



«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 commission of expert on assessment
for compliance with the requirements of the standards of specialized
accreditation of educational programs of State Educational Institution
“Avicenna Tajik State Medical University” specialty 1-790101 "GENERAL
MEDICINE"**

from 28 to 30 October 2019

INDEPENDENT ACCREDITATION AND RATING AGENCY
External experts commission

*It is addressed to
Accreditation Council of IARA*



Независимое агентство
аккредитации и рейтинга

Report
on the results of the work of the external expert commission on assessment for compliance with the requirements of the standards of specialized accreditation of educational programs of State Educational Institution “Avicenna Tajik State Medical University” specialty 1-790101 “GENERAL MEDICINE” from 28 to 30 October 2019

Dushanbe

October 30, 2019

CONTENT

(I) LIST OF DESIGNATION AND ABBREVIATION	4
(II) INTRODUCTION	5
(III) REPRESENTATION OF THE ORGANIZATION OF EDUCATION	6
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE	9
(V) DESCRIPTION OF EEC VISIT	9
(VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION	11
(VII) REVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD	31
(VIII) REVIEW RECOMMENDATIONS FOR IMPROVING QUALITY	34
(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATION ..	35
Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"	36



(I) LIST OF DESIGNATION AND ABBREVIATION

SEI, University, HEI –State Educational Institution Avicenna Tajik State Medical University
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
DAR - Department of Academic Work
DHRM – Department of Human Resources Management
DSD and IC - Department of Strategic Development and International Cooperation
OD - Operations Department
IC - Individual Curriculum
TSMU - Tajik State Medical University
CED - catalogue of elective disciplines
LCU - laboratory of collective use
GM – General medicine
MH SPP RT - Ministry of Health and social protection of population of the Republic of Tajikistan
MES RT – Ministry of Education and science of the Republic of Tajikistan
MES - Modular Educational Program
IS ISO – International Standardization ISO
MTR – material and technical resources
SCC - State Certification Commission
RW – Research work
PhD RW - PhD Research Work
RA - Regulatory Acts
CPD - continuous professional development
SEC - scientific expert commission
SEC - Scientific Expert Council
SIMD - Scientific and Innovation Management Department
EP - Educational Program
PTS – professional and teaching staff
WC – working curriculum
EC – Employer Council
SC – standard curriculum
TMCD – teaching methodology complex of disciplines
SC – Scientific Council

(II) INTRODUCTION

In accordance with the order of the IARA № 99-19-OD from 10.11.2019 at SEI Avicenna Tajik State Medical University, the visit of an external commission of experts (ECE) from October 28 to 30, 2019 was. An assessment was made of the conformity of the educational program **in specialty 1-790101 "General Medicine"** with the standards of international specialized accreditation of the IARA:

Composition of ECE:

1. **Chairman of the commission** - Mirzabaev Marat Zhumabekovich, professor of Neurosurgery Department, MD APS “Kazakh Medical University of Continuing Education (Almaty, Kazakhstan);

2. **Foreign expert** - Kanushina Marina Alekseevna, director of "AC Institute of international Education", PhD, MBA. (Prague, Czech Republic);

3. **Expert** - Baskakova Irina Valentinovna, Associate Professor, Department of Therapeutic Dentistry, Ph.D. APS “Kazakh National Medical University named after S.D. Asfendiyarov”(Almaty, Kazakhstan);

4. **Expert** - Berdesheva Gulshara Aitkalievna, Head of the Department of General Hygiene, Ph.D, APS "West Kazakhstan University named after M. Ospanova"(Aktobe, Kazakhstan);

5. **Employer** – Aliev Samariddin Partoevich, Director of Tajik Research Institute of Preventive Medicine (Dushanbe, Tajikistan);

6. **Student** – Eshmatova Farzona Fuzuljanovan, the 6th year student in the specialty “General Medicine” of Tajik National University (Dushanbe, Tajikistan);

7. **Observer from the Agency** – Dzhakenova Alisa Satbekovna, Head of Medical Projects, Ph.D. (Nur-Sultan, Kazakhstan).

(III) REPRESENTATION OF THE ORGANIZATION OF EDUCATION

The history of SEI "Avicenna Tajik State Medical University" is a way of formation and improvement of 80 years long. More information is available at <http://www.tajmedun/tj>

Avicenna Tajik State Medical University is one of the most prestigious higher educational institutions of the Republic of Tajikistan, which is based on the requirements of the population of the Republic, plays a key role in the training of highly qualified specialists and to improve the state of health of the society.

This higher institution began its function in 1939. In 1952 by the decision of the Soviet government, the Institute was named after the great son of Tajik people Abuali ibni Sino (Avicenna), and in 1992 it received the University status. In 1990, for great achievements in training skilled personnel the University was awarded APS International Award named after Abuali ibni Sino.

Within the framework of the implementation of the "Development Program of Avicenna TSMU for 2006-2015" approved by the decision of Government of RT the material and technical base of the University was strengthened, training buildings and dormitories were repaired. As a result educational process was regulated, favourable conditions were established in order today medical University has held a special place among the medical schools of the region. During not very long activities, the university has trained more than 37 thousand experts in the field of health, who now live and work not only in the Republic but also abroad.

Avicenna TSMU plays a significant role in the implementation of the "Program of innovative development of the Republic of Tajikistan for 2011 – 2020", "Strategy of the Republic of Tajikistan in the field of science and technology for 2015 - 2020", "Programs of training of scientific personnel of the Republic of Tajikistan for 2009 – 2015".

Avicenna TSMU has a number of educational and administrative buildings, with a total area of 19.2 hectares. From this 105 733 sq.m are made educational area. Educational process, scientific clinical work is carried out in the educational buildings of the University, centers, city and Republican hospitals.

Currently, there are 10 372 learners in the University, including 8 930 students, 609 medical residents and interns, 180 people train under the program of postgraduate and doctoral studies of PhD. The number of foreign students from 13 countries – India, Russia, Kazakhstan, Kyrgyzstan, Turkmenistan, Uzbekistan, Latvia, Azerbaijan, Afghanistan, Iran, Yemen, Denmark and the USA, studying in Avicenna TSMU is 789 people.

Professional and teaching staff of TSMU is 680 people, including 84 M.D. and 230 PhD candidates. From them 40 are professors and 51 are associate professors. The number of external teachers - co-workers is 152. The average age of PTS is 48.5 years, of the total number of PTS, 142 are young people under the age of 35.

The training process in TSMU is regulated by the training subdivision and is carried out by 12 structural units– by education department, faculties, Coordinating Council, Educational Council, Centre of practical skills training, Centre of

postgraduate education, United test center, information technology Center, Office of registration and consultation, Department of monitoring and quality control of education, Department of practical training, research library, pre-university training Center.

In the University educational process is carried out in accordance with the State standard of higher education in five specialties – "1 – 790101 – General Medicine", "1 – 790102 – Pediatrics", "1 – 790103 – Public Health", "1 – 790107 – Stomatology", "1 – 790108 – Pharmacy".

The educational process in the University is implemented in three languages – State Tajik, Russian and English languages.

Practical training of students is one of the most important parts of the educational process. Under the agreement of Avicenna TSMU with the clinical centers of the Republic, Department of practical training carries out the distribution of students for practical training each year. Every year on the basis of medical institutions of cities and districts of the Republic, with the aim of acquire practical skills and development clinical competencies, 45 000 students undergo practical training.

The Postgraduate Training Centre of the University provides retraining of professional and teaching staff of the University, doctors of various specialties of medioprofilactic institutions of different cities and areas of the country where further education is conducted on 176 programs, and primary specialization is conducted on 19 programs. The educational process is fully upgrade with training equipment; scientific library provides students with educational literature.

Scientific innovation activity is one of the indicators, which determine the level of development of higher educational institutions. That is why scientific innovation activity, innovation and discovery, the preparation of scientific staff and attracting students to scientific work is identified as one of the priorities in Avicenna TSMU. Research and innovation activity of the University is coordinated by the Vice-rector for Science and Publishing.

