



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ  
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО  
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR  
ACCREDITATION AND RATING

# REPORT

on the results of the external expert commission's work on evaluation to meet the requirements of the standards of international program accreditation of the Azerbaijan medical university's educational program 070101 “General Medicine” (bachelor) from the 22nd to the 24th of November 2021

**INDEPENDENT AGENCY FOR ACCREDITATION AND RATING**

*External expert commission*

*Addressed to  
Accreditation  
Council of the IAAR*



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**from the 22nd to the 24th of November 2021**

**Baku**

**«23rd» of November 2021**

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**(I) LIST OF SYMBOLS AND ABBREVIATIONS**

AMU	Azerbaijan Medical University
AVE	Additional vocational education
BVEP	Basic vocational education programme
CLT	Credit learning technology
CM	Curriculum
CME	Continuing medical education
CPD	Continuous professional development
DLT	Distance learning technologies
EIEE	Electronic information and education environment
ELS	Electronic library system
EP	Educational program
ETC	Educational therapy clinic
FBP	Financial and business plan
FD	Fundamental Disciplines
ICT	Information and communication technology
ISC	Individual Student Curriculum
IWS	Independent work of a student
MPE	Medical and preventive establishments
MSO	Multi-profile simulation offices
NARA	National Accreditation Rating Agency
OSCE	Objective structured clinical examination
QES	Quality education system
RC	Research Center
SEC	State Examination Centre
SFC	State Final Certification
SS	Scoring system
SSHEP	State Standard and Higher Education Programme
SSS	Student Science Society
TS	Teaching staff
TWP	Training work plan
WFME	World Federation of Medical Education

## (II) INTRODUCTION

In accordance with the order of the Independent Agency of Accreditation and Rating (hereinafter - IAAR) 157-21-OD from 1.11.2021, the conformity assessment of the educational program 070101 «Medical business» was conducted Azerbaijan Medical University for compliance with the requirements of software accreditation standards of basic medical and pharmaceutical education abroad (based on WFME/AMSE standards) ( 10-17-OD from «24» February 2017, fifth edition).

### **EEC's composition is as follows:**

**Chairman of IAAR** - Turdalieva Botagov Saitovna, Doctor of Medical Sciences, Chairman of the Expert Council of IAAR (Republic of Kazakhstan)

**IAAR Foreign Expert** - Marina Alekseevna Kanushina, PhD, MBA, "AC Institute of International Education", (Czech Republic)

**Foreign expert of IAAR** - Kolomiyets Natalia Eduardovna, doctor of pharmacological sciences, professor, FSBEI of HE «Siberian State Medical University» Ministry of Health of Russia (Russian Federation)

**Foreign expert of IAAR** - Baskakova Irina Valentinovna, Ph.D., Associate Professor, Kazakh National Medical University named after S.D. Asfendiyarova (Republic of Kazakhstan)

**Foreign expert of IAAR** - Abdullozoda Said Murtazo, Ph.D., Head of the Personnel Department of the Tajik Abuali ibni Sino State Medical University (Republic of Tajikistan)

**IAAR National Expert** - Akberova Ilakha Kamal qizi, PhD, Associate Professor, Azerbaijan State Institute for Advanced Training of Doctors named after Aziz Aliyeva (Azerbaijan Republic)

**Employer of IAAR** - Jivishev Emil Gayib oghlu, Director of the Scientific Research Coordination Department, State Agency of Mandatory Health Insurance, «Association for the management of medical subdivisions» (Republic of Azerbaijan)

**IAAR student** - Fidan Kerimova, studying the 5th course of the Medical Faculty, Baku Branch of the First Moscow State Medical University named after I. M. Sechenov (Azerbaijan Republic)

**Observer of the TCTA** - Mahmudova Shalala Gara qizi, Chief Consultant of the Training and Methodology Department, Agency for Quality Assurance of Education (Republic of Azerbaijan)

**IAAR observer** - Malika Akhyadovna Saidulayeva, Project Manager, IAAR (Republic of Kazakhstan)

## (III) PRESENTATION OF THE ORGANIZATION OF EDUCATION

The Azerbaijan State Medical Institute (modern Azerbaijan Medical University) was established on the basis of the Medical Faculty of the Baku State University by the Council of People's Commissars of the Azerbaijan SSR 287/99 of 19 June 1930. Decree of the Supreme Soviet of the Azerbaijan SSR of April 29, 1957. The Institute was named after the eminent statesman, doctor and writer Nariman Narimanov. By the Decree of the Government of the Republic of Azerbaijan N 94 of 4 February 1991, the Institute was granted the status of a University.

According to the Decree of the President of the Republic of Azerbaijan of 13.07.2000 "On the improvement of the education system in the Republic of Azerbaijan", the Azerbaijan Medical University operates on the principles of self-government.

According to the certificate of state registration №50 of the Ministry of Justice of the Republic of Azerbaijan from 07.09.2016, AMU was registered as the State Higher Medical Educational Institution. According to the «Model Statute of the Higher Educational Institution», approved by the Resolution of the Cabinet of Ministers of the Republic of Azerbaijan on January 21, 2011, A new charter of the Azerbaijan Medical University was developed and approved by the Ministry of Health of the Republic of Azerbaijan on 25 August 2016.

The functions and powers of the founder of the University are performed by the Ministry of Health of the Republic of Azerbaijan. The Azerbaijan Medical University is managed in accordance with the «Law of the Republic of Azerbaijan on Education», laws on higher educational institutions, decisions and orders of the Ministry of Health of the Republic of Azerbaijan, Normative-legal acts of the Ministry of Education of the Republic of Azerbaijan, according to the charter and decisions of the governing body of the university.

