



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert evaluation commission
for compliance with the requirements of the Standards for International
Accreditation of Health Education Organizations (Kyrgyz Republic)
(based on the WFME/ AMSE/ESG standards)
OU "International Higher School of Medicine"
(Bishkek, Kyrgyz Republic)
November 28-30, 2023

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
To the IAAR Accreditation Council



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Conduction

In accordance with Order 147-23-OD of 29.09.2023 of the Independent Accreditation and Rating Agency, from November 28 to November 30, 2021, an external expert commission assessed the compliance of an educational organization of the International Higher School of Medicine (Bishkek, Kyrgyz Republic) with the international accreditation of educational organizations in the field of healthcare (based on the WFME/ AMSE/ESG standards). (Kyrgyz Republic) (approved for No. 150-22-OD dated 21.12.2022).

The report of the External Expert Commission (EEC) contains an assessment of the educational organization (hereinafter referred to as the EO) to the international standards of the IAAR, recommendations of the EC for further improvement of the EO, and parameters of the profile of the EO.

The composition of the EEC:

IAAR expert -Chairman of the EEC-Alexey N. Kalyagin, MD, Irkutsk State Medical University of the Ministry of Health of the Russian Federation (Irkutsk, Russian Federation);

IAAR expert-Gaukhar Kurmanova MD, Professor, Al-Farabi Kazakh National University (Almaty, Republic of Kazakhstan);

IAAR expert-Flora Tashtemirovna Rysmatova, PhD, Associate Professor Osh State University (Osh, Kyrgyz Republic);

IAAR expert-VEC EmMEPyer-Bolot Abdikadyrovich Borboldoev, Republican Center for Mental Health (Bishkek, Kyrgyz Republic);

IAAR expert – VEC Student Yasmin Khamidova, 4th year student, I. K. Akhunbaev Kyrgyz State Medical Academy (Bishkek, Kyrgyz Republic);

IAAR coordinator-Alisa Dzhakenova, PhD, Head of Medical Projects of the Agency (Astana, Republic of Kazakhstan).

LIST OF SYMBOLS AND ABBREVIATIONS

IHSM	International Higher School of Medicine
TS	Teaching staff
EP	Educational program
EEC	External Expert Commission of the NAAR / IAAR
EO	Educational organization
MEP	Main educational program
QMD	Quality Management Department
KR	Kyrgyz Republic

REPRESENTATION OF AN EDUCATIONAL ORGANIZATION

The International Higher School of Medicine (IHSM) was established in 2003 as part of the strategy of reforming the education system and increasing the competitiveness of domestic universities jointly by the International University of Kyrgyzstan (IUC) and the Kyrgyz State Medical Academy (KSMAA). The main focus of the creation of the IHSM was placed on creating a modern, dynamic educational institution that provides high-quality training and has a competitive potential in the medical education market. Initially, the university is focused on active work on the export of educational services and access to international educational markets.

Currently, the International Higher School of Medicine is a modern university that has an extensive infrastructure and trains students in a recognized international educational program.

IHSM is registered in four major leading international organizations of medical education: the World Health Organization (WHO), the Foundation for the Development of Medical Education and Science (FAIMER), the Organization for the Education of PhD Programs in the Field of Biomedical and Medical Sciences in the European System (ORPHEUS), and the Association for Medical Education in Europe (AMEE).

Only citizens of foreign countries study at the IHSM: India, Pakistan, South Korea, Afghanistan, Great Britain, Nepal, Bangladesh, Maldives, etc. In this regard, training is conducted in English.

The structure of the IHSM is organized according to the principles that correspond to international standards for medical educational institutions. Such organization of the medical school's activities makes it possible to conduct external and internal policies based on the principles of transparency, academic integrity, and allows the staff, faculty, and students of IHSM to participate in many aspects of the university's life.

During the period of operation of the IHSM, 6,722 graduates received a diploma in their specialty. Graduates who have completed their studies at IHSM successfully pass the MCI and PMDC exams in their home country and work in their specialty in India, Pakistan, Australia, the United Kingdom, and Saudi Arabia. Also, graduates of the IHSM are studying for postgraduate studies at Florida International University, USA, at the University of Groningen, the Netherlands, etc.

In April 2012, IHSM received the first official grant of the Tempus program of the European Union on the topic "Development of scientific potential in the field of public health and implementation of PhD programs in the Kyrgyz Republic". As a result of this project, in 2014, for the first time in the country, an OP for training PhD students in the specialty "Public Health" was opened at the IHSM.

During the 10 years of cooperation with the European Union Erasmus, the IHSM has implemented 7 large-scale projects under Erasmus+ projects. Currently, the IHSM is implementing 4 international projects: HARMONEE, BERNICA, DEFA, and GREENKG.

In 2016, the IHSM Alumni Association was established in India, the main purpose of which is to support, adapt and assist in the employment of graduates of the International Higher School of Medicine.

In 2017, in order to increase the capacity of the regional health system and in compliance with the decision of the round table "Medical Education: problems and solutions", the Issyk-Kul regional campus was deployed in Cholpon-Ata, which made it possible to start effectively and mutually beneficial use of regional medical institutions as clinical bases for medical universities.

In 2018, the experience of IHSM in implementing a 5-year training program for foreign citizens in the specialty "Medical Science" was considered by the Ministry of Medical and Pharmaceutical Education under the Ministry of Health of the Kyrgyz Republic and at the Board of the Ministry of Health of the Kyrgyz Republic. The implementation experience was recognized as successful, and the IHSM MEP was recommended for implementation in medical universities of the Kyrgyz Republic for training foreign citizens.

In 2019 and 2020, IHSM ranked 1st in the "Independent Ranking of Higher Education Institutions of the Kyrgyz Republic".

In December 2020, within the framework of the project TUTORIAL / "Strengthen Network EdUcaTiOn, Research & Innovation In CentrAl Asia" - "Strengthening the network for education, research and innovation in the field of environmental health in Asia", in order to strengthen the educational and research potential and increase the human resources of the public health system in Kyrgyzstan, a master's degree was opened in the specialty 560100 "Public health". Last academic year, the first graduation of undergraduates took place.

In 2022, IHSM won the nomination "Best Medical University in Central Asia 2022".

DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

IHSM institutional accreditation under IAAR standards IAAR is repeated, the previous one was carried out in 2019 was issued for a period of 3 years, and certificate No. AA 0181, dated 20.12.2019.

DESCRIPTION OF THE EEC SESSION

The visit of the External Expert Commission (hereinafter referred to as the EEC) to the IHSM was organized from 28-30 November 2023. In accordance with the Program approved by the Director of IAAR and approved by the Rector of IHSM.

Meetings were held with the rector, vice-rectors, heads of structural divisions, deans, heads of departments, teaching staff, students, and employers to obtain objective information about the quality of the educational organization, university development and infrastructure, and to clarify the content of the self-assessment report. A total of 213 people took part in the meetings and questionnaires 213. (Table 1).

Table 2 - Information on target groups that participated in meetings with the IAAR EEC:

Category of participants	Number
Rector	1
Vice-rectors	6
Heads of structural divisions	13
Heads of departments and EP managers	17
Teachers	60
Students	80
Graduates	26

Employers	10
Total	213

Based on the results of an anonymous online survey, it is possible to note the satisfaction of both teachers, and students with the working and learning conditions at this university. The anonymous survey included 121 teaching staff and 150 students of IHSM.