The Central Research Laboratory of Avicenna TSMU consists of 9 specialized equipped with modern equipment laboratories.

There are also 19 educational and scientific laboratories function on the departments of the University. University has periodicals, one of which is a scientific journal registered in the list of HAC of the Russian Federation and HAC of the Republic of Tajikistan, "Payomi Sino" ("Bulletin of Avicenna"). And the university is also the only publisher of the scientific and practical journal in the field of medicine in the state language "Avji Zuhal" (Zenith of Glory), which has been published since 2010.

In order to further improve the students scientific activities in 2015 was created "Students' scientific society", the management structure of which is the scientific youth Council. This Council plays an important role in engaging students in research and creative work, in international cooperation of students, their active participation in international scientific events and in the participation of young foreign scientists in theoretical and practical conferences of the University. In

addition, School for young researchers and Summer science school, which play an important role in the promotion and improvement of scientific work among young people are function in the University. Training seminars of these schools attracted a large number of students, including foreigners. In their work annually attended students from the Russian Federation, the Republic of Kazakhstan and People's Republic of China. It should be noted that over the last 5 years 95 participants of the Scientific society of young people took part in an international scientific events and were awarded the Diploma "the Best report". Young scientists of the University regularly participate in competitions and events, including in competition nominate for the state award named after Ismoil Somoni. Among the young scientists presented their research papers, 17 were the prize-winner of this award.

One of the directions of the international activity of the University is to strengthen academic exchange. At present, Avicenna TSMU has concluded agreements and signed memoranda with more than 100 Universities of the world. In the framework of joint contracts, teachers and students of the University are sent to reputable foreign institutions for training and exchange of experiences, such as clinic of the Goethe University Frankfurt on the Main (Germany), State medical University of Karaganda (Kazakhstan), State medical Academy, Izhevsk (Russia), Kharkiv pharmaceutical University (Ukraine) for the improvement of knowledge. In the framework of the academic exchange of teachers of Karaganda state medical University were held a series of lectures and practical classes for students of TSMU.

The University has implemented a number of projects sponsored by foreign organizations, example of which are: "Reform of medical education", supported by the Swiss office for Development and Cooperation, projects under the Erasmus + program in higher education, foreign language teaching, academic exchange, scientific projects jointly with the Robert Koch Research Institute (Germany), University of Ludwig (Germany) and WHO. Today the University is the grant applicant of three active development projects in Higher education which is funded by the World Bank "Modernization of Higher Medical Education in Avicenna TSMU", "Innovative development of Pharmaceutical Education in the Republic of Tajikistan", "improving the quality of medical education in Avicenna TSMU" and is a part of the consortium project of the Erasmus + program "Setting peer review instruments and goals for medical (health) education".

Currently, SEI "Avicenna TSMU" is one of the leading among Universities that train medical professionals, by the quality of medical education and has valuable experience in implementing educational programs of higher undergraduate (pre-) and postgraduate education.

Documents constituting the organizational and legal basis of the activity and the legal basis for the implementation of the educational program of the University are presented on the site.

The main normative-legal document of the University is a Charter. In accordance with the Charter the main object and purpose of the activities of SEI "TSMU" is a scientific and educational activity in the field of health, carrying out research works in the field of health care, providing highly specialized medical care,

establishment of clinical databases in accordance with the organizational structure of the University, as well as the implementation of production and economic activity.

Local regulations of the University are: decisions of the Scientific Council, TMC, orders and instructions of the Rector, decisions of the administration.

In 2019, the University has successfully passed certification by the State Agency for Supervision of Education under the Ministry of education and science of the Republic of Tajikistan and received a license to conduct educational activities AU № 0002818 in programs of higher, postgraduate and additional education, according to which it is entitled to the issuance of education documents of the state standard. The license is valid until 2024. Currently, the University is preparing to hold National accreditation from the Ministry of education and science of the Republic of Tajikistan.

The main task of SEI "Avicenna TSMU" is the creation of the necessary conditions for higher and postgraduate professional education, directed on formation, development and professional formation of personality on the basis of national and universal values.

Control system and material-technical base of SEI "Avicenna TSMU" reflected on the website. The organizational structure of the University for 01.09.2019 is presented in Appendix 1.

Medical faculty carrying out an educational program on specialty "General medicine» was organized in 2008 by combining two directions of training of medical personnel "General medicine" and "Pediatrics". This process was regulated by approved Government Decision RT, "Concepts of medical and pharmaceutical education reform in the Republic of Tajikistan" (№ 502 2008).

Specialty "General medicine" was headed by the leading specialists of the University – MD, Professors- Gulov M.K., Tabarov M.S., Muhabbatov J.K. At present the faculty is headed by MD, associate professor Khojaeva N.M. (from September 2019).

Currently, the faculty includes 39 departments.

In connection with the introduction of SES 2009 in SEI "Avicenna TSMU" in 2009 the first recruitment of students to the Medical Faculty was taken place. Dynamics of admission of students in the educational program "General medicine" for the last 5 years is presented in the table.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

No accreditation previously.

(V) DESCRIPTION OF EEC VISIT

The work of EEC was carried out on the basis of the Program visit of the commission of experts for the specialized accreditation of educational programs "General medicine" of TSMU, in the period of 28 to 30 October 2019.

To obtain objective information about the quality of educational programs and the entire infrastructure of TSMU, for clarify the content of the report on self-assessment meetings were held: with Rector, Vice-rectors, heads of departments of accredited EP, Dean of public health faculty, biology and pharmacy, with PTS, doctoral candidates, graduates, employers.

During the meeting, the Commission determined such positions, as the administration of the educational process in the specialty of GM, compliance of the training organization with RT requirements in this field, opportunities of using international experience through the implementation of strategic partnerships, support of PTS, doctoral students from the AMP, resource provision of scientific-educational process in High School on the accredited specialties, the demand of graduates in the labour market and their assessment by employers, the participation of stakeholders in the development of the mission of the University, EP and other issues.

On the first day of the visit meetings were held with the Rector and Vice-rectors, attended 5 people. With the heads of accredited EP - deans of the faculties, attended 5 people.

A visual inspection of the University was made and visits to departments: office of registration and consultation; Department of normal physiology, Department of hygiene of the surrounding environment, Department of surgical diseases №2, the Dean office of the medical faculty, Department of youth Affairs, Central research laboratory, dormitory, canteen and playground.

On visiting, there were heads of chairs and heads of division s, totally 7 people.

Interviewing with heads of departments were conducted – totally 61 people, with the PTS of the University - 106 people. After which the PTS passed a survey - 123 people.

On the second day of the visit, conducted a visual inspection of the University and visiting chairs: Center of practical skills, scientific library, Department of normal anatomy, anatomical museum, Department of epidemiology, Department of Biology, Department of Public health, medical statistics with the course of the history of medicine, with joint participation of heads of departments, heads of divisions, totally 8 people.

According to the schedule for the above departments attended classes.

There was the meeting with students - 95 people and their questioning, only 221 students. Meeting with students for postgraduate education (PhD-students, graduate students, interns, residents) – 61 people.

There was the meeting with the employers totally 15 people, graduates only 16 people.

In the third day visited bases of practices, clinical bases on EP of "General medicine":

1. Medical center "Istiklol"

a) Department of propedeutics of children's diseases of PTS and students – totally 35 people

- b) Department of obstetrics and gynecology №2 of PTS - 5 people
 - c) Department of children's diseases №1 of PTS and students - 19 people
- Totally 59 people.

Then there was held a joint meeting of commission of experts, where discussed the results of commission of experts, voted and prepared the necessary documentation for accomplishment the work of the Commission. The final meeting of the EEC was held with the administration of TSMU.