The institute was granted the order of the Red Banner of Labor by Decree of the Presidium of the Supreme Soviet of the USSR No1769-XI dated 23.01.1985 for outstanding services in the sphere of education.

The University operates in conformity with the Constitution of the Republic of Azerbaijan, Law No. N 833-IIIQ, enacted on June 19, 2009. Other Republican laws, decrees and orders of the President of the Republic of Azerbaijan, decrees and orders of the Government of the Republic of Azerbaijan, Normative legal acts of the Ministry of Education of the Republic of Azerbaijan, the Ministry of Health of the Republic of Azerbaijan (Ministry of Health of the AR), and the University Charter

AMU's Dental Faculty has six departments as well as the Tabib Sports Club. There are 15 professors, 42 associate professors, 14 senior lecturers, 113 assistants, 57 of whom have a degree, 45 Senior Laboratory Technicians, and 23 Laboratory Technicians employed by the Faculty of Dentistry. Twenty-one members of the Dental Faculty's personnel work on dissertation and doctoral programs. There are 1,267 students enrolled in the Faculty of Dentistry, out of a total of 6,924 in the university. There is a student scientific society, a student-youth group, and a student trade union organization at the faculty.

#### **(IV) DESCRIPTION OF PREVIOUS ACCREDITATION PROCEDURE**

Previously, this EP did not carry out international accreditation of IAAP.

#### **(V) EEC VISIT DESCRIPTION**

The work of EEC was carried out on the basis of the Program of Visit of the Expert Commission on International Program Accreditation of Educational Programs: «General

Medicine», «Dentistry», «Pharmacy» (Master's Degree) in the period from 21 to 23 November 2021.

Meetings were held with the rector, vice-rectors, deans of faculties, heads of offices, department heads, teachers, graduates to obtain objective information about the quality of educational programs of AMU and to clarify the content of self-assessment reports, employers and students. As part of the visual inspection of the EEC visited - training bases, bases of practice, anatomical museum, simulation center.

Format of accreditation - hybrid

The description of the visit by days, facilities, meetings with the target groups is described in the Visit Program, presented in Annex 2 of this report.

The EEC visit took place without any time slippage.

On the first day of the visit - there was a meeting with the rector, vice-rectors, structural units, deans and heads of the EP (in parallel with the survey) - during the interview EEC asked questions on the topic of standards. An interpreter was present during the interview. At the end of the day EEC visited the Anatomy Museum - the Department of Anatomy, the Laboratory of Electron Microscopy at the Department of Histology, pharmaceutical laboratories at the Faculty of Pharmacy. During the visual inspection, the EEC communicated with faculty and doctoral students. Faculty and doctoral students demonstrated their work on the equipment within the framework of scientific projects that are currently taking place. The faculty presented textbooks and monographs, as well as methodical materials, which were developed by the staff of the departments. The Anatomy Museum displayed exhibits that are used as teaching aids in anatomy classes and have not only historical but also cultural value.

On the second day - interviews with focus groups - students were held and a survey was conducted.

Work with the departments on the clinical bases of the University - Surgical and Therapeutic Clinics. During the visit EEC got acquainted with the documents of the department, educational literature, visual aids, inspected the educational and lecture rooms, conducted an interview within the standards.

During the visit, a simulation center was presented for the EEC, where dummies, endoscopic surgery simulators, computer programs with a set of situational problems were presented.

In the afternoon there were interviews with graduates and employers in a remote format.

On the third day, EEC discussed the parameters and voted on the terms of accreditation, developed recommendations. We discussed the visit and exchanged views.

The visit of the EEC ended with a meeting with the rector and vice-rectors, where preliminary recommendations were announced.

## **(VI) MEETING STANDARDS FOR INSTITUTIONAL ACCREDITATION**

### *6.1. Mission and Results Standard*

#### ***Evidence part***

The mission of AMU is to organize high-quality and accessible education using modern and innovative educational technologies. The development of the mission, vision and policy in the field of education quality in AMU, as well as the Strategic Development Program of the university (designed for 2015-2020) took into account the normative and legal and strategic acts of the Republic of Azerbaijan. The vision is based on the mission of the university and determines the desired place of AMU and its role in the future. The main goal of the University is to increase the competitiveness of the educational services provided and to make the Republic of Azerbaijan one of the leading countries in the world in terms of quality of medical education.

The mission of the educational program 070101 «General Medicine» is to provide high-quality affordable medical education, competitive for the leading universities of the Republic of



Azerbaijan and foreign countries, by developing and implementing innovative practices oriented educational technologies, improvement of basic applied scientific research in the field of health and medical sciences.

The mission of the Azerbaijan Medical University is focused on the formation and use in practical activities of theoretical knowledge and skills, taking into account the requirements of domestic and global health. Levels of the national qualification framework adopted in the Republic of Azerbaijan, including the domestic health system, conform to the European Framework of Qualifications and Recommendations of the Council of Europe 15.6/2017 of 22.05.2017 on the European Framework of Qualifications for Lifelong Education, which allows the graduate of this university to access the next level of medical education not only in his/her country, but in a number of European states.

The objectives, as well as the educational strategy outlined in the mission of the educational program, are designed considering the possibility of developing the competence of the doctor of the initial stage. The developed educational programs, the results of which are aimed at the formation of universal and professional competences, as well as all types of medical practice, gained experience in the field of health organization and research, are the basis for the career development of graduates.