Getting acquainted with the IHSM Commission took place through personal inspection of the buildings and departments of the university, research laboratories, simulation center, scientific and medical libraries, VEDANTA Clinic, clinical bases of departments. All stages of visits were recorded additionally in the photo.

During the visit, according to the program (Appendix No. 2), EEC members attended classes according to the approved schedule. All the study rooms are equipped with the necessary modern equipment for all types of courses: a projector, a projection screen, Internet access and suitable furniture. The training rooms are equipped according to the types of activities and meet the standards and norms specific to medical education in all disciplines of the curriculum that require laboratory training. Equipment and adaptations allow you to achieve the goals of each discipline.

EEC members met face-to-face and online with representatives of clinics, scientific and medical libraries, research laboratories, and students, who told them about the requirements for students and the internship process. It should be noted that IHSM clinics are one of the leading multidisciplinary institutions and provide all types of medical care: emergency, outpatient, inpatient and high-tech, so they are a full-fledged clinical base for students to complete training and acquire practical skills. Students also have the opportunity to gain clinical experience working with patients with a number of nosologies that are not specialized for clinics based on clinics and medical centers in Bishkek and the Kyrgyz Republic (in particular, there is a campus in Issyk-Kul) with which there are contractual relations on the use of real estate and mutually beneficial cooperation.

Within the framework of the planned program, recommendations for improving the IHSM developed by the EEC based on the results of the expert review were presented at a meeting with the management on 30.11.2023.11.2023.

COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS

6.1. MISSION AND RESULTS Standard

Proof part

The mission of the IHSM was first formulated in 2004 and is reflected in the Statute of the IHSM. In 2018, the mission was revised, presented for discussion by interested parties and approved at a meeting of the expanded Academic Council with the participation of representatives of the academic staff, managers, representatives of the Student Council, partner organizations, researchers, and representatives of practical healthcare. Partners also represent the interests of students' parents. Representatives of partner organizations keep in constant contact with students' parents, promptly respond to their requests for information and suggestions. The mission, vision, goals, priorities and values of the IHSM are set out in the relevant documents of the university, as well as reflected on the university's website in open access for all interested parties and individuals. Also, the mission of the IHSM is reflected on the stands in educational buildings, clinical bases, and in various information materials of the IHSM.

The mission of the IHSM today, posted for public viewing: "The International School of Medicine serves the needs of the local and international community by training students who will become competent doctors committed to professionalism, practicing evidence-based medicine, protecting the interests of patients and adhering to high moral and ethical standards."

Communication of the mission to stakeholders and the health sector (students, graduates, management, teaching staff, employers, representatives of practical health care, etc.) is carried out

through various ways and channels of informing and receiving feedback.

The Quality Management Department maintains a newsletter on its website containing information on strategic issues of the IHSM activities, the quality management system and other relevant topics. The bulletin is also one of the tools used to raise awareness of the University's mission among its employees. OMK also sends out informational letters in case of changes in strategic documents and other significant updates.

Compliance with the mission and strategy of the university is ensured by using the mission in the development of all the main strategic documents of the university, including the Strategic Program for the Development of the IHSM for 2019-2023 and the Strategic Program for the Development of the IHSM for 2024-2026.

The main educational program (MEP) of IHSM in the specialty 560001 "Medical science" contains educational goals, expected learning outcomes, and an educational strategy. The aim of the program is to develop professional and personal qualities among students of the specialty "Medical Science", to form general cultural (universal, general scientific, social and personal) and professional competencies in accordance with the requirements of the State Educational Standard in this area of training. The EP is aimed at training a specialist capable of performing the functions of a general practitioner (prevention, diagnosis and treatment of patients), having organizational, managerial and educational skills, as well-as research abilities aimed at preserving and improving the health of the population, in accordance with the needs of the Southeast Asian market and the requirements of international standards. It is worth noting that within the framework of institutional autonomy and academic freedom, the educational program was developed by a university in the Republic of Kazakhstan for the first time and became a model for educational programs of other medical education organizations. The authorship rights of this MEP are assigned to the IHSM.

The final results of implementing the mission of the university and the MEP are primarily focused on training medical professionals who meet modern global health requirements, which is confirmed by the development strategy of the IHSM, as well as by constant interaction with international organizations (WFME/AMSE/ESG) that regulate medical education in the countries for which specialists are trained (India, Pakistan, etc.).

Analytical part

The mission of the IHSM of Medicine corresponds to the purpose of this organization, and generally meets the criteria of the Standards of International accreditation of Basic Medical education abroad (based on the WFME/AMSE/ESG standards) of the "Independent Accreditation and Rating Agency". The mission is consecrated on the NGO's website in 3 languages. There are goals and a vision. Based on the mission, goals and vision, taking into account the opinions of stakeholders, the development strategy of the educational organization for the periods from 2019 to 2023 has been prepared, as well as a new one for 2024-2026. Within the framework of academic freedom, the author's MEP was prepared in the specialty "Medical science", which is consistent with international requirements and is currently being implemented. The final results of implementing the university's mission are focused on high-quality training of graduates for foreign countries.

Strengths/Best practices:

No strengths were identified for this standard.

EEC Recommendations:

There are no recommendations for this standard.

EEC's conclusions based on the following criteria:

strong positions – 0,

satisfactory-5,
 suggest improvements – 0,
 unsatisfactory-0.

6.2. EDUCATIONAL PROGRAM Standard»

Proof part

The university implements 2 programs of secondary vocational education, 2 IHSM has a clearly and consistently developed and prescribed in regulatory documents ("Regulations on the main educational program") procedure for the development, discussion, approval, revision and implementation of educational programs. Each educational program is developed by a working group consisting of methodically trained teachers, representatives of the educational and methodological department, the dean's office, students and employers. A competency-based approach is used in the design of the EP. In order to strictly adhere to the competence approach of the EO, a competence model of the graduate was developed in the main areas of training-Medical Care and Public Health.

The educational program was developed specifically for foreign students, and the development and improvement of the EP took into account requests from India and Pakistan-employers, graduates and students, as well as the rules for conducting licensed exams in medicine. As a result, about 45% of graduates successfully pass licensing exams the first time.

The curriculum of the EP is designed thoughtfully and taking into account the learning strategy based on the use of active student-oriented teaching methods. When developing the curriculum, the authors of the EP focused specifically on achieving learning outcomes and stimulating students themselves with an integrated approach to learning with a holistic view of a person as an object of medical research. The EP reflects fundamental and clinical disciplines, behavioral science, evidence-based medicine and bioethics, and medical law in a balanced proportion. The curriculum traces the earlier introduction of students to the clinic and the sufficient content of the disciplines with a practical component.

The EP is based on the principle of formal horizontal integration between fundamental disciplines and vertical spiral integration of clinical disciplines starting from the 2nd year of study. But when visiting clinical bases, interviewing teachers and students, but primarily graduates, there was an insufficient number of planned contacts with patients. In practice, students work with patients less than 20% of the time in clinical disciplines that take place on clinical bases. Restrictions on working with patients – curation, participation in their examination, participation in manipulations and operations-were justified by several factors: language barrier, ignorance of the patient's language; overloading of medical institutions in Bishkek (too many foreign students at the same clinical bases due to the large number of medical schools); internships during the holidays (almost all of them are registered in the same hospital). simultaneously with all medical schools).

To ensure integration, the disciplines are grouped into modules. The final assessment provides for assessment within modules.