(VI) COMPLIANCE WITH THE STANDARDS OF SPECIALIZED ACCREDITATION

6.1 Standard "Mission and outcomes of training"

The evidential part

The activities of the institution directed on realization of the mission of TSMU. The mission corresponds with the Strategic plan of TSMU. Strategic goal and mission tasks accord with the purposes and objectives of the University.

Mission, vision and strategic goal of the University accord with the purposes, objectives and priorities of the national system of education that it is expressed in the desire of the University constantly improve the level of human resource development to provide qualitative health services to the population of Tajikistan.

The University attracts to the formation of EP in specialty "General medicine" of PTS, students and employers. The count interests of employers found at the level of objectives definitions of training specialists. Employers annually formulate their needs for specialists and requirements to their preparation.

Information about the content of EP "General medicine" shall be brought to stakeholders by placing on the website of TSMU.

EP "General medicine" are regularly reviewed and approved.

The analysis of the external and internal environment is conducted in the University. The degree of satisfaction of teachers, students is determined during sociological monitoring. Monitoring is organized and conducted in accordance with established requirements. Polls and surveys in TSMU are conducted among students, alumni, employers and teachers to identify their views about the quality of professional activity of teachers, the quality of management and other important issues of the educational process.

The analytical part

The implementation of EP "General medicine" meets the requirements of the standard "Mission and outcomes of training", that it is confirmed by 98% employment of graduates.

The process of developing of EP "General medicine" is transparent and accessible to all stakeholders (confirmed during interview with students, teachers and employers). Institutional autonomy and academic freedom is confirmed by the fact that the policy in the field of ensuring the quality of educational programs at

TSMU was developed and approved by the decision of the Academic Council of TSMU on January 21, 2016 (Minutes № 11 from 28.06.2018).

All departments of the university and the owners of the processes participate in the formation and implementation of the Quality Assurance Policy of EP, relying on the basic principles of activity prescribed in the Policy. The document is presented on the university website. Activity of each unit is regulated by the internal documents developed at TSMU - Regulations, which are also presented on the website in the "University Regulations" section.

Strengths/best practice

Strengths include:

- The presence in the University approved Policies in the field of quality. The University's development strategy until 2025 approved by the Scientific Council (from 29.07.2017, Minutes № 11).
- Compliance with EP objectives to the strategic plan of development and mission of the university
- High demand for graduates in the labour market
- Developed in the University regulatory documents for all types of activities, defining responsibility for implementation of EP (Regulations, instructions)
- High institutional rating of the University in the Republic of Tajikistan and educational programs.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest improvement/ unsatisfactory)

strengths – 23

satisfactory – 2

suggest improvements – 0

unsatisfactory – 0

Recommendations

- To continue the work in the field of development of administrative medicine and research in medicine and continue to work in the framework of introduction of the internal and external audit system, for the purpose of implementation final results.

6.2. Standard "Educational program"

The evidential part

In the content of the educational program in specialty 1-790101 "General medicine" in accordance with SES RT 2017 1-790101 specialty "General medicine" is defined the complete list of disciplines in three cycles: humanitarian disciplines, natural, scientific disciplines, general professional disciplines;

The integrity of the educational program that combines fundamental training with the interdisciplinary nature of their professional activities is provided a clear

structure of the educational process, the sequence of study subjects and the availability of integration between disciplines. Disciplines and EP blocks are designed in such a way that major structural issues are dealt with continuously throughout the study period, at the same time at each subsequent level the material is complemented and expanded, demonstrates the additional features and connection with other aspects of the considered disciplines (spiral approach). So, for example, the issues of hemostasis primary are discussed by students on the 2nd courses (physiology and biochemistry) from the position of normal operation of the system, then on the 3rd course within the discipline "Pathological physiology" this section is considered from the point of involvement of links into pathological processes view, further the same question on the 5th course is regarded from the position of clinical disciplines (diagnosis and treatment, participation in the formation of symptom complex), etc.

In the educational process with the aim of developing independent and self directed learning, improvement the quality of educational services is constantly introducing innovative methods of teaching within the prescribed curriculum. The University implemented the following active learning methods and teaching:

- CBL (training on the basis of a clinical case)
- TBL (team-based learning)
- Lectures (topical, interactive, lecture discussion, integrated)
- Simulation training at the Center of practical skills
- Other active methods of training: classes with the use of teaching and research laboratories, filling in the form of a drug blank.

Components of distance learning (video lectures) are actively developed.

All teaching and learning methods direct to increase independent role of students in acquiring knowledge and skills, as well as for the development of their objective self-evaluation. The achieved learning outcomes are reflected by the students in the diaries.

The educational program of an internship after the completion of 6 years of training at the Medical faculty is provided in the direction of training: "General medical practice/family medicine" as well as on some medical specialties, determined the social order of the Ministry of health and social protection of population of Tajikistan.

The structure of construction of EP 1-790101 on specialty "General medicine" is based on the competence approach, at the same time a set of graduate competencies includes knowledge and skills that are necessary not only for future work as a health care professional, but also for further training and development. All basic natural-scientific and general professional and majors include components directed to achievement of these competencies. In addition, in the educational program special components that contributing to the further development of the student is provided. According to the requirements of "State educational standard of higher professional education" approved by Government Resolution of 25 Feb 2017 № 94 HEIs curricula consist of the following blocks of disciplines: Humanities; mathematical and natural scientific disciplines; General professional and special disciplines. In

addition, standard curricula revision in 2018 includes block for extra class work, block optional (elective) disciplines, as well as the final state certification.

Due to the acquired skills graduates of the university completing studies in the specialty 1-790101 "General medicine" can continue further training on educational programs of postgraduate education in clinical residency, internship, master's degree, PhD and additional professional education. A graduate who has completed his studies in the specialty "General medicine" receives the diploma about higher medical education with awarding qualification of "Physician", and academic record (transcript) with indication list of studied disciplines with estimations, volume of academic hours. On completion of internship (1 year) receives certificate on completion of internship and completion of clinical internship receives certificate on completion of residency with the qualification of Medical specialist. According to the "Concept of medical education reform in the Republic of Tajikistan" (2008) a graduate of internship on specialty "General medicine" has the right to continue his/her study at clinical residency or master's degree (scientific and pedagogical and profile), then Doctoral PhD. In the process of planning and revising educational program at the University level the relevant structural units participating in the implementing of EP, professional teaching staff through the decisions of the University's EMC is involved. According to the order of the Minister of education and science of RT in the standard curricula on specialties, changes were made concerning of State component it is the block of Humanitarian disciplines, namely: the labor intensiveness of this unit has decreased from 54 credits to 48 (at the expense of discipline "Physical culture"). In addition, the discipline of "Military medicine" was introduced in the block «Extra-class disciplines" and at the expense of reduction of credits of these disciplines appeared the opportunity to increase the number of credits in special subjects.

In the formation and implementation of educational process in the university, the following requirements for activities implementing the principle of equality of participants are observed:

- Focus on creating conditions for the full development of the personality of each participant in the educational process;
- Adaptation in relation to the level and peculiarities of the development and training of each of participants;
- Support for socially vulnerable groups of population;
- Overcoming "inequality for all life".