Interested agencies such as AMU, Ministry of Education, Cabinet of Ministers, Ministry of Finance, Ministry of Health and “Association for management of medical territorial units” participate in the development of the mission. In addition, it is possible to include in this composition the State Commission for Admission of Students, which conducts recruitment to universities, and the Institution for Postgraduate Education. <https://its.gov.az/page/tabib-2>

Training and teaching at AMU is based on the formation of a basic understanding of a wide range of disciplines, followed by the possibility of in-depth study of the selected subject area with a projection on of continuous professional development. In order to increase the boundaries of educational content at the university is actively implemented in the educational process of modern achievements of medical research in the field of biomedicine, clinical, behavioral and social sciences. Such integration makes it possible to raise the level of development, apply critical teaching and consolidate traditional and innovative educational technologies.

The policy of the university regarding the quality of education is aimed at increasing the competitiveness of the university in the market of domestic and foreign educational services, the formation of the newest system of education, aimed at the integration of modern teaching methods and technologies. This policy is used in the implementation of the educational program in the specialty «General Medicine».

The Azerbaijan Medical University and the Ministry of Health and the Ministry of Education of the Republic of Azerbaijan participate in the revision of the educational program. The educational program was introduced in 2014. The last revision of the program was carried out in 2020.

When studying according to the main professional educational program of higher education, the student has the opportunity to choose the area of the educational trajectory of interest to him by mastering the chosen disciplines, which will form the student skills of responsibility and independence in the choice of the studied areas for their own education.

### ***Analytical part***

When EEC experts studied the presented documents of the standard «Mission and results» in the specialty 070101 «General Medicine» was established, for the most part, compliance with the norms of the standards. When studying the activity of the Azerbaijan Medical University and medical-prophylactic faculties in accordance with the criteria established in this standard, it was noted that AMU has a Development Strategy that corresponds to the mission and vision of the



university. The university administration carries out a number of measures to achieve its goals, monitoring is carried out and improvement measures are carried out.

EEC experts testify that the Mission of the Azerbaijan Medical University is distributed to all interested parties by means of notification in mass media, e-mail to all in-house subdivisions, teaching staff, students, as well as through a sign on the departments' information stands. At the same time, EEC members note that during the conversation with university staff, faculty, students and graduates, the mission and vision of the university were described and explained insufficiently clearly.

The educational program of specialty 070101 «General Medicine» is developed in accordance with the mission and requirements of the federal educational standard and is aimed at training a competent doctor who will be able to carry out medical practice, organizational-management activity and research work, which allows a graduate of the specialty “General Medicine” to make a choice in favor of one or another direction for his further career growth.

If the graduate chooses to continue his medical career, he may, after obtaining a certificate of specialist, take a job in medical institutions as a doctor, or continue his training in the residency or master's degree; conduct scientific research during doctoral studies, prepare and protect scientific and qualification work (thesis for doctoral degree PhD).

The existing material resources are used with great responsibility, for the purpose of worthy realization of the specified mission and goals of the educational program in the specialty 070101 “General Medicine”.

EEC experts note that an important role in the Azerbaijan Medical University is the formation of appropriate behavior of students towards their colleagues, teachers, university management, patients and their relatives. At the same time, the EEC members note that when talking to the participants of EP 070101 “General Medicine”, (students and employers, etc.), the latter could not quite clearly describe the mission of the EP and provide illustrative examples, how exactly they participated in the formation of the mission and vision of the university and the educational program. EEC experts during the interview could not get a full and comprehensive information on what exactly events were held at the university to form a mission and assess the expected final results of the EP specialty 070101 “General Medicine”.

Satisfactory ratings have been given by EEC members on those items that require increased attention in meeting standards.

Activities on these items are planned by the university and put in the plan.

### ***Strengths/best practices***

*unidentified*

### ***EEC Recommendations***

✓ The University management and EP leaders are recommended to involve stakeholders in the development of EP mission 070101 “General Medicine”. - From 01.02.2022 onwards on a regular basis.

✓ Managers of EP in the specialty 070101 “General Medicine” are recommended on a regular basis (at least once a year) to study, analyze and document the opinions/suggestions of stakeholders regarding the mission, vision and end results of training. - From 01.02 2022 onwards on a regular basis (at least once a year)

✓ Use various methods (website, social networks, stands, etc.) to communicate to all stakeholders the mission, quality policy and vision of the organization. - From 01.02.2022 onwards on a regular basis

✓ To bring the final results of the training in accordance with international standards and the requirements of the labor market. - until 01.05 2022

✓ University leaders are recommended to take advanced courses in strategic management to improve the mission of the university, develop a strategic plan and SWOT analysis. - until 01.05.2022

**Area for improvement:**

1. In order to broaden the circle of external stakeholders, the discussion of the mission should involve both the public health system and professional associations, non-governmental organizations and others. organizations

**WEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)**

*Strong - 0*

*Satisfactory - 19 per cent*

*Expect improvement - 4*

*Unsatisfactory - 0*

## 6.2. Standard «Educational program»

### **Evidence part**

The model of educational programs of AMU consists of general and professional competencies and is included in the structure of the respective modular educational programs.

For the mastering of EP “General Medicine” 360 credits were allocated.

The educational program developed at the university for bachelor’s degree in specialty 070101 - “General Medicine”, includes a set of basic characteristics of education (volume, content, planned results of training). Organizational and pedagogical conditions, types of certification are given in the model curriculum of the EP “General Medicine”, are reflected in the working curricula, in the working curriculum of the disciplines, scheduled plans of lectures, laboratory and practical classes, programs of practice, evaluation and guidance materials. The educational program 070101 «Medical business» was created taking into account the normative legislative acts of the Republic of Azerbaijan.