The graduate competence model is focused on the level of education that is required according to the qualification framework. Information about the qualification characteristics of graduates of educational programs is brought to the attention of applicants and students through the website, as well as at informational meetings held by the administration as part of career guidance events and orientation programs.

Learning outcomes for educational programs in general and for each module / discipline are formed in accordance with the accepted competencies.

To implement the EP, the IHSM uses learning strategies that rely on the active involvement of students in the process of mastering knowledge and skills through the use of active teaching methods. When attending classes, as well as when talking with students and studying methodological documents (technocards for practical classes), it was found that CBL, role-playing

games, and performing tasks in small groups are actively used in the IHSM. However, the TBL and PBL methods are not used, despite the fact that the EO has all the possibilities of using it not only in the traditional format, but also using electronic educational resources (the IHSM has a very effective testing program).

The analysis of academic achievements, mutual visits to classes, and conducting questionnaires allows you to constantly monitor the development of learning outcomes and make necessary changes to the strategy and methodology in order to improve the quality of training.

The public organization ensures the implementation of educational programs by providing a sufficient number and quality of educational resources, starting with clinical bases (including its own IHSM clinics), academic buildings, classrooms, and a spacious and well-equipped simulation center.

Analytical part

Despite the fact that the curriculum and learning outcomes of the University are very well thought out and effective, the university still does not fully realize the potential inherent in the University due to the fact that the process of implementing the best practice of using an effective learning strategy – student-centered, patient-centered, using methods and forms of learning with active involvement of students in the learning process is not being implemented properly. The presence of its own clinics and a large number of clinical bases where clinical training can be organized allows IHSM to significantly increase the number of planned contacts between students and patients and increase the effectiveness of clinical training. Restrictions related to language barriers are related to the lack of students' real motivation to learn Kyrgyz and Russian. The work of the language department shows that students could easily master the necessary vocabulary for collecting an anamnesis if they had an understanding of the need to master the patient's language at the A2 or even B1 level (this is only 3,000 active words used, while medical students master about 12,000 new terms and definitions in the first 3 years training). Active introduction to the clinic and ensuring contacts with real patients starting from the 1st year of study, as well as rational organization of clinical work of students, will allow IHSM to provide this part of clinical training in a timely manner.

As a result of the survey of teaching staff and students, as well as the analysis of department documentation, the commission found an incomplete understanding of the essence and format of active learning methods (TBL, PBL, CBL), an important link between assessment in the framework of active learning methods as a tool for motivation and assimilation of knowledge and skills. In reality, the classes use CBL and small group work.

The introduction of PBL requires a revision of the curriculum, since this method not only requires careful training of teachers, well-thought-out methodological material, but also a more integrated approach to the formation of discipline modules, up to their complete integration (it is possible to create a separate course of problem-oriented learning as one of the options for realizing all the possibilities of this active learning method).

The learning and assessment strategy does not include assessments of students' behavior and attitudes, despite the fact that the students' high motivation and active desire for knowledge were noticed. It is possible that the inclusion of behavior and attitude assessment in the assessment system will increase students' motivation to learn the patient's language, which will remove one of the barriers to expanding clinical training. The real implementation of TBL, PBL will allow you to work more actively with medical documentation and deepen the development of clinical reasoning.

Despite the wide opportunities to involve students in research projects, the university does not fully realize its potential and a strong material and technical base for implementing the strategy of learning through research. To do this, it would be possible to make changes to the educational program in terms of expanding the skills of scientific research and even including in the evaluation of the results of research work of students.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

To implement an effective learning strategy:

- The management of the medical school is to increase the number of hours spent on clinical contacts with patients during classes, and not to spend practical training time working in the simulation center-by February 2024.
- The management of the medical school –should consider changing the model of concentrated practice to the model of dispersed practice-by September 2024.
- Medical school management and educational program managers – in addition to CBL methods, actively implement and use PBL and TBL using the methodology of these approaches to active student learning-by September 2024.
- Heads of educational programs – when implementing PBL to consider the issue of consolidation of disciplines – consolidation of disciplines) - by September 2024.

EEC's conclusions based on the following criteria:

strong positions – 0,
satisfactory results – 6,
suggest improvements of -1,
unsatisfactory-0.

6.3. STUDENT ASSESSMENT Standard»**Proof part**

The public organization has developed an assessment strategy based on achieving learning outcomes and has set this out in a regulatory document – "Student Assessment Policy". This document sets out the principles of evaluation, the evaluation system. The competence map and competence matrix allows you to link assessment and emerging competencies.

The assessment system includes formative and summative assessments. Formative assessment provides feedback to the student so that they can improve their learning outcomes. The technical maps of classes (methodological recommendations for the teacher) specify the time, conditions, and form of providing feedback. Through the use of assessment rubrics and skill completion algorithms, students can master skills both independently and with the help of a teacher/instructor and get feedback.

It is note worthy that the average score in the disciplines of the winter examination session of the 2022-23 academic year fluctuated around 70-75 points (according to the 100-point system), which indicates a balanced complexity of control and measurement tools.

The public organization declares the active use of student-centered teaching methods such as TBL, CBL. PBL. However, small-group work, role-playing games, and situational problem solving are actually used.

The study of the matrix "Teaching and evaluation methods" shows, that the teaching staff does not fully understand, that in the assessment system it is necessary to use those evaluation methods that allow an adequate assessment of the achievement of specific learning outcomes. TBL and CBL are declared as a teaching method in almost all disciplines TBL, CBL. PBL (even those where their use is hardly possible due to the specifics of the discipline).

However, evaluation methods are used in such a way that it is difficult to really assess the achievement of learning outcomes. These include an oral survey, a written survey, an abstract, and even an interview.

Clinical disciplines do not use methods for evaluating real work with patients (for example, a mini-clinical exam), patient supervision, or maintaining medical records. This limitation is associated with a small number of contacts with the patient.

Conducting the OSE is provided only for senior courses. Health simulation assessment checklists do not include an assessment of professional attitudes and behaviors.

IHSM has a positive experience of involving post-admission teachers and representatives of practical healthcare, as well as employees of its own clinics (including graduates of IHSM) in the process of evaluating teaching staff. This experience should be expanded and implemented more actively as a systematic practice.

Analytical part

The IHSM has a well-documented assessment system, clearly defined procedures for conducting formative and summative assessments, appeals, and analysis of assessment results.

However, in order for assessment to have an impact on the learning process itself, it is necessary to balance the actual use of student-oriented teaching methods and a competence-based assessment system.

Since TBL and PBL are not used in the educational process, there is no definition of students' learning styles according to the Flask, self-assessment and mutual assessment are not used or little used. This does not allow students to fully reveal their academic achievements and the degree of mastering the necessary knowledge and skills, clinical thinking.

To implement an effective learning strategy, you need to implement an assessment system that allows you to use the assessment method that is fully consistent with the formulated result of training in each specific discipline in the corresponding course of study in accordance with the Miller pyramid. OSE is used only in senior courses, while OSCE or OSPE are not used in more junior courses, while the assessment of practical skills development on simulators in a simulation environment is used quite widely. That is, nothing prevents us from introducing OSPE and OSCE starting from the 2nd-3rd year, introducing a mini-clinical exam in senior years, and medical simulations (including team simulations) for emergency care skills. The IHSM has all the necessary resources and a well-equipped simulation center to implement such a competence-based approach.