The focus of the educational program on personality development, the disclosure of abilities, potential creativity, self-expression, realization of his spiritual interests has special significance of self-education, which is one of the competences of the graduate of Avicenna TSMU. Skills of self-education are developed primarily in the process of carrying out various types of IWS provided by educational programs. IWS is organized for each discipline of the curriculum provided by the main sections of the work program. IWS is close to the research work: so during its performance there is a formation of skills, abilities and

knowledge, and assimilation by the student of methods of cognitive activity, interest to creative work and, finally, ability to solve educational and scientific problems is provided further. IWS promotes the learning, consolidation of methodology basis of research work, creative thinking, ability to argue, to defend one's position, to present one's thoughts, ideas in writing form; develop in student ability to analyze theoretical and practical material. Independent work from the first to the last course of study composes the basis of class works and extracurricular training of students and as training independence of students grows. For example, one form of execution of independent work of students in clinical departments is night duty, which is highlighted by a separate criterion for assessing current academic performance, increasing the students' motivation for independent professional activity. The control of IWS in the university can take place in written and oral forms directed to achieving the final result. The form of carrying out SIW is determined by the department. In TSMU has created conditions for students' independent work on mastering programs of various disciplines. In order to provide conditions for independent work, the working schedules of the library, Internet classes, and the center of practical skills have been optimized. IWST involves the work of students with a textbook and a primary source, group execution of the task, individual analytical activities within the framework of the task. IWST is conducted for each discipline throughout the academic period according to the schedule with indication the date, time, auditorium. Classes within the framework of IWST have advisory and interactive forms, the ratio of which is determined by the complexity of the studied course, the volume of classroom hours allocated for its study, the level of training of students. Classes within the framework of IWST are purposed for students meeting with difficulties on carrying out received tasks on discipline, with a view of obtaining further advice.

Adaptation of Educational Program towards the level and characteristics of development and training of each participant is carried out at the expense of two components. First, a substantial part of the educational program is represented by a component of student choice (elective disciplines), which allows the student to form his own educational trajectory within the framework of qualification requirements in the specialty. Secondly, in the process of implementation of educational activities of departments and courses additional classes and consultations of students on issues of studied discipline are provided. The schedules are presented on the student portal, which ensures their public availability for each student. Thus, conditions are created that help overcome possible problems with the basic training of the student, or his current level of learning the material of discipline.

Equal treatment to students is ensured, first and foremost, by strict compliance with the constitutional right for education. The structures ensuring the educational process guarantee non-discrimination on sex, language, religion through: equal

access to educational resources, free choice of language of education, equal requirements for the results of education regardless of racial, ethnic, confessional or gender origin (syllabuses, working curricula and WCs, internal regulations, agreement on educational services). Supervision of the observance of equal rights is carried out hierarchically by heads of departments, deans' offices, educational department supervising by vice-rector. About any injustice cases students have opportunity to inform or make claims about their administrative, disciplinary assessment and suppression through the rector's blog, trade union committee, disciplinary commission, public commission for consideration of applications, as well as at regular meetings of the university administration with students (minutes of meetings of rector, vice-rectors, deans with students during discussion of increase of GPA, discussion of quality of educational process), there are also extensive opportunities given for students to make statements about potential and existing problems and their considerations in the student government bodies (student support service, student coordinating council, students' union committee).

The analytical part

Educational program on specialty 1-790101 "General medicine" in accordance with SES RT 2017 specialty 1-790101 "General medicine" has the integrity that combines fundamental training with the interdisciplinary nature of the professional activity, provides a clear structure of the educational process, the sequence of study subjects and the availability of integration between the disciplines.

Due to the acquired skills graduates of the university completing studies in the specialty 1-790101 "General medicine" can continue further training on educational programs of postgraduate education in clinical residency, internship, master's degree, PhD and additional professional education.

The focus of the educational program on personality development, the disclosure of abilities, potential creativity, self-expression, realization of his spiritual interests has special significance of self-education, which is one of the competences of the graduate of Avicenna TSMU.

Strengths/best practice

- Annual revision of educational programs.
- Classes have consultative and interactive forms, the ratio of which is determined by the complexity of the studied course, the amount allotted to the study of classroom hours, the level of preparedness of the students.
- Training as part of the IWST is intended for students who have difficulty in carrying out the received tasks on the discipline, with the aim of obtaining further consultations.
- Use visualization elements for better learning in the classroom for anatomy, propedeutics and clinical disciplines.
- Cyclic form structure of the program allows students to gain deep knowledge in mastering of the program "General medicine"

Recommendations of ECE

Despite the integrity of the program "General medicine" is recommended to pay attention to the following directions:

- To structure and have a plan of introduction of innovative methods in teaching subjects on specialty "General medicine"
- To increase the number of elective disciplines, determining the balance between mandatory and elective part of the educational program
- To conduct trainings for PTS on "Teaching Methodology for adults"
- Educational department together with methodological Department of CEP should prepare lecture material for PTS, to develop a number of interactive lectures and facilitate the control over the execution.
- To reflect in the content of educational disciplines of specialty "General medicine" modern achievements of science and technology on the basis of wide use of global scientific and library resources.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest improvement/ unsatisfactory)

strengths – 27

satisfactory – 6

suggest improvements – 0

unsatisfactory – 0

6.3. Standard "The assessment of students"

The evidential part

Policy and assessment procedure of educational achievements of students in SEI "Avicenna TSMU" is carried out in accordance with the objectives of the EP, final results of training in the framework of the existing rating system and monitoring of the educational process, in accordance with directives, regulatory documents of MES RT, MH SPP RT and the internal regulations of SEI "Avicenna TSMU" ("Regulation on credit system of education in higher professional educational institutions of RT", "Regulation on final attestation of students", approved by MES RT) (see website).

The purpose of the rating system of evaluation of students is the comprehensive evaluation of the quality of teaching work in the learning process and activation of systematic work of students in mastering of educational disciplines, increase the objectivity of assessment of knowledge, estimate of efficiency of EP, directed to its improvement.

To determine the degree of development EP by students oriented at achieving the learning outcomes and development of competences, monitoring of progress, intermediate and final certification, testing is carried out.

Monitoring of students progress is conducted with the purpose of the systematic verification of knowledge of students in accordance with the working programs of disciplines. Evaluation of the current control is given for each completed

assignment by the student. On giving the current rating for task takes into account all types of training activities (class work and extracurricular – IWST, IWS), including clinical disciplines – duty, work at the patient's bedside, etc. EP in disciplines are regulated different types of current control of progress of students: oral test, written control, presentation of home tasks, testing, decision of clinical cases, monitoring, evaluation management of the patient, etc.

The analytical part

In the framework of "The assessment of students" standard on specialty 1-790101 "General medicine" in accordance with SES RT 2017 1-790101 specialty "General medicine" has materials to assess the different forms of control of educational achievements focused on assessment of learning outcomes on discipline, that it is provided by organization and planning of the assessment.

Materials for conducting the rating and the final certification pass the internal examination, FSC – external examination. As external experts are the representatives of practical health care, evaluating the content of control on the effectiveness of the used methods to assess the skills of the graduate, his/her relationship to practice, and professional competencies.

Strengths/best practice

- The use of rating system of progress assessment.
- The use of electronic register assessments of knowledge and skills of students.
- Transparency and accessibility of assessment methods due to ACS, student portal, portal for collective use.
- Three-stage final state certification.
- Chairmen of the SCC are approved by MES RT and MH SPP RT.
- Students receive immediate results upon completion of testing.
- Participation of students in the implementation of new methods of assessment.
- Ability to appeal final assessment of final control.
- Objectivity, systematic character and transparency on monitoring the progress of students.

Recommendations of ECE

To expand the range of forms and methods of evaluation of educational achievements of students. To improve the forms and methods of feedback on monitoring, intermediate and final certification.

To follow constructive balance on conducting formative and summative evaluation of students.

To develop evaluation rubric.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest

improvement/ unsatisfactory)

strengths – 9

satisfactory – 3

suggest improvements – 3

unsatisfactory – 0

6.4. Standard "Students"

The evidential part

Systematic work in the field of admission of applicants, after passing the entrance examination conducted by the National Testing Center under the President of the Republic of Tajikistan is organized in SEI "Avicenna TSMU". There is an admission committee and a pre-university training center in the structure of SEI "Avicenna TSMU".