The content of the BVEP provides the general characteristics of the specialty 070101 “General Medicine” the purpose of the BVEP, the form of training (full-time), the duration of training on BVEP (6 years), the labor intensity and structure of BVEP, the share of contact activity (50-80% of the total time allotted for the development of disciplines), qualification of the graduated specialist («Physician-therapist»), requirements for admission to university (presence of secondary general or secondary vocational education at the applicant), language of training (the official language of the Republic of Azerbaijan or a foreign language), in accordance with the AMU Charter.

Training on BVEP is conducted using the credit system. The BVEP model is integrated and allows to connect the fundamental and clinical disciplines, that plays a big role in motivating students and arousing their interest in the studied basic biomedical disciplines and the ability to apply the acquired knowledge and skills in the solution of a specific clinical problem.

In the implementation of the program “General Medicine” methods of teaching and learning are applied, which are based on the theory of adult education. In the andragogical model of learning, attention is taken on the learner as an equal subject of the learning process. The main tasks of the teacher are to encourage and support the development of the adult to self-management, to provide the necessary assistance to the student in allocating the basic parameters of learning and in finding the necessary information.

<https://amu.edu.az/page/338><https://amu.edu.az/page/2823/telimatlar>

The Bachelor’s Degree Program 070101 “General Medicine” includes a number of basic characteristics of education (scope, content, planned results), organizational and pedagogical conditions, types of certification, presented in the form of the curriculum, scheduled plan of study, work programs of disciplines, programs of practice, as well as assessment and methodical materials.

Sixty credits have been allocated for one school year. One credit corresponds to 30 academic hours (including classroom and extracurricular hours).

Due to the integration of some disciplines with the formation of blocks (biomedical, behavioral and social and clinical disciplines), they are systematically studied.

Of the total number of disciplines (56) of the curriculum (BVEP), the unit of basic biomedical disciplines consists of 17 disciplines (31%), 8 disciplines of social and behavioral sphere (14%) and 31 clinical disciplines (55%).

The quality of the program is assessed during general monitoring. During the assessment, lessons are checked, polls are conducted for all representatives of the educational process, foreign opinions, and opinions on the parameters of academic achievement, permanent knowledge and the results of the final state assessment are used.

The teaching of the principles of the scientific method involves such disciplines as philosophy, medical physics and informatics, history, as well as public health and medical statistics.

The disciplines of the biomedical block include general theoretical sciences that help to fully form students' general medical knowledge on the structure and functioning of the human body in a normal manner and during the development of various diseases. These sciences are considered fundamental and provide a theoretical basis for the study of the disciplines of the clinical unit.

Professors who take part in the teaching process at the medical and biological departments, based on the results of scientific research, and through systematic participation in scientific events held in the country and abroad, propose the renewal and change of subjects, included in the curriculum. In the training process, the results of scientific research conducted by the faculty are constantly used.

The goal of clinical training of students is to acquire sufficient knowledge, clinical and professional skills to enable the implementation of measures aimed at improving human health, prevention of the development of diseases and provision of adequate and timely assistance to patients. The competency-oriented principle of construction of BVEP in the specialty "General Medicine" in the study of clinical sciences is focused on the formation of relevant general professional and professional competencies.

The scope and content of the educational program are discussed at the methodical councils of the departments, faculty and academic councils of the university, including with the participation of employers and students.

The content of disciplines of the curriculum in the specialty "General Medicine" is based on the principles of evidential medicine. Methods of non-traditional medicine and non-traditional practices, the effectiveness of which has not been scientifically confirmed, are not mandatory for inclusion in the educational program. As part of the study of the discipline «Medical rehabilitation and sports medicine» the use of kinetherapeutic methods and the use of natural and other physical means at the rehabilitation stage is studied.

The Academic Council of AMU approves the educational program. The Methodical Council of the Departments together with the Dean coordinates and provides control of the development of all components of the educational program. The Dean of the Faculty, the Department of Education and Methodology is responsible for the organization of the preparation, development and implementation of the basic educational program. The implementation of the SSHEP requirements is constantly monitored. The Scientific Council of the AMU and the Vice-Rector for International Relations are responsible for managing the implementation of BVEP in foreign citizens.

The development, approval and implementation of the educational program is carried out in accordance with external and internal organizational-legal, regulatory, administrative and methodical documents, such as the provision on the basic professional educational program of higher education, the provision on the work program of discipline, etc.

The developers of the educational program and its components are individuals from the staff of the departments, who provide training on disciplines and practices, provided by the curriculum

of the educational program in the specialty “General Medicine”. Working groups may be formed, if necessary, to form an educational program or its components.

***Analytical part***

Experts of EEC note that in the content of the working curriculum of all disciplines of EP 070101 “General Medicine” regional, national peculiarities and the current state of medical science and practice of AR take into account.

The model of EP on specialty 070101 «Medical Business» is classical, competence-oriented, linear.

The teachers of the clinical departments of the University work on the clinical bases of the University and in the medical-preventive institutions of Baku. This ensures close interconnection of EP 070101 “General Medicine” with the field of practical health care and the participation of students in the team of specialists in the provision of various types of medical assistance.

Members of EEC note that practicing doctors take an active part in the training of students. The labor intensity of EP 070101 “General Medicine” is 360 credits regardless of the form of training, applied educational technologies, including all types of classroom and independent work of the student, practices and time devoted to quality control of the study program, optional. The EP is 60 credits in full-time education for one academic year.

The absence of the Catalogue of Elective Disciplines was revealed in the course of interviewing students and faculty members, which dictates the need to activate the work of senior officials, deanery and chairs in this direction and wide involvement of all interested parties (students, faculty, employers, representatives of practical healthcare, graduates of EP “General Medicine”) in the process of development of CED on specialty 070101 “General Medicine”.

According to the results of the interviews of representatives of focus groups by the EEC members, it was revealed that the University is not actively using methods of teaching and learning based on the modern theory of adult education.