Also, methods of evaluating students' work in the clinic with an assessment of not only knowledge and skills, but also behavior and attitudes are not used (for example, a 360-degree assessment). The implementation of this assessment is limited by the relatively small number of students' contacts with real patients. It could also implement a motivation system that encourages students to learn more about the patient's clinical skills and language.

Strengths/Best practices:

No strengths were identified for this standard.

EEC recommendations:

To implement an effective learning strategy:

1. Managers of educational programs need to adjust the assessment system with the earlier introduction of standardized approaches to assessing practical skills (no later than the 2nd year), as well as evaluating the behavior and social attitude system (360-degree assessment, etc.). Involve teachers of disciplines implemented in senior courses to evaluate students in disciplines that are implemented at the higher level. junior courses of study – by February 2024.

EEC's conclusions based on the following criteria:

strong positions – 0,

satisfactory-5,
 suggest improvements of -3,
 unsatisfactory-0.

6.4. The "LEARNERS" Standard

Proof part

IHSM has implemented a Policy for selecting and accepting applicants and has made it known to all interested parties by publishing it on the official website of IHSM. The policy and procedure for selecting and admitting applicants to IHSM are consistent with the mission, vision, and strategic goals of the university. Guided by the Policy of selection and admission of applicants to the IHSM, local regulatory documents have been developed that define criteria, systematize and standardize the procedure for admission and selection of students to the IHSM. Admission rules for foreign applicants are updated annually and posted on the official website of the Moscow School of Economics in English

The Academic Code includes all the rules and procedures for the student's movement in the learning process from admission, organization of the educational process, rules of conduct, transfer from course to course, practical training, issues of academic mobility, etc.

Social and academic support for students is regulated by the relevant document. Academic support includes advising students through the institute of curators/mentors at the level of departments and faculties. All work is coordinated by the Board of Supervisors under the general supervision of the Vice-Rector for Internal Affairs.

At the beginning of training, an effective "Orientation Program" works for all first-year students.

In order to help you choose your future specialty and specialization, there is a "Professional Orientation Program" to prepare and shape your future professional career.

The NGO, together with the student community, organizes events for the development of scientific potential: conferences, master classes, Olympiads, student circles, lectures by visiting professors.

IHSM has student organizations that enjoy considerable support from the university's management, both organizationally and financially. In addition, students have wide opportunities to realize their creative potential in clubs and dance groups. Attention is drawn to the enthusiasm of the teaching staff in supporting this direction in educational curatorial work.

IHSM provides medical care and health support to students through the University's own clinics. Students of IHSM have the opportunity to receive round-the-clock outpatient and inpatient medical care in the health care facilities of the VEDANTA network of university clinics. Two trusted doctors, one of whom is a graduate of the Moscow Higher School of Medicine, are responsible for the state of students' health and carrying out preventive measures.

An interesting experience of IHSM is the presence of the position of Deputy Dean for Security, whose duties include full-fledged legal support and representing the interests of students, interacting with law enforcement agencies, and conducting preventive work to counter extremism and terrorism.

Accommodation conditions for 1-2 year students are excellent. The NGO has dormitories with very well-organized facilities for students, allowing them to fully concentrate on their studies: rooms for 3-4 students with all amenities, daily cleaning of rooms and organized laundry. Culturally appropriate meals are served in a special dining room. In addition, travel between academic buildings and clinical bases is organized on their own transport.

Social support for students of the IHSM is considered as a mechanism for preventing and protecting them from social risks (socio-economic, socio-cultural, health and safety risks), as well as mitigating and eliminating their consequences.

The public organization adequately evaluates its resources and capabilities and plans admission of applicants based on their analysis. The number of students accepted for the upcoming

academic year is determined taking into account the availability of the educational environment, the qualitative and quantitative composition of teaching staff, the availability of educational resources and equipment, as well as ensuring adequate conditions for students to study and live. To collect and analyze these data, a "Program for monitoring and evaluating the quality of MEP and the context of the educational process" has been developed, and a "Management Analysis" is being conducted. The results of the analysis are considered at a meeting of the Rector's Council, with the participation of Partner Companies.

The EO provides students' participation in various competitive events in the professional sphere – such as conferences, Olympiads, and sports events.

The IHSM also provides financial support to students through special scholarships and one-time financial assistance.

Analytical part

IHSM has developed rules for the admission of foreign citizens to study in medical specialties, regulated the rules, the timing of interviews and the appeal procedure.

The policy of admission and selection of students is developed taking into account the material, technical and pedagogical capabilities of the university, as well as taking into account the possibilities of providing students with a MEP that is consistent with international recommendations.

The Academic Code includes all the rules and procedures for the student's movement in the learning process from admission, organization of the educational process, rules of conduct, transfer from course to course, practical training, issues of academic mobility, etc.

The EO has the necessary institutions, rules and procedures, as well as resources for organizing comprehensive support for students and their adaptation to the educational environment – psychological services, financial and non-financial support for extracurricular additional activities and support for the learning process, improving students' health and developing a healthy lifestyle. Students receive advice from curators, psychologists, and a designated trusted doctor, taking into account their socio-cultural attitudes.

IHSM supports all activities (organizationally and financially) that contribute to comfortable learning and the development of professional skills of students.

Representatives of student self-government participate in the governing bodies of public organizations, and their opinion is taken into account when considering the most important program documents – the mission, policy, and development strategy of the university, as well as when approving and forming the MEP.

Strengths/Best practices:

IHSM provides comprehensive support to students – good living conditions, food, full and high-quality medical care, a complete system of psychological and socio-cultural adaptation.

EEC recommendations:

There are no recommendations for this standard

EEC's conclusions based on the following criteria:

strong positions – 1,
satisfactory-5,
suggest improvements of -0,
unsatisfactory-0.

6.5.ACADEMIC STAFF Standard/TEACHERS"

Proof part

The implementation of educational programs at IHSM is fully supported by the necessary number of qualified teaching staff. The quantitative and qualitative composition of the IHSM teaching staff is determined by the content and context of educational programs and the number of students.

Currently, 451 teachers are involved in the IHSM under the "Medical Business" program, the staffing rate is 62.3%, and the number of graduates is 440.79%. Out of 451 teachers, 122 have a Candidate of Science degree, and 31 have a Doctor of Science degree. The ratio of "teacher-student" in IHSM is determined by the State and licensing requirements of the Ministry of Education and Science of the Kyrgyz Republic, as well as the specifics of the discipline studied. According to the program "Medical business", the ratio of "teacher-student" is 1: 9.

The principles of objectivity and transparency in the recruitment and selection processes, as well as continuous professional growth and development, are enshrined in the IHSM HR Policy, which takes into account state requirements and is a long-term strategy for staff development aimed at developing highly qualified teaching and administrative staff that ensures high competitiveness of the IHSM in the region.

The procedure for dismissing an IHSM employee, including the criteria for dismissal, is described in an internal regulatory document—the documented procedure "Recruitment, adaptation, transfer and dismissal of personnel", developed on the basis of the Labor Code of the Kyrgyz Republic.

In order to manage the training and development of employees, a documented procedure "Training and development of personnel" has been developed and implemented. The procedure is aimed at improving the competence of personnel within the framework of their functional responsibilities in order to effectively achieve the targets of the IHSM. The owner of this process is the head of the HR Department, who, based on the legislation, the Strategic Program of the IHSM, the analysis of personal files of employees, applications, organizes on a regular basis the process of training the IHSM staff. During the conversation with the teaching staff, the teachers who answered questions told about internships in traumatology and orthopedics in Germany, as well as about internships in other countries where online programs are widely implemented. In order to implement the concept of internationalization and support teachers in modernizing their activities through the introduction of modern approaches to higher education, IHSM actively cooperates with the organization Modern Education and Research Institute, which implements educational programs aimed at better adapting teachers to changes in the global academic environment.