According to the Law of RT "On Education"; The "Model Provision on Educational Institution of the Republic of Tajikistan" (2018), the license of SEI "Avicenna TSMU" for the right to carry out educational activities of AU № 0002818, it is defined the number of students who can be enrolled in higher education for various specialties. Thus, according to the annex of this license for the specialty "General medicine" it is possible accepting students in the number of 1,550 people, including foreign students. The quantitative recruitment of students for the first courses is coordinated with the existing material and technical base of the University. Considering that students are enrolled to the university according to the results of National Testing Centre under the President of the Republic of Tajikistan the selection of students according to ethnic minorities taking into account their gender, language, as well as from low-income families are not conducted by the University.

An appeal may be filed during or after completing the examinations. The applicant has the right on the day of the examination to state supervisor of the examination centre on violation of the established order in a written form, if, in the opinion of the applicant has taken place.

There are department of youth affairs, students' trade-Union organization and Education department in the university which are the structural units implementing the state youth policy, civil-Patriotic, legal, moral, professional, aesthetic, ethno - and multicultural education of students under the supervision of the Head of on public relations Department of SEI "Avicenna TSMU".

There are personal scholarships for supporting students at the Avicenna TSMU.

Since 1973, in Avicenna TSMU had function a student polyclinic, on the basis of which there was organized Medical and Diagnostic Center in 2009. Regularly monitor of the state of students' health, medical and preventive measures, dispensary observation and registration of patients, annual medical examination are carried out by doctors of the Medical and Diagnostic Center of the university.

The analytical part

In the framework of standard "Students" on specialty 1-790101 "General medicine" in accordance with SES RT 2017 on specialty 1-790101 "General medicine" meets the requirements of the standard.

One of the mechanisms for the assessment of student support services is to conduct anonymous surveys among students, analysis of the annual of the work performed during the report from the Commission drawn up by order of the rector, and by the Commission of the relevant departments. Information about students support services is communicated to the students on the basis of the work plan of the Deans, students' Union, Department of youth Affairs, women and girls Council. Annually with all faculties and courses of the University held meetings to attract and inform the students support services.

The introduction of the information system of the University and developing a mobile app will allow you to have a more active communication of students with the Dean and other bodies of the University. The use of the intellectual developments in the application of information systems allows students with minimal loss of time to use the educational resources of the University.

Strengths/best practice

- Medical faculty is the only faculty where foreign students study.
- Annually the quality of students on specialty "General medicine" is improved including applicants - gold medalists, winners of international Olympiads
- Employment of graduates of specialty "General medicine" is 97%.
- Availability of scholarships;
- Possibility to participate in international conferences at the expense of budget financing;
- Availability of hostels. For foreign students, created a canteen based on national food preferences and it is paid by the University.
- From the Fund of the rector seasonal clothing is purchased for students from low-income families.

Recommendations of EEC – N/A.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest improvement/ unsatisfactory)

Strengths – 16

Satisfactory – 0

Suggest improvements – 0

Unsatisfactory – 0

6.5. Standard "Academic staff/teachers"

The evidential part

Mission and Policy of education quality of SEI "Avicenna TSMU", "Development strategy of SEI "Avicenna TSMU" for 2017-2025 years entail the

identification of priorities for the formation, registration, accounting, human resources management and development of personnel potential of the University, defining policies of admission and qualification requirements to staff and teachers for effective implementation of educational programs and achievements of mission and goals of the University.

The formation of professional and teaching staff (PTS) of the University is directed to ensuring the implementation of educational programs on specialties of the University, but also by languages of education.

Requirements for teachers' qualifications for employment, duties, rights and responsibilities of teachers are defined in their job descriptions.

For the implementation of educational programs on specialties and languages of education on the basis of working curricula of specialty, the calculation of hours on discipline staff list of SEI "Avicenna TSMU" is annually developed and approved. In 2019-2020 academic years the ratio between regular teachers and part-time workers by the University meets the requirements and makes 4, 2:1.

To maintain teachers balance in Humanities, basic (disciplines natural-scientific block of disciplines) general professional and professional (clinical) disciplines, academic employees and educational support personnel in the preparation of staff list the University is guided by the following provisions:

- the following ratio of the volume of disciplines is established: block of humanitarian disciplines – 11.4%, basic (block of natural-scientific disciplines) - 5%, block of General professional disciplines – 28.9% and professional disciplines - 49.1% (according to SC on specialty and State educational standard on specialty 1-790101 "General medicine").

- the ratio students/teachers is established (currently this ratio in the specialty "General medicine" the 2019-2020 academic year is 9:1).

- the part of educational support personnel is established depending on the needs of the departments for the organization of the educational process.

- the average teaching load of PTS is established according to the decision of the Academic Council of SEI "Avicenna TSMU" from 29.08.2019 (Protocol № 1).

- the proportion of staff teachers of the total number, including the cycles of basic and main disciplines of state obligatory standard of education for universities is at least 50% (SES on specialty "General medicine" (2017).

In accordance with these documents, calculates the staff of PTS by the curriculum disciplines and the number of educational support personnel.

Overall, according to staff list of 2019-2020 academic year for PTS on specialty "General medicine" was allocated 749.25 staff units, which is 93% of the total number of staff allocated to the University PTS.

In the University, there are rules of competitive vacancy of professional and teaching staff and research workers of SEI "Avicenna TSMU" ("Provisions of the competition Commission of Avicenna TSMU" (28.03.2019, № 8)).

One of the mechanisms of implementation policy is the development and introduction of PTS rating for all activities. According to the results of PTS rating there is a premium (bonus) to the basic salary in the nomination "The Best

Department of the University." Also according to the rating of PTS provides for a lump sum remuneration for the title of "The best Professor of the year", "The best head of the department", "The best associate Professor", "The best teacher" etc.

Center of postgraduate education of Avicenna TSMU organizes and carries out advanced training of health-care workers and professional retraining of the medical profession, including professional and teaching staff of Avicenna TSMU and other educational institutions in accordance with approved curriculum and training plan.

For the next five years SEI "Avicenna TSMU" aims - to form the University as a major research center implementing educational activities through the science, practice and innovation.

To achieve this goal, the University seeks to provide leadership in research and excellence in education and student life through the development of human resources, internationalization and partnerships.

Central research laboratory (CRL) of the University and 27 department laboratories for students, young scientists and PTS departments of the University are provided with all conditions, materials and equipment for carrying out research work.

Since 1999 a quarterly scientific-practical journal "Bulletin of Avicenna" has been published in the University. Center for translation of specialized literature and scientific terminology was founded in 2011.

Main scientific achievements of the University for 2015-2018 reflected in 6395 publications, 76 monographs. The results of scientific achievements of staff were presented at different scientific forums, conferences, congresses and symposia. The total number of reports of PTS abroad and in the Republic of Tajikistan for the period 2016-2018 was 575 (at the University).

On specialty "General medicine" in 2016 were defended 11 candidate and 1 doctoral theses; in 2017 - 9 candidate and 2 doctoral; in 2018 - 18 candidate and 4 doctoral theses; in 2019 - 12 candidate and 1 doctoral theses.

The analytical part

In the framework of "The assessment of students" standard on specialty 1-790101 "General medicine" in accordance with SES RT 2017 1-790101 specialty "General medicine".

For the implementation of educational programs on specialties and languages of education on the basis of working curricula of specialty, the calculation of hours on discipline staff list of SEI "Avicenna TSMU" annually is developed and approved. In 2019-2020 academic year the ratio between regular teachers and part-time workers by the University meets the requirements and is 4,2:1.

Personnel Department and the Centre for Postgraduate Education monitor the advanced training of PTS skills. A set of refresher courses of PTS is carried out at the request of the departments according to the training plan, as well as DHRM monitors the of passing AT according to planned short-term modular programs, every 3 years and AT cycles on the specialty where every 5 years it is necessary to upgrade skills.

The university has a system of PTS efficiency management, which provides for the formation of a plan of personal growth, including professional growth, at the beginning of each academic year. The plan is monitored by an automated system during the academic period with analysis of problems and improvements. In addition, the participation of teachers in advanced training programs is reflected in individual PTS plans and reports is monitored within the department control.

