evaluation methods to meet demand;		+		
75	9	3.1.9	Use the system to appeal against evaluation results.	+			
		3.2	Relationship between evaluation and learning				
			The medical organization of education should use principles, methods and practices of evaluation, including educational achievements of students and assessment of knowledge, skills, professional values of relations, which:				
76	10	3.2.1	Clearly comparable to learning methods, teaching and outcomes;		+		
77	11	3.2.2	Ensure that students achieve the final results of their studies;	+			
78	12	3.2.3	promote training of students;	+			
79	13	3.2.4	Provide an appropriate balance between formative and summative evaluation to manage learning and evaluate a student 's academic progress, which requires establishing rules for assessing progress and their relationship to the assessment process.		+		
			The medical organization of education should :				
80	14	3.2.5	Regulate the number and nature of inspections of the various elements of the education programme in order to promote knowledge and integrated learning, and to avoid negative impacts on the learning process and the need to study excessive information and congestion in the education programme;		+		
81	15	3.2.6	Guarantee timely, concrete, constructive and fair feedback to students based on evaluation results.		+		
			Total	6	9		
		4.	STUDENTS				
		4.1	Admission and selection policy				
			The medical organization of education shall :				
82	1	4.1.1	Define and implement an admission policy, including a clearly defined provision for the student selection process;	+			
83	2	4.1.2	Have policies and implement practices for students with disabilities in accordance with the laws and regulations in force in the country;	+			
84	3	4.1.3	Have a policy and implement the practice of transferring students from other education programs and medical organizations.	+			
			The medical organization of education should :				
85	4	4.1.4	Establish a relationship between student selection and the mission of the medical organization of education, the educational program and the desired quality of graduates;	+			
86	5	4.1.5	Periodically review admission policies, on the basis of relevant data from the public and professionals, in order to respond to the health needs of the population and society as a whole, including	+			

			consideration of student recruitment according to their gender, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and national minorities;				
87	6	4.1.6	Use the system to appeal receiving decisions.	+			
		4.2	Set of students				
88	7	4.2.1	The medical organization of education must determine the number of students admitted in accordance with the material and technical capabilities at all stages of education and training, And the adoption of a student recruitment decision that requires the regulation of national human resources requirements for health care, In the case where medical education organizations do not control the number of students recruited, It is necessary to demonstrate its obligations by explaining all relationships, paying attention to the consequences of the decisions taken (imbalance between the recruitment of students and the logistical and academic potential of higher education institutions).	+			
89	8	4.2.2	The Medical Education Organization should periodically review the number and number of students admitted in consultation with relevant stakeholders responsible for planning and developing human resources in the health sector, as well as with experts and organizations on global aspects of human health resources (Such as insufficient and uneven distribution of health personnel resources, migration of doctors, opening of new medical universities) And regulate to meet the health needs of the population and society at large.	+			
		4.3	Student Counselling and Support				
			The medical organization of education shall :				
90	1	4.3.1	to have the system of the academic consultation of the students which includes the questions connected with the choice of elektiv, preparation for postgraduate training, planning of professional career, appointment of the academic mentors (mentors) for certain students or small groups of students;	+			
91	2	4.3.2	Offer a student support programme aimed at social, financial and personal needs, which includes support for social and personal problems and events, health and financial issues, access to health care, immunization programmes and health insurance, as well as financial assistance services in the form of material assistance, scholarships and loans;	+			
92	3	4.3.3	Allocate resources to support students;	+			
93	4	4.3.4	Ensure confidentiality of advice and support.	+			
			The medical organization of education should provide counselling that:				

94	5	4.3.5	it is based on monitoring of progress of the student and directed to social and personal needs of the students including the academic support, support in the relation of personal problems and situations, problems with health, financial questions;	+			
95	6	4.3.6	Includes counselling and career planning.	+			
		4.4	Representation of students				
96	7	4.4.1	The Medical Education Organization should define and implement policies for the representation of students and their respective participation in the mission definition, development, management and evaluation of the educational program, and other issues relevant to students.	+			
97	8	4.4.2	A medical education organization should promote and support student activities and student organizations, including providing technical and financial support to student organizations.	+			
			Total	16			
		5.	ACADEMIC STATE / TEACHERS				
		5.1	Selection and recruitment policy				
			The Medical Education Organization should define and implement a staff selection and admission policy that:	+			
98	1	5.1.1	defines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program, including a proper ratio between medical and non-medical teachers, full-time or part-time teachers, and a balance between academic and non-academic staff;				
99	2	5.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including a proper balance between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	defines and provides monitoring of academic state/teacher responsibilities in basic biomedical sciences, behavioral and social sciences, and clinical sciences.		+		
			Medical Education Organization should consider in staff selection and admission policy criteria such as:				
101	4	5.1.4	Attitude to its mission, significance of local conditions, including sex, nationality, religion, language and other conditions related to medical organization of education and educational program;	+			
102	5	5.1.5	Economic opportunities that take into account the institutional environment for staff funding and the efficient use of resources.	+			
		5.2	Development policy and staff performance				
			Medical Organization of Education should define and implement a policy of activity and				