IHSM provides opportunities for career growth and professional development for teachers through the promotion of scientific activities. In order to finance research, IHSM has established a science support fund, which is one of the main sources of funding for research activities of its employees, and accounts for 1.4% of the university's budget. In order to promote the growth and professional development of teachers, IHSM supports research and publication activities. In order to improve the skills of teaching staff through the development of research activities, the IHSM Science Support Fund has been established, which allows you to systematically and consistently support and encourage the scientific activities of teaching staff.

IHSM has an extensive network of teaching and research laboratories, including a microbiology laboratory, a teaching and research (hygiene) laboratory, a chemical and physical laboratory, a laboratory of adaptation problems, a scientific and practical laboratory of "Pathology", and a laboratory of molecular genetics, which provides teaching staff with access to the necessary resources for implementing their research initiatives and promotes professional growth Teaching staff.

The IHSM also provides a visiting-professors program aimed at providing an opportunity to exchange experience between IHSM teachers and teachers of partner universities.

The promotion of innovative teaching methods and the use of advanced technologies play a key role in improving the quality of the educational process at IHSM. For this purpose, a variety of professional training programs are organized for teachers. Professional development programs

such as "Higher School Pedagogy", "Fundamentals of Pedagogical Skills" and "Methods of teaching in Higher Education institutions", "Fundamentals of Research Methodology" were licensed on the basis of IHSM.

Analytical part

In the International Higher School of Medicine, there are only 451 teachers under the "Curative Care" program, 281 of them are full-time, which is 62.3%, and the number of teachers with an academic degree is 184 (40.79%). This fully complies with the regulatory requirements for HPE programs. Teaching staff is sufficiently well stimulated by the university's management, and during one academic year, bonuses (1 salary) are issued 3 times. The teachers also noted quite high support of the management when participating in international conferences (for the 2022-2023 academic year, 14 teachers were fully funded), 2 PhD doctoral students from among the teachers completed an internship in 2 cities of Germany in traumatology and orthopedics, and the teaching staff also completed a summer school in Tashkent to improve the level of English and improve pedagogical skills. students who are regularly trained in testology.

The IHSM actively implements 7 international projects.

Information and communication technologies are actively used in the educational process: Google classroom, Moodle, Zoom. All lectures are held online.

Medical care (check-up, medical assistance in case of illness) for IHSM employees is assigned to the VEDANTA University Multidisciplinary Clinic «Веданта» and is provided on preferential terms.

As part of academic mobility, professors from India and Pakistan are attracted annually.

A system of financial incentives has been developed to encourage publication activity.

Strengths/best practices

Opportunities for continuous professional development and formation of teaching staff are provided (regular training events for teaching staff, including in online format), as well as ensuring participation in internships and conferences to master best practices.

VEC recommendations

There are no recommendations for this standard

VEC's conclusions based on the following criteria:

strong positions – 1,
satisfactory results – 6,
suggest improvements of -0,
unsatisfactory-0.

6.6. EDUCATIONAL RESOURCES Standard»

Proof part

IHSM is a non-profit educational organization with a private form of ownership, and the laws of the Kyrgyz Republic provide the IHSM with the possibility of autonomy in the formation of personnel and financial policies.

The IHSM funding system is based on priority areas of university development related to the implementation of the organization's mission and goals. The efficiency and effectiveness of the financial management system is achieved by taking into account external and internal factors that affect the activities of the IHSM, identifying prospects, risks and challenges. The main part of the budget, in addition to the statutory contributions to the state budget, is used for the implementation of educational programs, for improving infrastructure, for expanding and

modernizing the educational base, and for providing material and technical support for the educational process.

IHSM owns 10 buildings with a total area of 33055.87 sq. m. The basis of the university's clinical bases is the network of its own university clinics "VEDANTA", which includes 5 medical institutions: the University Clinic "VEDANTA" (Bishkek, Fuchika str. 34), the University Clinic "VEDANTA-SKD" (Bishkek, Fuchika str. 1b), the University Clinic "VEDANTA-Pathology" (Bishkek University Clinic "VEDANTA-Issyk-Kul" (Cholpon-Ata, Sovetskaya str. 42), University Clinic "VEDANTA-Therapy" (Bishkek, Alybaeva str. 96). The construction of a multi-storey building (on partner terms) is being completed, which provides for the deployment of the VEDANTA-Pediatrics medical clinic on the 1st and 2nd floors with a useful area of 1500 sq. m. In 2024, it is planned to put into operation the Educational and Clinical Complex of the Department of Surgical Diseases of IHSM "VEDANTA-Surgery" with an area of more than 4000 sq. m.

In addition to its own university clinics, IHSM's clinical bases include 24 state and non-state primary health care organizations (CFM No. 6, 7, 8, 11), secondary (City Clinical Hospital No. 6, GDKBSMP, GPC, JDB, BNIC and O, Perinatal Hospital No. 1, Kafmed Center, KafMed+, Medical Clinic "Erkai", Issyk-Kul Hospital) and tertiary levels (National Center of Oncology and Gematology, National Hospital of the Ministry of Health of the Kyrgyz Republic, RCID, NCF, KSCR, NIIHSTO, NCOMiK, KNIiK and VL). The necessary number of training facilities has been provided at the IHSM clinical bases and conditions have been created for strengthening the theoretical and practical skills of students. Interaction with state medical institutions is carried out on the basis of the Decree of the Government of the Kyrgyz Republic and the order of the Ministry of Health of the Kyrgyz Republic, according to which 17 state medical organizations are assigned to the IHSM.

The Issyk-Kul campus of IHSM with a total area of 6263.72 sq. m is deployed in Cholpon-Ata, which includes educational and administrative premises, the VEDANTA Issyk-Kul clinic, dormitories, auxiliary premises, as well as educational premises on the basis of the Issyk-Kul Territorial Hospital. The selection of candidates for academic staff to work on the Issyk-Kul campus is carried out under the same conditions as in the main campus. Selection is carried out on a competitive basis. The main criteria for the selection of academic staff at the IHSM are basic higher education in medical and non-medical fields, experience in teaching and professional activities, work experience, knowledge of English, and digital skills.

The material base of the IHSM educational process includes 406 computers, laptops and netbooks – 162 pcs. In educational and extracurricular activities, available technical training tools are used: computers, laptops, netbooks, projectors, interactive whiteboards, interactive panels and interactive anatomical tables "Pirogov", etc. In 4 academic buildings there are divisions of the IHSM library with a total area of 701.7 sq. m. The library complex has 157 seats in the reading rooms and 184 seats in the computer rooms. Listeners and users of the library have access to audio and video materials. Also in the library halls there is equipment for holding lectures, training seminars, conferences, etc. The library collection is equipped with 19627 copies of books and electronic textbooks in open access for students. They also have 7 dormitories for 10,000 people, with their own canteen, where the nutrition takes into account the peculiarities of students' nutrition, depending on religious and national preferences.

When questioning students, attention is drawn to the fact that there are difficulties in effectively moving students between educational and medical buildings.