The analysis of the EP and the self-assessment report is divided and reflected in the content and scope of the disciplines and other indicators. The educational program is logically structured and understandable for students, because it contains full information about the volumes and sequences of studying the disciplines of various blocks.

Satisfactory ratings have been given by EEC members on those items that require increased attention in meeting standards.

Activities on these items are planned by the university and put in the plan.

***Strengths/best practices***

*No strengths identified under this standard.*

***EEC Recommendations***

✓ Managers of the EP in the specialty 070101 “General Medicine”, conduct and document the analysis of the results of the evaluation of the competence of graduates and use the results as a feedback tool to improve EP. - From 01.02 2022 onwards on a regular basis

✓ It is recommended to specify the final results of training on EP 070101 “General Medicine” in accordance with international practice, using Dublin descriptors and to harmonize the methods of training and evaluation in accordance with the specifics of the disciplines studied. - from 01.02 2022 onwards on a regular basis

✓ It is recommended to include in the educational process EP 070101 “General Medicine” teaching and learning methods based on the modern theory of adult education - from 01.02 2022 and further on a regular basis

✓ Provide on a regular basis refresher training for TS in these teaching and learning methods. - from 01.02 2022 onwards on a regular basis



✓ It is recommended to gradually upgrade the model of the educational program 070101 “General Medicine” in EP, based on the results of training, the systems of organs, diseases, problems of global health, modular or spiral design. - from 01.02 2022 onwards on a regular basis

✓ It is recommended to determine the balance between the mandatory and the elective part of EP 070101 - “General Medicine” and to provide the opportunity to form an individual educational trajectory for students through the Catalogue of Elective Disciplines. - from 01.02 2022 onwards on a regular basis

✓ It is recommended to regularly include stakeholders (representatives of clinical bases, graduates of EP 070101 “General Medicine”, specialists in practical healthcare) in the composition of collegial advisory bodies, and to involve them in the discussion of the Catalogue of Elective Disciplines - from 01.02 2022 onwards on a regular basis (at least once a year).

✓ It is recommended to modify on a regular basis the educational program 070101 “General Medicine” on the basis of feedback from the public (placement of information and conducting surveys on the university website, in the media, etc.); - from 01.02 2022 onwards on a regular basis, at least once every 5 years.

✓ To develop and include in the educational program, the course «design of scientific research» for the purpose of teaching the elements of fundamental and applied research. - with 01.09.2022

✓ To provide and implement academic mobility of students and teachers in the framework of educational program “General Medicine” from 01.09.2022.

***EEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)***

*strong - 0,  
satisfactory - 31,  
suggest improvements - 12,  
unsatisfactory - 0*

*Standard 6.3. «Student evaluation»*

***Evidence part***

The policy and procedure of assessment of the results of training, forms of assessment of the results of training in the framework of EP 070101 “General Medicine” are regulated in accordance with the external and internal normative-legal acts of the University.

The assessment of the knowledge, skills and abilities of students takes place at the following levels: ongoing assessment at practical and final sessions; intermediate certification - examinations; state final certification. Assessment of the knowledge of students in practical classes by teachers is carried out in accordance with the Regulation of 11.09.2008 under the number 1060 approved by the Minister of Education of the Republic of Azerbaijan on the current monitoring of students' academic achievements by the credit system and the results are exhibited in the student group magazine, department's electronic journal (ETS is an electronic education system that reflects the evaluation of theoretical as well as practical knowledge, attendance, placement of independent work, educational material, interactive sessions during a pandemic, examination results and final evaluation).

The assessment of the student consists of formative and summary evaluation, and is carried out on a 100-point system, 50 points of which - pre-exam evaluation, 50 - examination. Theoretical skills are evaluated on the basis of a survey of the student passed by the teacher material on the thematic plan. The maximum score is 20 points (The score is represented by the sum of current scores divided by their number and multiplied by 2). Practical skills include collecting anamnesis, examination of the patient, performing manipulations, correct interpretation of instrumental and laboratory methods of research, rules of writing medical records. The maximum score is 10 points. Independent Work. The student, having chosen the topic of independent work, presents it in the

form of a presentation, the content and volume of which depends on the type of subject. The teacher, after conducting an additional survey on this topic, evaluates the student. The maximum score is 10 points.

In accordance with the «Regulations on examinations on disciplines of students studying under the credit system» of the Ministry of Education of the Republic of Azerbaijan under the number 1059 from 11.09.2008, The mechanism for organization of examinations and evaluation of examinations at the Azerbaijan Medical University has been defined. <https://amu.edu.az/page/339>

To ensure transparency of the results of the examination evaluation (SFC), external examiners are used. These persons are drawn mainly from the leading research institutes and medical institutions of the Ministry of Health of the Republic of Azerbaijan. The SFC procedure is regulated "Rules for the Organization of the Educational Process on the Credit System in Higher Education Institutions at the Bachelor and Master Level, Basic Higher Education (Medical Education) and National Academy of Sciences of Azerbaijan at the Master's level" (Resolution of the Cabinet of Ministers of the Republic of Azerbaijan of 24.12.2013, 348) and the Regulation on assessment of knowledge of students studying under the credit system (Order of the Ministry of Education of the Republic of Azerbaijan of 11.09.2008, 1060). <https://amu.edu.az/storage/files/1/sened/257.pdf> <https://amu.edu.az/page/338>

The AMU operates a system of quality of education, which is accredited by external experts. The regulation of processes in the university is built in accordance with the requirements of the system of quality of education. When weaknesses in processes, including education, are identified, remedial action plans are developed, and implementation reports are prepared.