			development of employees, which:				
104	6	5.2.1	ensures a balance between teaching, scientific and service functions, which includes the establishment of time for each activity, taking into account the needs of the medical organization of education and the professional qualifications of teachers;		+		
105	7	5.2.2	guarantees recognition of academic activity, with an appropriate emphasis on pedagogical, research and clinical qualifications, and is in the form of awards, promotions and/or rewards;		+		
106	8	5.2.3	ensures that clinical activities and research are used in teaching and learning;	+			
107	9	5.2.4	ensures that each staff member has sufficient knowledge of the educational programme, which includes knowledge of teaching/learning methods and the general content of the educational programme, other disciplines and subject areas, with a view to promoting cooperation and integration;	+			
108	10	5.2.5	includes training, development, support and evaluation of teachers, which involves all teachers, not only newly recruited, as well as teachers drawn from hospitals and clinics.	+			
			Medical organization of education should :				
109	11	5.2.6	take into account the teacher-student ratio depending on the different components of the educational programme;	+			
110	12	5.2.7	to develop and implement employee promotion policies.	+			
			Total	8	4		
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical resources				
			The medical organization of education shall :				
111	1	6.1.1	to have sufficient material and technical facilities for teachers and students to ensure adequate implementation of the educational programme;		+		
112	2	6.2.2	to provide a <i>safe environment</i> for staff, students, patients and who take care of them, including providing the necessary information and <i>protection against harmful substances, microorganisms, compliance with safety regulations in the laboratory and at using equipment.</i>		+		
113	3	6.1.3	Medical organization of education should improve the learning environment of students by regularly updating, expanding and strengthening the material and technical base that should be consistent with development in teaching practices.		+		
		6.2	Resources for clinical training				
			The medical organization of education should provide the necessary resources for students to acquire adequate clinical experience, including, sufficient:	+			

114	4	6.2.1	number and categories of patients;	+			
115	5	6.2.2	The number and categories of clinical bases, which include clinics, outpatient and polyclinic services (including PHC), primary health care facilities, health centres and other public health care facilities, as well as clinical skills centres/laboratories that enable clinical training using the capabilities of clinical bases and provide rotation in major clinical disciplines;	+			
116	6	6.2.3	Monitoring students 'clinical practices.	+			
117	7	6.2.4	The medical organization of education should study to estimate, adapt and improve resources for clinical training in order to meet the needs of the served population, which will include conformity and quality for clinical training programs regarding clinical bases, equipment, patient number and category and clinical practice, surveillance as a supervisor and administration.	+			
		6.3	Information technologies				
118	8	6.3.1	The Medical Education Organization should define and implement policies that aim at the effective use and evaluation of relevant information and communication technologies in the education programme.		+		
119	9	6.3.2	Medical education should provide access to online or other electronic media		+		
			The medical education organization should provide teachers and students with opportunities to use information and communication technologies:		+		
120	10	6.3.3	for independent training;	+			
121	11	6.3.4	access to information;	+			
122	12	6.3.5	conducting patients;	+			
123	13	6.3.6	Work in the health care system.	+			
124	14	6.3.7	The medical education organization should optimize students 'access to relevant patient data and health information systems.	+			
		6.4	Medical research and scientific achievements				
			The medical organization of education should :				
125	15	6.4.1	To have research activities in the field of medicine and scientific achievements as the basis for an educational program;	+			
126	16	6.4.2	Identify and implement policies that promote the relationship between research and education;	+			
127	17	6.4.3	Provide information on the research base and priorities in the field of scientific research of the medical organization of education;	+			
128	18	6.4.4	Use medical research as a basis for the curriculum		+		
			The medical organization of education should ensure that the relationship between research and education:				
129	19	6.4.5	it is considered in teaching;	+			
130	20	6.4.6	Encourages and prepares students to participate in	+			