Analytical part

IHSM is provided with stable and sufficient educational space, taking into account the number of students, teachers and the focus of educational activities of the university. All buildings are directly involved in the learning process, equipped in accordance with the goals of the MEP and the expected learning outcomes. It has its own clinics "VEDANTA", contracts with state medical institutions, which allows *осуществить* you to implement the curriculum with access to a real patient.

The simulation center is fairly well equipped with the latest simulation simulators, there are stations for conducting USCE, and a full-scale ambulance simulation. IHSM actively purchases up-to-date electronic resources to provide independent training in a dormitory environment.

Dormitories for students are specially built, have places for living, recreation, food and correspond to the socio-cultural traditions of students.

Strengths/best practices

The university has its own clinical bases, the number of which is regularly increasing, as well as the necessary material and technical support for the educational process (classroom stock, study facilities, libraries, electronic resources, models and simulators, etc.).

EEC recommendations

There are no recommendations for this standard

EEC's conclusions based on the following criteria:

strong positions – 1,
satisfactory results – 6,
suggest improvements – 0,
unsatisfactory-0.

6.7. QUALITY ASSURANCE POLICY Standard»

Proof part

IHSM operates a quality assurance system that covers all components of the university's activities. The system includes local regulatory documents, mechanisms for their implementation, monitoring, evaluation, and improvement. The system is reflected in the Quality Management Manual, developed in accordance with the ISO 9001: 2015 standard, and the university's quality management system is certified.

To ensure the management decision-making process, the Academic Council, the Rectorate Council, the Quality Council, and the Budget Committee function. The Quality Council has been functioning since the beginning of 2023 and is a collegial and advisory body working to implement the quality assurance policy, implement, operate and improve the quality management system of the IHSM.

The development and implementation of the Quality Policy is carried out through specially created structures at the university: the Quality Management Department, the Education Quality Department, the Quality Committee, the Quality Council, and the group of internal auditors. In addition to specialized structures, all internal stakeholders are involved in the process of developing and implementing a Quality Policy. Involvement of internal stakeholders is carried out through the QMS procedures set out in the relevant procedures.

One of the most effective practices of interaction between IHSM and stakeholders is the opportunity for parents of students to visit the university at any time, get acquainted with the conditions of study and accommodation, meet with representatives of the dean's office, ask exciting questions, voice their opinion on the organization of the educational process and recommendations for its improvement.

The university level includes 20 documented procedures that regulate the educational process, including such aspects as the development and improvement of the main educational program, working programs of disciplines, organization of the educational process, calculation, distribution and monitoring of the academic load, control of academic performance, movement of the contingent, etc. The owners of procedures are representatives of the administrative and managerial staff of the IHSM. The quality system exists not only at the level of top management,

but also at the level of specific structural divisions (departments, deans ' offices), which is confirmed by the results of quality monitoring.

The report on self-examination notes that IHSM conducts department reviews in accordance with the developed Regulations on department reviews and the documented procedure "Organization and conduct of department reviews and monitoring of department readiness for the new academic year", aimed at assessing the quality of specialist training. Departments undergo self-assessment in accordance with the developed criteria for various aspects of their activities, and prepare an analytical report. A specially created commission consisting of senior and middle-level management examines the information provided in the reports. When visiting departments directly, the commission provides feedback and recommendations to the heads and staff of departments. As a result of the review of departments, the rating of departments is displayed, which is also one of the stimulating tools for development.

Analytical part

The IHSM has a well-documented and fairly well-organized quality management system, which is represented not only by the mission and vision in the field of quality, but also by the organization's quality policy. This policy is developed by the university and actively discussed with stakeholders, including students and their parents, foreign partners and agencies that recruit students for training.

Within the university, tools are widely used that allow to achieve a higher quality of training of students. This is reflected in the survey of interested groups on satisfaction with learning and teaching at the university, reviews of the strengths and weaknesses of the department, and rating criteria are introduced. The article analyzes the quality of MEP, as well as their most important components of work programs of disciplines, educational and methodological complexes, etc.

Strengths/best practices

No strengths were identified for this standard.

EEC recommendations

There are no recommendations for this standard

EEC's conclusions based on the following criteria:

strong positions – 1,
satisfactory-5,
suggest improvements – 0,
unsatisfactory-0.

6.8.MANAGEMENT AND ADMINISTRATION STANDARD»

Proof part

IHSM is a non-profit educational institution with a private form of ownership. The decision to create, liquidate, and reorganize an organization is made by the founders of the institution. The main provisions on the founders, organizational structure, and types of activities are set out in the IHSM Charter.

The university is managed by the rector, and the main collective and advisory management body of the IHSM is the Academic Council of the IHSM, which is responsible for shaping the strategic policy of the university, promising areas of development in accordance with the mission of the IHSM, as well as making decisions on the main issues of the university's activities, the development and implementation of university policies in terms of educational and scientific

activities, and human resources monitoring the provision of high-quality training of specialists in accordance with the requirements of consumers of educational services. The Academic Council consists of representatives of all departments, the administrative and managerial staff of the IHSM, as stakeholders - representatives of partners, students, students' parents and representatives of the healthcare system.

The operational management of IHSM is carried out by the rector, vice – rectors for the main areas of the university's activities, who are part of the university's administrative management body-the Rectorate Council. The main operational management body in solving, organizing and performing current tasks is the Rectorate Council, whose functions include coordinating, analyzing, summarizing and evaluating various activities of the IHSM and its individual divisions.

Structurally, IHSM consists of 16 departments, 15 departments, the Issyk-Kul regional campus, a Clinical Simulation Center, a network of university clinics and VEDANTA educational and clinical complexes Вѣданта. The university is actively working to improve the material and technical equipment in the form of building new buildings and clinics. Plans for the construction of new buildings near the hostel were shown.

The management structure of the IHSM is designed to ensure an effective educational process throughout all training programs, as well as to ensure the management of clinics, dormitories, and other support units.

Analytical part

The University is managed in accordance with the IHSM Charter and the decision of the founders. Decisions are coordinated by the rector with the Academic Council and the Rectorate Council. Heads of structural divisions and deans of faculties report to the vice-rectors. The management process is well organized, allows you to quickly and effectively solve operational tasks, carry out strategic and tactical planning of the university.

When talking to the management and employees, the presence of a strategic vision of the university is clearly traced, which is conveyed to all employees of the IHSM. Active steps are being taken to develop medical education that meets international standards dictated by the World Council of Medical Education. A policy is being actively implemented to direct teaching staff to various types of training, both in pedagogy and in specific medical areas. The university has licensed teacher training programs at the advanced training level.

The university has developed a set of internal regulatory and legal documents in the form of documented procedures, regulations, procedures, etc., on the walls of the university there are information posters on the procedure for emergency situations, evacuation routes, and prevention of various diseases.

Strengths/best practices

The university administration organizes continuous work aimed at achieving goals and developing approaches that correspond to modern trends in the development of medical education, training personnel.

EEC recommendations

There are no recommendations for this standard

EEC's conclusions based on the following criteria:

strong positions – 1,
satisfactory-7,
suggest improvements – 0,
unsatisfactory-0.

6.9. The "CONTINUOUS UPDATE" standard

Proof part

IHSM operates a Program for monitoring and evaluating the quality of MEP and the context of the educational process. One of the tools used to assess the achievement of goals and compliance with the needs of stakeholders is to collect feedback on the programs implemented and support processes implemented by the IHSM. The main source of feedback is the results of questionnaires and surveys of interested parties.