Strengths/best practice

- Competent leadership
- The University's high status
- Availability of personnel policy
- Satisfactory financial position
- High level of PTS of the University, providing the quality of educational activities
- Availability of own magistracy, clinical residency, doctoral studies
- Participation of practical public health doctors in training of specialists
- Development and implementation of internal University advanced training programs.

Recommendations of EEC – N/A.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest improvement/ unsatisfactory)

Strengths – 12
Satisfactory – 0
Suggest improvements – 0
Unsatisfactory – 0

6.6. Standard "Educational resources"

The evidential part

Avicenna TSMU has modern educational and administrative buildings, laboratories, hostels, sports stadium, residential and support facilities.

TSMU has 1 administrative-educational, 6 educational buildings, 3 libraries, 3 electronic libraries, 4 assembly halls, 20 lecture halls for the holding of oral lectures and 36 small-lecture rooms located in some departments of the university, 804 educational rooms, 29 educational and scientific laboratories equipped with modern educational and technical equipments, 7 dormitories for students, 2 sports halls, 1 stadium, 9 canteens. Besides, 38 clinical departments of TSMU are located in 32 municipal and republican medical institutions: 13 republican medical centers, 7 centers of health, family medicine, maternity hospitals №1, №2 of Dushanbe educational area is 41150 sq.m. Clinical bases include hospitals, primary health care organizations, perinatal centers, dispensaries, dental clinics and polyclinics, maternity homes.

There are 27 training and research laboratories in TSMU. One of the largest laboratories is the Central Research Laboratory (CRL).

In the university at departments level, CEPC, Rector, Academic Council the compliance of the material and technical base, information system of the university on enrolment of students at all stages of education and training are studied and analyzed regularly; it is planned the number of admitted students taking into account the total area of training spaces, information, communication capabilities, capacity of clinical bases of the university. The assessment of the material and technical base is also carried out during the analysis of the strategic directions of the university activity, the formation of the Plan of state procurement of goods, works, services of the University for a year and preparation of the plan development of the university.

Practical training on basic medical skills is carried out in multidisciplinary hospitals and polyclinics in various regions of the Republic of Tajikistan. Clinical practice of students and interns is monitored directly by the head of the department, the supervisor, the clinical mentor, and the head of the division.

Since 2014 in SEI "Avicenna TSMU" has been carried out MEP project, defining the introduction of the e-learning system (ELS) lms.tajmedun.tj, with aim of improving the educational process organization. New methodologies of information and communication technologies in teaching disciplines and training through ELS were introduced into the project. Development of modern educational portals with the help of information and communication technologies allows to improve the educational process at the university, as well as to help students to use all available educational materials for preparation for classes and to improve their independent work.

The analytical part

In the framework of "Educational resources" standard on specialty 1-790101 "General medicine" in accordance with SES RT 2017 1-790101 specialty "General medicine".

During survey of the Commission of experts there was no identified significant violations in adherence to standard. Satisfactory scores were marked on those items which require special attention on follow to standards. Events according to the points are planned by the University and are included to the plan.

Strengths/best practice

- Presence of modern information resources;
- Modern computer and office equipment;
- Formation of Fund in accordance with the requirements of MES RT;
- Large laboratory base of the University;
- Achievement of goals in the field of quality;
- Clear tracking of technical documentation;
- Timely calibration and repair of medical equipment for the implementation of research activities

Recommendations of the ECE

To continue the work on the development of process examination of educational activities (delivering lectures, conduct classes, examinations, assessments, practical classes, practical training, etc.)

To enter in the database of experts on conducting of the expertise from among leading stakeholders.

Regularly (at least one time) to survey students and PTS with the aim of identifying problem zones and to assume the measures on their elimination.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest improvement/ unsatisfactory)

Strengths – 23

Satisfactory – 7

Suggest improvements – 0

Unsatisfactory – 0

6.7. Standard "Evaluation of the educational program"

The evidential part

The University periodically undergoes external quality assessment procedures 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 under the MES RT, 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.

In 2010 and 2015 university had successfully passed the national institutional accreditation (issued a Certificate of national accreditation. Among the universities of the Republic of Tajikistan SEI "Avicenna TSMU" according to the rating takes the second place.

The quality control system at the University has been successfully functioning from 2017 in accordance with the developed of QMS documents: 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", "Feedback monitoring", "Competant model of graduate on specialities", "General medicine", Regulations "On independent work of students", "On the rating system of evaluation of educational achievements of students", job instruction "On organization and conduct intradepartmental control and attendances of classes" etc.

The implementation of the EP in the specialty "General medicine" is carried out in accordance with the mission and development Strategy of SEI "Avicenna TSMU", which involves updating of the financial, material, personnel and other resources, corporate culture indispensable for the quality of specialist training.

At the university there is a procedure for the admission of students and their parents on

All written and oral requests and complaints are recorded, summarised and analysed in the Department of analysis, monitoring and communication with society. Written requests admitting to the University are distributed to units and officials for consideration. Based on the results of the reporting period, a report-analysis on the dynamic changes in the number of applications recognized as justified is formed by the staff.

Nominal scholarships are established. Financial aid data are presented in tables in the format of self-report.

According to the monitoring and evaluation results of EP administration improves the organization and management by material and technical, infrastructure support, informational and teaching and methodological provision of EP, specifically in providing of the access to information, library and other educational resources of the University.

A wide range of stakeholders has access to EP and its evaluation on the electronic resource of the university (www.tajmedun.tj).

A regular analysis of the assessment of students and interns from students themselves, teachers, employers, patients, which allows to improve the clinical training of graduates is carried out.

At the end of the study of disciplines according to WCP, on purpose to study the satisfaction of students, PTS for improve EP a questionnaire is conducted

At the end of the subjects study according to the WC, a questionnaire is conducted to study the satisfaction of the students, PTS for improving the EP.

The analytical part

Within the framework of standard "Evaluation of the educational program" in specialty 1-790101 "General Medicine" in accordance with SES of the Republic of Tajikistan 2017, specialty 1-790101 "General Medicine". During the work of commission of experts, a significant number of class hours which is allocated for the study of general educational and political disciplines, was determined on Humanitarian Bloc of the program. This distribution of academic time is regulated by the Ministry of Education and Science of the Republic of Tajikistan and is not regulated by the university. At this time, consultations and joint discussions are underway on the correction of the rational use of academic time in a medical university.

Strengths/best practice

- Feedback between the AMS, PTS and students is organized. For this purpose, digital technologies and direct communication is used.
- Available material and technical base contributes to the implementation of EP.
- Relationships with leading stakeholders are established
- Academic mobility for students

- Presence of the partner Universities for the execution of EP
- Multilevel education system
 - innovative teaching methods, modern testing methods are introduced, information technologies are applied in teaching, library, assessment and the electronic journal is carried on

Recommendations of ECE

In consultation with Ministry of Education as the regulatory Body to review humanitarian programs for the purpose to more efficient use of academic time for learning the program and increase the number of majors credit hours from 24 to 30.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest improvement/ unsatisfactory)

Strengths – 22

Satisfactory – 2

Suggest improvements – 0

Unsatisfactory – 0

6.8. Standard "Management and administration"

The evidential part

The University's structure (Structure of management of SEI "Avicenna TSMU" from 12.09.2018) is determined in accordance with the mission, goals and objectives, a map processes, historical aspects of development of the University.

The Executive leadership of the University are: rector of SEI "Avicenna TSMU" (hereinafter SEI TSMU), Vice-rector for educational work, Vice-rector for scientific and publishing work, Vice-rector on medical work, Vice-rector on administrative-economic work, Vice-rector on educational and cultural work, head of international relations department, director of the center for strategic development and management, head of analysis, monitoring and public relations and chief of staff.

Forms of collective management of the University are: academic Council, University administration, consultative bodies – Training and methodological Council, Coordination Council, Clinical Council.