			medical research and development.				
		6.5	Expertise in education				
			The medical organization of education should :				
131	21	6.5.1	to have access to expertise in education, where necessary, and conduct expertise that studies the processes, practices and problems of medical education and can involve physicians with research experience in medical education, psychologists and sociologists in education, or by involving experts from other national and international institutions.		+		
			Medical Education Organization should define and implement a policy on the use of educational expertise:		+		
132	22	6.5.2	In the development of an educational programme;				
133	23	6.5.3	In the development of teaching methods and the evaluation of knowledge and skills.		+		
			The medical organization of education should :				
134	24	6.5.4	Provide evidence of the use of internal or external expertise in medical education to develop staff capacity;		+		
135	25	6.5.5	to give due attention to the development of expertise in the evaluation of education and in research in medical education as a discipline involving the study of theoretical, practical and social issues in medical education;		+		
136	26	6.5.6	Promote the commitment and interests of staff to research in medical education.	+			
		6.6	Exchange in education				
			The Medical Education Organization should define and implement policies to:				
137	27	6.6.1	Cooperation at the national and international levels with other medical institutions;	+			
138	28	6.6.2	Transfer and netting of educational credits, which includes consideration of the limits of the scope of the educational programme, which can be transferred from other educational organizations and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational programme, and active coordination of programmes between medical educational organizations and the use of a transparent system of credit units and flexible requirements of courses.	+			
			The medical organization of education should :				
139	29	6.6.3	to promote regional and international exchanges of staff (academic, administrative and teaching staff) and students by providing appropriate resources;	+			
140	30	6.6.4	Ensure that the exchange is organized in accordance with the objectives, taking into account the needs of staff, students and ethical principles.	+			
			Total	19	11		
		7.	ASSESSMENT OF THE EDUCATIONAL				

			PROGRAM				
		7.1	Programme monitoring and evaluation mechanisms				
			Medical organization of education should				
141	1	7.1.1	Have a process and results monitoring programme that includes the collection and analysis of data on key aspects of the education programme to ensure that the education process is carried out appropriately and to identify any areas requiring intervention, as well as data collection, is part of the administrative procedures for student admission, student evaluation and completion.			+	
142	2	7.1.2	Ensure that relevant evaluation results affect the curriculum				
			The Medical Education Organization should establish and implement mechanisms to evaluate the educational programme that:				
143	3	7.1.3	aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of mandatory and elected parts;			+	
144	4	7.1.4	aimed at the student 's progress;		+		
145	5	7.1.5	identify and address issues that include insufficient achievement of expected learning outcomes and assume that information received on learning outcomes, including identified gaps and challenges, will be used as feedback for actions and corrective action plans, to improve the curriculum and curriculum of disciplines;			+	
			Medical Education Organization should periodically conduct a comprehensive evaluation of the educational programme aimed at:				
146	6	7.1.6	The context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical organization of education;		+		
147	7	7.1.7	Special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and methods of evaluation;			+	
148	8	7.1.8	Overall outcomes to be measured by national examinations, international examinations, career choices and post-graduate outcomes;		+		
149	9	7.1.9	The medical education organization should rely on social responsibility/accountability.	+			
		7.2	Teacher-student feedback				
150	10	7.2.1	The medical education organization should systematically collect, analyze and provide feedback to teachers and students that includes information about the educational program 's process and products, and also include information		+		

			about unfair practices or improper conduct by teachers or students with and/or legal consequences.				
151	11	7.2.2	The medical organization of education should use feedback results to improve the educational program.	+			
		7.3	Educational achievements of students				
			The Medical Education Organization shall conduct an analysis of students 'educational achievements with respect to:				
152	12	7.3.1	its mission and educational outcomes, which include information on the average duration of education, Points of academic achievement, frequency of passes and failures in examinations, cases of successful completion and withdrawal, Student reports on course conditions, time, Conducted to explore areas of interest, including components of choice, as well as interviews with students in repeat courses, and interviews with students that leave the curriculum;	+			
153	13	7.3.2	educational program;		+		
154	14	7.3.3.	security with resources.	+			
			The Medical Education Organization should analyze the educational achievements of students regarding:				
155	15	7.3.4	Their prior experience and conditions, including social, economic, cultural conditions;	+			
156	16	7.3.5	The level of training at the time of admission to the medical organization of education.	+			
			The Medical Education Organization should use the Student Achievement Analysis to provide feedback to the structural units responsible for:				
157	17	7.3.6	selection of students;	+			
158	18	7.3.7	planning of the educational program;		+		
159	19	7.3.8	consultation of students.	+			
		7.4	Involvement of interested parties				
			The medical organization of education should involve in its monitoring programme and evaluation activities of the educational programme:				
160	20	7.4.1	Teaching staff and students;	+			
161	21	7.4.2	Its administration and management.	+			
			The medical organization of education shall be for other interested parties, including other representatives of academic and administrative staff, representatives of the public, authorized bodies for education and health care, professional organizations, as well as persons responsible for postgraduate education:				
162	22	7.4.3	To provide access to the results of the evaluation of the course and the educational programme;	+			
163	23	7.4.4	Collect and study feedback from them on the clinical practice of graduates;	+			