The IHSM undergoes an external quality assurance procedure on a regular basis. The IHSM regularly passes both institutional and programmatic accreditation. Currently, the agencies involved in the external quality assurance procedure are WFME-accredited agencies, such as the Independent Accreditation and Rating Agency (IAAR) and the Agency for Accreditation of Educational Programs and Organizations (AEPO).

The IHSM monitors and periodically evaluates and revises the EP based on the results of using a number of tools: a program for monitoring and evaluating the MEP and the educational context, internal collection and analysis of information about the university's activities, studying the policies of state bodies and information provided by them, and relevant information from countries whose citizens study at the IHSM.

On the basis of the profile departments, achievements in biomedical, behavioral, social and clinical sciences are tracked. Information on achievements is presented at meetings of departments, where a decision is made to adjust the elements of the curriculum within the curriculum. If there is a need to adjust the main educational program, the issue can be initiated by the department and submitted for consideration by the educational and methodological council.

The IHSM undergoes an external quality assurance procedure on a regular basis. Currently, the agencies involved in the external quality assurance procedure are WFME-accredited agencies, such as NAAR and AEPO, operating on the basis of WFME standards and the requirements of the Kyrgyz legislation.

Analytical part

The university is very responsive to all new trends in the field of organization management and education. This is characterized by the fact that the principles of quality management and monitoring of the most important performance indicators are being implemented.

Cooperation with international organizations WFME, which implement policies in the field of regulation of medical education in the area of potential employment of graduates, allows you to quickly respond to new trends and improve the quality of training specialists.

Strengths/best practices

The International Higher School of Medicine regularly undergoes external audits and inspections that help ensure the quality of training of medical professionals.

EEC recommendations

There are no recommendations for this standard

EEC's conclusions based on the following criteria:

strong positions – 1,
satisfactory-4,
suggest improvements – 0,
unsatisfactory-0.

OVERVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD

6.1 MISSION AND RESULTS Standard

- No strengths were identified for this standard.

6.2 EDUCATIONAL PROGRAM Standard

- No strengths were identified for this standard.

6.3 STUDENT ASSESSMENT Standard

- No strengths were identified for this standard.

6.4 STUDENTS Standard

- IHSM provides comprehensive support to students – good living conditions, food, full and high-quality medical care, a complete system of psychological and socio-cultural adaptation.

6.5 ACADEMIC STAFF /TEACHERS" Standard

- Opportunities for continuous professional development and formation of teaching staff are provided (regular training events for teaching staff, including in online format), as well as ensuring participation in internships and conferences to master best practices.

6.6 EDUCATIONAL RESOURCES Standard

- The university has its own clinical bases, the number of which is regularly increasing, as well as the necessary material and technical support for the educational process (classroom stock, study facilities, libraries, electronic resources, models and simulators, etc.).

6.7 QUALITY ASSURANCE POLICY Standard

- No strengths were identified for this standard.

6.8 MANAGEMENT AND ADMINISTRATION Standard

- The university administration organizes continuous work aimed at achieving goals and developing approaches that correspond to modern trends in the development of medical education, training personnel.

6.9 CONTINUOUS UPDATE Standard

- The International Higher School of Medicine regularly undergoes external audits and inspections that help ensure the quality of training of medical professionals.

OVERVIEW QUALITY IMPROVEMENT RECOMMENDATIONS FOR EACH STANDARD

6.1. MISSION AND RESULTS Standard

- There are no recommendations for this standard.

6.2 "EDUCATIONAL PROGRAM" Standard

–The management of the medical school is to increase the number of hours spent on clinical contacts with patients during classes, and not to spend practical training time working in the simulation center-by February 2024.

–The management of the medical school –should consider changing the model of concentrated practice to the model of dispersed practice-by September 2024.

–Medical school management and educational program managers – in addition to CBL methods, actively implement and use PBL and TBL using the methodology of these approaches to active student learning-by September 2024.

–Heads of educational programs – when implementing PBL to consider the issue of consolidation of disciplines – consolidation of disciplines) - by September 2024.

6.3 STUDENT ASSESSMENT Standard

– Managers of educational programs need to adjust the assessment system with the earlier introduction of standardized approaches to assessing practical skills (no later than the 2nd year), as well as evaluating the behavior and social attitude system (360-degree assessment, etc.). Involve teachers of disciplines implemented in senior courses to evaluate students in disciplines that are implemented at the higher level. junior courses of study – by February 2024.

6.4. STUDENTS Standard

- There are no recommendations for this standard.

6.5. ACADEMIC STAFF /TEACHERS Standard

- There are no recommendations for this standard.

6.6. EDUCATIONAL RESOURCES Standard

- There are no recommendations for this standard.

6.7. QUALITY ASSURANCE POLICY Standard

- There are no recommendations for this standard.

6.8. MANAGEMENT AND ADMINISTRATION Standard

- There are no recommendations for this standard.

6.9. CONTINUOUS UPDATE Standard

- There are no recommendations for this standard.

OVERVIEW RECOMMENDATIONS FOR THE DEVELOPMENT OF AN EDUCATIONAL ORGANIZATION

The EEC Commission has no recommendations on the development of the organization of education.

RECOMMENDATION TO THE ACCREDITATION COUNCIL

The EEC members agreed that the International Higher School of Medicine is recommended for accreditation for a period of 5 years.



Appendix 1. Evaluation table "INSTITUTIONAL PROFILE PARAMETERS"

n/n	No.	Evaluation criteria	EO position			
			Strong	Satisfactory	Implies Improvement	Unsatisfactory
Standard 1. MISSION AND VALUES						
An educational organization should:						
1	1.1	have a published statement outlining the mission of the EO, its values, priorities, and goals		+		
2	1.2.	Communicate the mission of the EO to stakeholders and the health sector		+		
3	1.3	Describe the mission of the EO, its values, educational goals, research functions, and relationships with the health service and communities		+		
4	1.4.	Ensure that the mission of the public organization is consistent with the institutional strategy		+		
5	1.5.	ensure the participation of teaching staff, students and other stakeholders in the development of the mission of the public organization		+		
Standard 2. EDUCATIONAL PROGRAM						
The educational organization must:						
6	2.1	have procedures in place for the development and formal approval of the EP at the institutional level. Programs should be developed in accordance with the established objectives, including the principles underlying the EP model used, the		+		

		relationship between components and expected learning outcomes				
7	2.2	ensure that the qualifications obtained as a result of educational programs should be clearly defined and explained		+		
8	2.3	define the expected learning outcomes that students should master preparation for graduation, as well as expected learning outcomes for structural units of the EP (disciplines/modules)		+		
9	2.4	when developing the EP, ensure that the objectives of the EP are consistent with the institutional strategy and that there are clearly defined expected learning outcomes; participation of students and other stakeholders in the development of the EP; smooth progress of the student in the process of mastering the EP; determination of the expected workload of students (for example, in credits or hours); provision of opportunities for practical training (where possible required)		+		
10	2.5	ensure that the content of the EP includes the necessary sections to prepare students for their role in practical health care and for their subsequent further education		+		
11	2.6	use educational strategies and teaching methods that ensure that students achieve the expected learning outcomes			+	
12	2.7	ensure that the EP is linked to the mission, expected results, resources and and in the context of the EP		+		
Standard 3 STUDENT ASSESSMENT						
, the educational organization should:						
13	3.1	define, approve, and publish a student assessment policy that is implemented through a centralized system of multiple coordinated assessments that correspond to expected learning outcomes. The student		+		

		assessment policy is communicated to all stakeholders.				
14	3.2	provide an assessment system that regularly offers students effective feedback, identifies their strengths and weaknesses, and helps them consolidate their learning. This formative assessment is linked to educational strategies that ensure that all students have the opportunity to reach their potential			+	
15	3.3	Integrate student-centered learning processes into their programs to encourage students to take an active role in building the educational process together, and student assessment should reflect this approach			+	
16	3.4	provide an assessment system on which decisions are made about progress and release. The final assessment of learning outcomes uses a wide range of assessment methods and formats depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and the assessment format		+		
17	3.5	use the results of student assessment to improve the performance of academic staff, structural units of the EP (disciplines/modules educational institution		+		
18	3.6	ensure that an assessment policy with a centralized system guides and supports its implementation and entails the use of a variety of summative and formative methods leading to the acquisition of knowledge, clinical / practical skills and behaviors required by the doctor / specialist		+		
19	3.7	ensure that the assessment system policy is consistent with the mission EO, its specific educational outcomes, available resources and context of the EO		+		