The AMU analyzes existing and new methods of assessing the knowledge, skills and abilities of students. This information is provided to the departments and, depending on the specifics of the discipline, the dean, heads of the departments decide on the expediency of the introduction of new methods of assessment. The development of health education, with the introduction of simulation training, has both adjusted existing assessment methods and led to the use of new methods. Testing and the oral examination are constantly being improved, not only are new test tasks and situational tasks being developed, but the technical and software of these stages are also being updated. The assessment of practical skills in simulated settings maximizes the immersion of the learner into a realistic learning environment and builds on the continuity of learning from simple to complex (for example: basic resuscitation at the initial stage of training, further development of the skills using automatic external defibrillator; mastering and improving the skill of electro pulse therapy, the skill of using instrumental methods of maintaining the airways, etc.). In connection with the implementation of distance learning technologies in the context of the pandemic, the departments introduced into the process of evaluating assignments placed on the platform Moodle.

Every year the principles, methods and practices used to assess the knowledge of students - assessment tools (tests, examination questions, topics of abstract works, situational problems, clinical and professional skills). The results of the analysis are discussed at the meetings of the department and councils: the office of training and quality assurance of education the scientific council of faculties and the university, further reported to the departments. As a result of a broad discussion, faculty staff determines the list of knowledge, skills, the mastery of which confirms the acquisition of learning competencies, and methods of assessment used for this purpose.

The AMU provides for the participation of students and employers in the development of programs aimed at improving and developing the disciplines taught (programs, lectures, etc.), increased opportunities for participation of parties in the processes (interviews of students and employers) and mechanisms to give effect to their views. So, the curricula of specialties in the university are conducted in accordance with the requirements of the labor market and are in constant updates and improvements.



The Scientific Council of AMU approved the «Strategic Development Plan of Azerbaijan Medical University for the period up to 2020» (Protocol 7 from 19.03.2015) based on «Strategy of Education Development in AMU». The concept pays special attention to such issues as modernization of the educational system of the university and its integration into the world educational space, modernization of the system of scientific research. The main strategic goal is to turn AMU into an educational-research and innovative center. The main purpose of all these documents is to systematically and constantly improve the quality of education at the university, as well as to integrate and coordinate activities related to the quality of education. Based on a competency-based approach to EP organization, the AMU has established a system of learning outcomes through the use of interactive, action-oriented and traditional learning and monitoring methods, aimed not only at the acquisition of knowledge, skills, but also at the formation of professional and important personality qualities. Comparability of learning outcomes, evaluation methods and teaching and learning methods used are reflected in the work programs of the disciplines

***Analytical part***

EEC members note that during the interview of faculty and students, information was received that students in all disciplines are tested, and it is recommended that the University's management determine, approve and publish the principles, the methods and practices used to evaluate students, including the number of examinations and other tests, the balance between written and oral examinations.

The EEC Commission recommends the use of evaluation methods based on criteria and reasoning, and special examinations, taking into account the specifics of medical education (direct and indirect supervision of operational and communicative skills, mini-clinical examination (MiniCex) job evaluation, etc.).

The system of assessment of students' knowledge is continuously studied by heads of departments and is an open environment for the introduction of new methods in this activity. However, a wider range of evaluation methods and formats should be used, depending on their "utility evaluation", which includes a combination of validity, reliability, learning impact, acceptability and effectiveness of evaluation methods and format, with modern software. Familiarization with the examples of tasks in the test form for undergraduate students revealed the predominance of tasks of low cognitive level, the presence of defects allowed by the developers of tasks in the test form.

EEC experts note that the University needs to document and assess the reliability and validity of evaluation methods, which requires the introduction of appropriate software and an appropriate quality assurance process based on existing evaluation practices.

EEC experts note that the University needs to introduce new methods of evaluation in accordance with the needs and current trends of medical education. It is recommended that a clear relationship be established between evaluation and learning and that an appropriate balance be struck between formative and summary evaluation. This will allow more effective management of learning and assessment of the student's academic progress and establish rules for assessing progress and their relationship to the assessment process.

EEC experts note that the University should be guaranteed timely, specific, constructive and fair feedback to students based on formative and summary evaluations, Document the evaluation process using appropriate evaluation forms, and make greater use of a variety of models and ways of obtaining feedback. During the interview with the heads of the EP "General Medicine", TS and students, members of the EEC recorded that there was some misunderstanding by the participants of focus groups on these issues.

Satisfactory ratings have been given by EEC members on those items that require increased attention in meeting standards.

Activities on these items are planned by the university and put in the plan.

***Strengths/best practices***

*No strengths identified under this standard.*

***EEC Recommendations***

✓ EP leaders are recommended to develop a Policy of assessment of students taking into account the specifics of medical education. - until 01.09.2022

✓ EP managers are encouraged to optimize the student assessment system using methods focused on learning achievement based on international practice. - until 01.09.2022

✓ EP managers are encouraged to regularly use and document a wide range of evaluation methods and formats, depending on their "utility assessment", which includes a combination of validity, reliability, learning impact, the appropriateness and effectiveness of evaluation methods and formats. - until 01.09.2022

✓ EP managers are encouraged to introduce new assessment methods on a regular basis in line with the needs and current trends of medical education. - from 01.02 2022 onwards on a regular basis

✓ The leaders of the EP are recommended to conduct training of the staff of the University on the issues of summary and formative evaluation and ensure the appropriate balance between formative and summary assessment during the implementation of the EP "General Medicine", until 01.09.2022

✓ It is recommended that the heads of EP develop an internal legal act regulating the procedure and forms of receiving and providing feedback before 01.09.2022.

✓ To optimize the system of evaluation of learning results, taking into account the adequacy, reliability and validity of evaluation methods. Also, to form a qualitative mechanism of assessment of competence of the graduate with the use of an objective structured practical and clinical examination (OSPE and OSCE) until 01.09.2022.

***EEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)***

*strong - 0,*

*satisfactory - 9,*

*suggest improvements - 6,*

*unsatisfactory - 0.*

**Standard 6. 4. «Students»**

***Evidence part***

AMU implements the policy of admission and selection in accordance with standard procedures based on the results of test examinations, which meet the requirements of the Law of Azerbaijan, by the State Examination Centre for Admission of Students in accordance with the approved admission plans. On the basis of the scores, students enter certain faculties. The main criteria for admission are the level of knowledge and ability of the applicant.

The number of admissions is based on a specialist needs analysis conducted jointly with the Ministry of Health. The right to admission to the AMU is granted to persons who have received the appropriate state-made document on completion of upper secondary, specialized secondary or higher education.

During the winter and summer holidays, the transfer of students from one state university to another, as well as from one specialty to another is carried out by order of the Ministry of Education. All this is carried out in accordance with the «Rules on the procedure of transfer, deduction, restoration and receipt of academic leave for students studying at higher educational institutions for bachelor's and master's degrees, basic (basic higher) medical education» by decree 5/2 of the Ministry of Education of the Republic of Azerbaijan from 15.11.2017.

According to the approved principle of the Ministry of Education of the Republic of Azerbaijan, the university can transfer students from foreign and local medical educational organizations. The university selects foreign students according to their results in interviews. Admission to the University is open to all categories of citizens, the only criterion is a high score on entrance examinations.

The University has a regulation on the procedure for reducing the cost of educational services and exemption from payment for educational services, which applies to certain categories of the population, including students from poor families, students of children of participants of the Karabakh war, single-parent students. Azerbaijan Medical University has a policy and practice of assistance in the circumstances of a student's disability, if one of the parents died in the family, and the other is a disabled group 1 or 2, the families of the victims (who died during the Karabakh war) refugees of the Karabakh war. Students with these statuses who are enrolled for paid training are exempt from tuition fees.

Applicants who have scored high scores get a free education (tuition of the student is paid from the state budget), receive a Presidential scholarship.

The Azerbaijan Medical University determines the possible number of students in faculties during training and proposes to the Ministry of Education and the Ministry of Health. After checking these data and confirming, the Ministry of Education and the Ministry of Health issue the plan to the State Examination Center and AMU. Every year, the AMU reviews the number and contingent of students and makes a decision on the circumstances.

The admission of foreign students is carried out by the Commission for the Admission of Foreign Students, the Chairman of which is the Rector of AMU. He or she appoints a responsible secretary of the admissions committee to work with applicants and their legal representatives. The admission procedure is carried out by the secretariat of the admissions board, which is composed of the most qualified and trained staff of the University.

Since 2018, in order to provide full transparency and maximum convenience to applicants in their countries, the Institute has created, introduced into practice and successfully used to date, an electronic portal for the reception of foreign citizens and stateless persons ([www.admission.amu.edu.az](http://www.admission.amu.edu.az) ; in 2018, 2019, 2020 years [www.oldadmission.amu.edu.az](http://www.oldadmission.amu.edu.az) ).

In order to ensure transparency and convenience for future students, AMU does not cooperate with recruitment agencies.

Applicants themselves register and upload documents, create their own offices in the above-mentioned portal with a password known only to them. In addition to personal data (phone number, e-mail address, etc.), the applicant must upload a passport, diploma (diploma) about the completed secondary education, transcript and a photo taken during the last 6 months. In addition to compulsory, he can upload to his profile and other available diplomas and certificates (IELTS, etc.). The created profile is analyzed and if the requirements are met, accepted. For citizens of the Republic of Turkey, the total should not be less than 65 per cent, for citizens of the Islamic Republic of Iran - 14 per cent, and for citizens of the Republic of Iraq - 70 per cent. These indicators are set annually at the beginning of the reception process and published on the page of the dean's office in «Rules of admission». For applicants from other countries (Syria, Yemen, etc.), due to the social situation in the countries, there is no limit for humanitarian reasons.

The e-mail address of the applicant is sent a message about the appointed time of the online interview, which is carried out by the members of a specially established commission in a specially equipped room in a video format. At the end of the interview, each member of the commission makes his or her independent assessment (1-5); The result shall be considered successful if the average of the scores given by the commissioners is 2 or more. The successful (unsuccessful) result is sent to the applicant's e-mail within 24 hours after the interview. These stages are carried out remotely, that is, there is no need for the applicant to arrive from his or her country prior to gaining confidence in enrolling in the preparatory course of AMU.

The last stage, the signing of the contract and the creation of the personal history of the student of the preparatory course is carried out in person, after arrival in the country. If to acquire a student

visa (depends on the country) it is necessary to send an invitation, the university does it at its own expense.

Every year, the maximum number of foreign students that a university can accept is 600.

The AMU Students' Union supports students, deals with the problems that students may encounter at various stages of education, supports the initiatives of students, organizes their inclusion in volunteer vocational activities, promotes the development of voluntary organizations on a self-management basis, coordinates the activities of structural subdivisions providing support for the education of students in certain categories of the population, including students from shaheed families; students participating in the Karabakh War are students from shaheed families, students of children of Karabakh war participants, students with one parent and who have a disability.

Academic advice on the choice of electives (optional disciplines) and assistance to students facing difficulties in mastering the curriculum (Preparation of individual schedules of liquidation of academic debts, monitoring of academic achievements, promotion to competitions and Olympiads in disciplines) is carried out by the Deputy Dean, the position of which is specially introduced in the Dean's Office.