164	24	7.4.5	Collect and study feedback from them on the educational program.		+		
			Total	12	7	4	
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Management				
165	1	8.1.1	Medical Education Organization must define the management structures and functions, including their relationship with the university, if the Medical Education Organization is part or branch of the university.				
			The medical organization of education should define in its management structures structural subdivisions with determination of responsibility of each structural subdivision and include in their composition:				
166	2	8.1.2	representatives of the academic employees;	+			
167	3	8.1.3	students;	+			
168	4	8.1.4	Other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the public.	+			
169	5	8.1.5	The medical organization of education should ensure transparency of the system of management and decisions, which are published in bulletins, posted on the website of the university, included in protocols for familiarization and execution.	+			
		8.2	Academic management				
170	6	8.2.1	The medical organization of education should clearly define the responsibility of academic management with regard to the development and management of the educational program.	+			
171	7	8.2.2	The Medical Education Organization should periodically evaluate academic leadership as to the achievement of its mission and the outcome of the training.	+			
		8.3	Training budget and resource allocation				
			The medical organization of education shall :				
172	8	8.3.1	Have clear responsibilities and authority to provide the education programme with resources, including a targeted training budget;	+			
173	9	8.3.2	Allocate the resources necessary for the implementation of the educational programme and allocate educational resources to their needs.	+			
174	10	8.3.3	The system of financing of the medical organization of education has to be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.	+			
			The medical organization of education should :				
175	11	8.3.4	provide sufficient autonomy in the allocation of resources, including a decent reward for teachers in order to achieve the final results of the training;	+			
176	12	8.3.5	in the allocation of resources, take into account scientific advances in medicine and public health	+			

			issues and their needs.				
		8.4	Administrative staff and management				
			The medical organization of education shall have an appropriate administrative staff, including their number and composition in accordance with their qualifications, in order to:				
177	13	8.4.1	Ensure the introduction of an educational programme and related activities;	+			
178	14	8.4.2	Guarantee good governance and resource allocation.	+			
179	15	8.4.3	The Medical Education Organization should develop and implement an internal management quality assurance programme, including consideration of needs for improvement, and conduct regular management review and analysis.	+			
		8.5	Working with the health sector				
180	16	8.5.1	The medical organization of education should have constructive interaction with the health sector, with the related health sectors of society and government, including the exchange of information, cooperation and initiatives of the organization, which promotes the provision of qualified doctors in accordance with the needs of society.	+			
181	17	8.5.2	The Medical Education Organization should formalize cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and/or the conclusion of a joint contract and the establishment of a coordinating committee and joint activities.	+			
			Total	16	-	-	
		9.	CONTINUOUS UPDATING				
			The medical organization of education should be a dynamic and socially responsible institution:				
182	1	9.1.1	Initiate procedures for regular review and revision of content, outcomes/competencies, evaluation and learning environment, structure and function, document and address deficiencies;	+			
183	2	9.1.2	Allocate resources for continuous improvement.	+			
			The medical organization of education should:				
184	3	9.1.3	Base the updating process on forward-looking studies and analyses and on the results of its own research, assessment and literature on medical education;	+			
185	4	9.1.4	Ensure that the process of renewal and restructuring leads to a review of its policies and practices in accordance with past experience, current activities and future prospects; Direct the update process to:	+			
186	5	9.1.5	Adaptation of mission and outcome provisions to the scientific, socio-economic and cultural	+			

			development of society.				
187	6	9.1.6	Modify graduate outcomes to meet the documented needs of the post-graduate environment, including clinical skills, public health training, and participation in the patient care process in accordance with the responsibilities assigned to graduates after the MEO.	+			
188	7	9.1.7	Adaptation of model of the educational program and methodical approaches for the purpose of a guarantee that they are corresponding and appropriate and takes into account modern theories in education, methodology of training of adults, the principles of active training.	+			
189	8	9.1.8	The adjustment of the elements of the educational programme and their interrelationship in accordance with advances in biomedical, behavioural, social and clinical sciences, with changes in demographic and health/morbidity patterns and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the elimination of obsolete ones.	+			
190	9	9.1.9	Development of evaluation principles and methods and number of examinations according to changes in learning outcomes and teaching and learning methods.	+			
191	10	9.1.10	Adapt student recruitment policies and selection methods to changing expectations and circumstances, human resource needs, changes in the system prior to university education, and educational program needs.	+			
192	11	9.1.11	Adapt recruitment policies and academic staffing to changing needs.	+			
193	12	9.1.12	Updating educational resources according to changing needs, such as student recruitment, number and profile of academic staff, educational program.	+			
194	13	9.1.13	Improvement of the process of monitoring and evaluation of the educational program.	+			
195	14	9.1.14	Improved organizational structure and management principles to ensure effective response to changing circumstances and needs and, in the long run, to meet the interests of different stakeholder groups.	+			
			Total	14			
			TOTAL GENERALLY	129	56	11	