20	3.8	regularly evaluate students in disciplines (modules) and clinical internships in order to provide feedback that guides their learning, promotes early detection of failing students and opportunities for improvement			+	
Standard 4. STUDENTS						
An educational organization must:						
21	4.1	have a publicly available policy that sets out the goals, principles, criteria, and processes for selecting and admitting students			+	
22	4.2	have pre-defined, published, and consistently applied rules governing all periods of the student's "life cycle", i.e. admission, academic performance, recognition, and certification			+	
23	4.3	provide students with accessible and confidential academic data, social, psychological and financial support services, as well as career guidance			+	
24	4.4	when developing policies, take into account the relationship between the number of students enrolled (including international students) and the resources, opportunities and infrastructure available for their proper education, equality and diversity issues, rules for re-application, deferred admission and transfer from other EO/EP			+	
25	4.5	when selecting students, pay attention to the selection requirements, stages of selection, mechanisms for submitting proposals, mechanisms for submitting and receiving complaints			+	
26	4.6	offer and provide support to students in developing academic skills, managing physical and mental health, personal well-being, financial management, and career planning	+			
Standard 5. ACADEMIC STAFF/TEACHERS						

An educational organization must:						
27	5.1	have a sufficient number of qualified teaching staff required for the implementation and implementation of the EP, taking into account the number of students, teaching and learning style		+		
28	5.2	have objective and transparent recruitment, professional growth and development processes for all staff that guarantee the competence of their teachers		+		
29	5.3	implement the stated policy of continuous professional development of their teaching staff	+			
30	5.4	define a policy for the recruitment of academic staff, including consideration of the number, level, and qualifications of academic staff required to provide the planned EP to the intended number of students, the distribution of faculty members by profile, qualification, and length		of service+		
31	5.5	recognize the importance of teaching, develop clear, transparent, and objective criteria for hiring employees, assigning them to other positions, and position, promotions, dismissals and follow them in their activities		+		
32	5.6	provide opportunities for career growth and professional development of teachers, sharpen scientific activities to strengthen the link between education and research, innovative teaching methods and the use of advanced technologies		+		
Standard 6. EDUCATIONAL RESOURCES						
An educational organization must:						
33	6.1	ensure that training resources and student support services are sufficient, accessible and appropriate for the purpose		+		

34	6.2	have appropriate and sufficient resources to ensure that students receive the necessary clinical / practical training	+			
35	6.3	ensure adequate access to virtual and physical information resources to support the mission of the EO and the EP		+		
36	6.4	provide training with appropriate attention to safety of the learning environment and patients, including monitoring the student's activities in clinical/production facilities		+		
37	6.5	when allocating, planning and providing educational resources with support services, take into account the needs of different groups of students (adults, working people, part-time students, foreign students, people with disabilities) and take into account the trends of student-centered learning		+		
38	6.6	ensure that all resources are accessible and appropriate to the learning objectives, and inform students about available services		+		
39	6.7	ensure that the key role in providing support services belongs to the administration and specialized services		+		
Standard 7. QUALITY ASSURANCE POLICY						
An educational organization should:						
40	7.1	have a quality assurance system that addresses the educational, administrative and research components of the institution		+		
41	7.2	have a published quality assurance policy that is part of its strategic management. Internal stakeholders should develop and implement this policy through appropriate structures and processes, with the involvement of external stakeholders		+		
42	7.3	have a process and outcome monitoring program that includes collecting and analyzing data on key aspects of EP to ensure that the educational process is being		+		

		implemented appropriately and to identify any areas that require intervention, as well as the collection of data on data collection is part of administrative procedures related to student admissions, student assessment, and completion				
43	7.4	define policies and procedures as the basis for a logical and consistent quality assurance system for public organizations, official status, and be accessible to the general public		+		
44	7.5	ensure that the quality assurance policy reflects the relationship between research, teaching, and learning and takes into account the national and intra-university context; supports the organization of the quality assurance system; structural units of the public organization, management, teaching staff and students performing quality assurance duties; processes that ensure academic reputation and freedom, processes that prevent intolerance of any kind and discrimination of students and teachers; participation of external stakeholders in quality assurance		+		
Standard 8. MANAGEMENT AND ADMINISTRATION						
An educational organization must:						
45	8.1	have a defined governance structure for teaching, learning, research, and resource allocation that is transparent and accessible to all stakeholders, consistent with the mission and functions of the institution, and ensures its stability		+		
46	8.2	ensure that it collects, analyzes, and uses relevant information to effectively manage its activities and its EO		+		
47	8.3	have policies and procedures in place to engage or advise students and teachers on key aspects of the educational activities and management process of the EP		+		

48	8.4	have appropriate and sufficient administrative support to achieve their teaching, learning and research	goals+			
49	8.5	inform the public about their activities (including programs). The information provided should be clear, reliable, objective, up-to-date and accessible		+		
50	8.6	define mechanisms for collecting and analyzing information about their activities, their EP and use the data obtained in the work of the internal quality assurance system		+		
51	8.7	develop an audit policy and process to ensure adequate and effective administrative, human and budgetary support for all activities Public		organization+		
52	8.8	provide information about their activities, including the programs being implemented, the expected learning outcomes of these programs, the qualifications being awarded, teaching, training, assessment procedures, passing scores and training opportunities provided to students, as well as information about employment opportunities for graduates		+		
Standard 9. CONTINUOUS UPDATING						
An educational organization must:						
53	9.1	monitor and periodically evaluate programs to ensure that they achieve their objectives and meet the needs of students and society. The results of these processes should lead to continuous improvement of the EP. All interested parties should be informed of any actions planned or taken in relation to EP		+		
54	9.2	undergo external quality assurance procedures in accordance with European standards and recommendations on a regular basis	+			
55	9.3	in the monitoring, periodic assessment and revision of the EP, include an assessment of		+		

		the content of the EP, taking into account the latest scientific achievements in a particular discipline, to ensure the relevance of the discipline taught; changing needs of society; workload, academic performance and graduation of students; effectiveness of student assessment procedures; expectations, needs and satisfaction of students with learning in the EP; educational environment and support services compliance with the program goals				
56	9.4	regularly evaluate and review the EP with the involvement of students and other interested parties and publish the changes made		+		
57	9.5	regularly participate in external quality assurance procedures that, where necessary, take into account the requirements of the legislation under which they operate		+		
TOTAL			5	48	4	0