There are faculties (medical faculty, dental, faculty of public health and pharmaceutical faculty) in the structure of the University, university departments are the basic academic, scientific and administrative structural units for the implementation of the educational process for one or more specialties and levels of education. The leadership of the faculty is the Dean.

Transparency of management system and decision-making is ensured by participation of PTS, staff, students, and other stakeholders for discussion and decision-making, which is reflected by the minutes of the meetings of deliberative bodies with a further inform to all employees of the University by publication in the university newspaper, sending of information messages on the University e-mail

each structural unit included in the protocols for review and execution.

SEI TSMU operates on the basis of constituent documents - state registration certificate, statistical card, the certificate on statement on the account in tax Department, the Charter of SEI TSMU, state license to conduct educational activities in the field of higher professional and postgraduate education, state license for implementation of medical and health activities.

The body of the state administration –Ministry of health and social protection of population of the Republic of Tajikistan annually approves the budget request for 3 years with allocation of the state order.

The main source of financing of the University is MH SPP RT, in conformity regulating documents. Paid services (educational, clinic-diagnostic, research) are in accordance with the Charter of the University and on the basis of the approved price list agreed with MH SPP RT and AMS RT. In order to ensure efficiency, effectiveness, transparency, accountability, separation and autonomy funding mechanisms of the University are reflected in the Accounting policy.

The analytical part

Within the framework of standard "Management and administration" in specialty 1-790101 "General Medicine" in accordance with SES of the Republic of Tajikistan 2017, specialty 1-790101 "General Medicine".

Contradiction to standards was not identified.

Strengths/best practice

- Organization and structure of the work in accordance with the state regulations for the Universities of the country.
- High country rating of the University.
- AMS ensures the quality and efficiency of the educational process in the framework of the regulating documents
- Budget financing and its use is under the control.
- Assessment of the leadership of the University and structural subdivisions is carried out by the annual reports. Monitoring of administrative and educational processes.
- For experience exchange. In terms of administration and management of EP and University, partnerships with profile educational institutions of near and far abroad are established. Within the framework of activities master classes are carried out, exchange of information both within the country and to travel and visit partners.

Recommendations of the EEC – N/A.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest improvement/ unsatisfactory)

Strengths – 17

Satisfactory – 0

Suggest improvements – 0

Unsatisfactory – 0

6.9. Standard "Constant update"

The evidential part

Avicenna TSMU as a dynamic and socially responsible institution initiates procedures for regular review and revision of structure and functions. Confirmation of the process of improvement and perfection is the actualization of the structure administration and work out of the University's development strategy for the period of 2017 to 2025 (SPD). For the period of 2016, the administration Structure of the University updated with version SM/16 (from 29.08.2016) to version SM/17 (from 02.01.2017). On Rector M.K. Gulzoda initiative in 2017 the Center of strategic development and management and Department of information and publications was created. The latest version of the administration structure of the University was approved in 29.08.2019 year.

In Avicenna TSMU is conducted an annual analysis by the management of the level of missions achievement, objectives and plans of the University. The input data for the analysis are the results of the monitoring of the implementation of the strategic plan, internal audit of structural units of the University, report to external and internal committees. The results of the analysis shall be heard at the meeting of the AC and of the administration that are the basis for measuring and improving efficiency. The update process in Avicenna TSMU is based through the implementation of the mission vision of the University based on improving the quality of education in the University through innovation in education, science and practice; and developing policies intake of students and personnel policy; the strengthening of educational resources; improving the process of monitoring and evaluation programs; structure of University management, the University as a whole.

Regularly conducted SWOT analysis of the internal and external environment of the University is the implementation of priority directions of strategic development of Avicenna TSMU, given the prevailing traditions, values and corporate culture of the University. For ensuring the training of competent and competitive specialists is widely introducing modern innovative technologies in the educational process; interdisciplinary approaches in the development of disciplines and the principles of evidence-based medicine. For practicing and improvement of clinical skills the simulation technique in a safe environment, functioning since 2012, and the center of practical skills are used actively.

Based on policy intake of students and selection methods of students in the University of Avicenna TSMU regularly adapts the policy of admission of students and selection methods of students, considering the changing expectations and circumstances, staffing resources needs, system changes to higher education and the needs of the educational program. Therefore in the University carries out works on strengthening of material assets and educational resources, improve teaching,

professional competencies of academic staff, the educational program, teaching methods and assessment to meet changing expectations and circumstances in the system of pre-University education is improved.

For improvement the updates of educational resources priority purposes is the further development of international cooperation with foreign universities; the further development of innovative technologies of teaching; increase scientific activity of PTS and students.

The analytical part

In the framework of "Constant update" standard on specialty 1-790101 "General medicine" in accordance with SES RT 2017 1-790101 specialty "General medicine". During survey of the Commission of experts there was no identified significant violations in adherence to standard. Satisfactory scores were marked on those items which require special attention on follow to standards. Events according to the points are planned by the University and are included to the plan.

Strengths/best practice

- The presence of clear mechanisms for internal quality assessment of EP and its improvement
- Continuous improvement of learning and teaching, mastering of PTS with active teaching methods
- High level of resource provision
- Annual analysis by the administration of the level of missions' achievement, objectives and plans of the University.
- Clearly developed control process of provision with material and technical and information resources of structural units of the University
- Monitoring of the effectiveness of methods of assessment of knowledge, clinical competence is carried out regularly;
- Creation of an academic management system in Avicenna TSMU on the basis of the corporate website, portal, student education portal
- Evaluation of management activities and departments of the University is carried out through regular annual reporting and monitoring processes.

Recommendations of the ECE

With the purpose of improvement and maintain the University at a high level, as well as in the work on the constant updating of activity units - clearly define the status, powers, responsibilities and other issues of activities of the competition Committee for vacant position PTS and AMS is recommended.

To introduce with the aim of raising the level of PTS academic degree of the University and extension research activities of the staff of the University "Scientific and laboratory days" (at the discretion of the University administration), which should be included into working time. The main indicator for effective use of this time should be the effectiveness of scientific work, which will entail the necessary procedures for updates and changes at the University.

Conclusions of EEC by criteria: (strengths/ satisfactory/ suggest improvement/ unsatisfactory)

Strengths – 11

Satisfactory – 3

Suggest improvements – 0

Unsatisfactory – 0

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

7.1. The standard "Mission and outcomes"

- The presence in the University approved Policies in the field of quality. The University's development strategy until 2025 approved by the Scientific Council (from 29.07.2017, Protocol №11).

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

- High demand for graduates in the labour market

- Developed in the University regulatory documents for all types of activities, defining responsibility for implementation of EP (Regulations, instructions)

- High institutional rating of the University in the Republic of Tajikistan and educational programs.

7.2. Standard "Educational program"

- Annual revision of educational programs.

- Classes have consultative and interactive forms, the ratio of which is determined by the complexity of the studied course, the amount allotted to the study of classroom hours, the level of preparedness of the students.

- Training as part of the IWST is intended for students who have difficulty in carrying out the received tasks on the discipline, with the aim of obtaining further consultations.

- Use visualization elements for better learning in the classroom for anatomy, propedeutics and clinical disciplines.

- Cyclic form structure of the program allows students to gain deep knowledge in mastering of the program "General medicine"

7.3. The standard "The assessment of students"

- The use of rating system of progress assessment.

- The use of electronic register assessments of knowledge and skills of students.

- Transparency and accessibility of assessment methods due to AMS, student portal, portal for collective use.

- Three-stage final state certification.

- Chairmen of the SCC are approved by MES RT and MH SPP RT.
- Students receive immediate results upon completion of testing.
- Participation of students in the implementation of new methods of assessment.
 - Ability to appeal final assessment of final control.
 - Objectivity, systematic character and transparency on monitoring the progress of students.

7.4. Standard "Students"

- Medical faculty is the only faculty where foreign students study.
- Annually the quality of students on specialty "General medicine" is improved including applicants - gold medalists, winners of international Olympiads
 - Employment of graduates of specialty "General medicine" is 97%.
 - Availability of scholarships;
 - Possibility to participate in international conferences at the expense of budget financing;
 - Availability of hostels. For foreign students, created a canteen based on national food preferences and it is paid by the University.
 - From the Fund of the rector seasonal clothing is purchased for students from low-income families.

7.5. Academic Staff / Teachers Standard

- Competent leadership
- The University's high status
- Availability of personnel policy
- Satisfactory financial position
 - High level of PTS of the University, providing the quality of educational activities
 - Availability of own magistracy, clinical residency, doctoral studies
 - Participation of practical public health doctors in training of specialists
 - Development and implementation of internal University advanced training programs.

7.6. Standard "Educational resources"

- Presence of modern information resources;
- Modern computer and office equipment;
- Formation of Fund in accordance with the requirements of MES RT;
- Large laboratory base of the University;
- Achievement of goals in the field of quality;
- Clear tracking of technical documentation;
- Timely calibration and repair of medical equipment for the implementation of research activities

7.7. The standard "Evaluation of the educational program"

- Feedback between the AMS, PTS and students is organized. For this purpose, digital technologies and direct communication is used.
- Available material and technical base contributes to the implementation of EP.
- Relationships with leading stakeholders are established
- Academic mobility for students
- Presence of the partner Universities for the execution of EP
- Multilevel education system
 - innovative teaching methods, modern testing methods are introduced, information technologies are applied in teaching, library, assessment and the electronic journal is carried on

7.8. Standard "Management and administration"

- Organization and structure of the work in accordance with the state regulations for the Universities of the country.
- High country rating of the University.
- AMS ensures the quality and efficiency of the educational process in the framework of the regulating documents
- Budget financing and its use is under the control.
- Assessment of the leadership of the University and structural subdivisions is carried out by the annual reports. Monitoring of administrative and educational processes.
 - For experience exchange. In terms of administration and management of EP and University, partnerships with profile educational institutions of near and far abroad are established. Within the framework of activities master classes are carried out, exchange of information both within the country and to travel and visit partners.

7.9. Standard "Continuous improvement"

- The presence of clear mechanisms for internal quality assessment of EP and its improvement
 - Continuous improvement of learning and teaching, mastering of PTS with active teaching methods
 - High level of resource provision
 - Annual analysis by the administration of the level of missions achievement, objectives and plans of the University.
 - Clearly developed control process of provision with material and technical and information resources of structural units of the University
 - Monitoring of the effectiveness of methods of assessment of knowledge, clinical competence is carried out regularly;
 - Creation of an academic management system in Avicenna TSMU on the basis of the corporate website, portal, student education portal
 - Evaluation of management activities and departments of the University is carried out through regular annual reporting and monitoring processes.

(VIII) REVIEW RECOMMENDATIONS FOR IMPROVING QUALITY

- To continue the work in the field of development of administrative medicine and research in medicine and continue to work in the framework of introduction of the internal and external audit system, for the purpose of implementation final results.

- Despite the integrity of the program "General medicine" is recommended to pay attention to the following directions:

- To structure and have a plan of introduction of innovative methods in teaching subjects on specialty "General medicine"

- To increase the number of elective disciplines, determining the balance between mandatory and elective part of the educational program

- To conduct trainings for PTS on "Teaching Methodology for adults"

- Educational department together with methodological Department of CEP should prepare lecture material for PTS, to develop a number of interactive lectures and facilitate the control over the execution.

- To reflect in the content of educational disciplines of specialty "General medicine" modern achievements of science and technology on the basis of wide use of global scientific and library resources.

- To expand the range of forms and methods of evaluation of educational achievements of students. To improve the forms and methods of feedback on monitoring, intermediate and final certification.

- To follow constructive balance on conducting formative and summative evaluation of students.

- To develop evaluation rubric.

- To continue the work on the development of process examination of educational activities (delivering lectures, conduct classes, examinations, assessments, practical classes, practical training, etc.)

- To enter in the database of experts on conducting of the expertise from among leading stakeholders.

- Regularly (at least one time) to survey students and PTS with the aim of identifying problem zones and to assume the measures on their elimination.

- In consultation with Ministry of Education as the regulatory Body to review humanitarian programs for the purpose to more efficient use of academic time for learning the program and increase the number of majors credit hours from 24 to 30.

- With the purpose of improvement and maintain the University at a high level, as well as in the work on the constant updating of activity units is recommended to -

- Clearly define the status, powers, responsibilities and other issues of activities of the competition Committee for vacant position PTS and AMS.

- To introduce with the aim of raising the level of PTS academic degree of the University and extension research activities of the staff of the University "Scientific and laboratory days" (at the discretion of the University administration), which should be included into working time. The main indicator for effective use of this

time should be the effectiveness of scientific work, which will entail the necessary procedures for updates and changes at the University.

(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATION

During the work of the accreditation commission, several interviews were conducted with all structural divisions. From communication with the teaching staff, students, and the administration, an emphasis was traced aimed at the systematic work to improve the quality of education, the working conditions of the teaching staff and other structures of the university.

In the recommendations on the development of the university, it is possible to recommend the expansion and deepening of the internationalization of the university, the expansion of relations with foreign universities, which will allow supporting the educational process as part of integration into the world community of higher medical education.

Exchanges in the field of education will entail joint projects with foreign partners in scientific and research activities, as the university has great potential and strives to develop scientific research in the field of medicine and educational processes in the medical field.

Appendix 1. Evaluation table "SPECIALIZED PROFILE PARAMETERS"

№ P\P	№ P\P	№ crit.	EVALUATION CRITERIA	Position of the organization of education			
				Strong	Satisfactory	Suggests Improvement	Unsatisfactory
		1. 1.1	«MISSION AND RESULTS" Definition of a mission				
1	1	1.1.1	The Medical Education Organization should define its mission and that of the OP and communicate to stakeholders and the health sector.	+			
			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 development 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 shall 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	23	2		
		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 follows the use of teaching and learning metodes based on the modern theory of adult learning.		+		
		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 behavioral 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	<p>Educational programme structure, content and duration</p> <p>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.</p> <p>The medical organization of education follows in the educational program:</p> <p>Ensure horizontal integration of related sciences and disciplines;</p> <p>Ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;</p> <p>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;</p> <p>to define the interrelation with complementary medicine including nonconventional, traditional or alternative practice.</p>	+			
		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	27	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 to avoid the need to study excessive information and overburdening the education programme;		+		

81	15	3.2.6	Guarantee timely, concrete, constructive and fair feedback to students based on evaluation results.	+			
			Total	9	3	3	
		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 a policy and implement the practice of accepting students with disabilities in accordance with the current laws and regulatory documents of 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 shall 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, and 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	Представительство студентов				
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	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				
			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 Educational 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 Educational Organization 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	12			
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical resources				
			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 safe environment for staff, students, patients and who take care of them, including providing the necessary information and protection against harmful substances, microorganisms, compliance with safety regulations in the laboratory and at using equipment.	+			
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	A medical education organization should study to estimate, adapt, and improve clinical training resources to meet the needs of the served population, which will include compliance 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	Medical education should provide access to online or other electronic media	+			
119	9	6.3.2	The medical education organization should provide teachers and students with opportunities to use information and communication technologies:	+			
			for independent training;	+			
120	10	6.3.3	access to information;	+			
121	11	6.3.4	conducting patients;	+			
122	12	6.3.5	Work in the health care system.	+			
123	13	6.3.6	The medical education organization should optimize students 'access to relevant patient data and health information systems.	+			
124	14	6.3.7	Medical education should provide access to online or other electronic media	+			
		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	to 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	23	7		

		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 include 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				
			Medical Education Organization should 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.	+			
			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.	+			
			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.	+			
			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	22	2		
		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.	+			
			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	17			
		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	11	3		
			TOTAL GENERALLY	149	23	3	