The AMU is working to improve the system of support and support for students, including production meetings with students of the first courses on the organization of the educational process, meetings with the residents of the hostel based on the monitoring of students' requests and needs.

Premises and workplaces (health center, psychological center, public control and advisory board, center of creative development and additional education, center of information policy, etc.) have been allocated and equipped for competent specialists on the issues of educational support of students on the staff of the university

Students of AMU have the opportunity to receive scholarship payments on a budget basis. A system of social scholarships has been developed for students with poor material conditions. Successfully mastering educational programs receive academic scholarships, scholarships of the President of the Republic of Azerbaijan, as well as showing outstanding achievements in education, science, sports, creativity, social activities - additional financial incentives in the form of scholarships, prizes, grants from various organizations and foundations.

Students have the opportunity to get acquainted with the procedure of awarding and paying scholarships and other rewards on the official website of the university or during individual consultations.

The Health Centre conducts additional medical examination for participation in competitions of students-athletes, is engaged in the maintenance of health and prevention of diseases, including students with disabilities. In order to carry out practical activities in treatment and prevention institutions, students undergo a medical examination, the results of which are reflected in their personal medical record.

In the university on the university website the system of obtaining feedback on problems and needs of students through the system «Ask a question to the rector».

The university supports the participation of students in conferences, symposiums, forums at various levels. Students are paid travel, accommodation and food.

The university library provides students with free educational materials. The University supports the scientific achievements and development of students, applies, and promotes their work for grant and scholarship programs at the international level.

A number of sociological and psychological studies are conducted by various structural units of the University. On the basis of monitoring, structural subdivisions of the University identify the needs of students in psychological, social, financial and academic support. All monitoring results are presented on the official website of AMU.

Graduates of this faculty, continuing their training in the residency, can obtain narrow specialties. In the meantime, graduates who do not enroll or do not wish to continue their education at the resident level, based on basic medical education, can work in institutions of the Ministry of



Health in the following specialties: general practitioner, an emergency doctor, admission department doctor

Students participate in annual surveys on educational satisfaction, the results of which are presented to the councils at various levels and are the basis for managerial decisions to improve the quality of education. The involvement of students in the development, management, evaluation of the educational process is monitored. The opinions and reviews of students are brought to the attention of teachers.

A representative of students (dean of students) participates in meetings of the Scientific Council of AMU. Representatives of student organizations are members of the academic council of the faculty. Also, every student can apply with a request or problem to the dean's office. Working in the dean's office is continuous, every day the dean's office staff solves problems not only students, but also teachers. <https://amu.edu.az/page/447/cleny-ucenogo-soveta>

The university's management provides organizational and methodological support to student organizations. Students participating in the public life of the university, making decisions on the quality of education are encouraged financial, awarded with certificates, diplomas, memorable gifts, nominated for recognition by other organizations, progress in admission to residency and doctoral studies.

### ***Analytical part***

Analysis of the activities of student organizations showed that the activities of student organizations contribute to the development of general cultural competencies, and students and teachers should have more discussions on the necessary support as student organizations, and to individual students.

When interviewing students and graduates of the university it was found that students have the opportunity to express their opinions and wishes regarding their participation in the decision-making process, ensuring academic quality and other professional, financial and social matters. At the same time, the university needs to actively implement a policy of appropriate participation of students in the development and evaluation of EP.

It would be advisable to plan the incoming and outgoing academic mobility of students to partner universities by developing and implementing a program for the development of academic mobility of students.

The EEC during the focus group interviews revealed a lack of cooperation with health professional organizations in discussing and making decisions on policy development and the student selection process.

The EEC was not confirmed during the visit and the focus group interviews that the university has an Inclusive Education Regulation for Persons with Special Needs.

### ***Strengths/best practices:***

*No strengths identified under this standard.*

### ***EEC recommendations:***

✓ Consider including medical professional organizations in the policymaking and selection process. Term of execution: from 01.03.2022 onwards permanently.

✓ Introduce a mentoring (tutoring) system that provides feedback between students and teachers. Term: until 01.06.2022.

✓ Develop and implement a policy of appropriate participation of students in the development and evaluation of EP "General Medicine". Term: until 01.05.2022.

✓ Develop a provision on inclusive education for persons with special needs. Term: until 01.09.2022.

***EEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)***

*strong - 0,  
satisfactory - 16,  
suggest improvements - 0,  
unsatisfactory - 0.*

*Standard 6.5 “Academic staff-teachers”*

***Evidence part***

The University’s personnel policy is one of the priorities of the university’s strategic development concept. The role of the teacher is leading in determining the high quality of the educational process, so the university has objective and transparent processes of recruitment, professional growth and development of the professors-teachers, the professional level of which allows to ensure the high quality of the educational process and competitiveness of the university in the market of educational services. The recruitment of teachers is carried out by the human resource department together with the management in accordance with the Labor Code of the Republic of Azerbaijan, the Regulation «On the procedure of filling positions of professors and teaching staff» approved by the order of the Minister of Education of the AR under the number 401 of 07.09.1996.

Priority in the selection of candidates for TS positions is: compliance of the level of qualification of employees with the qualification requirements for the positions held, professional competence of employees.

Qualification requirements for the positions of pedagogical workers belonging to professors and teaching staff approved by the Decision of the Collegium of the Ministry of Labor and Social Protection of the Population of the Republic of Azerbaijan from 20.12.2017 "Unified tariff-profile questionnaire for civil servants in the field of education".

On the university’s website the announcement of the competition is published in open access, which allows to participate in the competition both university employees and third-party applicants.

The election of academic staff, corresponding to the qualifications required for positions, is carried out by the collegiate management bodies of the university - the scientific council of the university, the scientific councils of specialties.

In the selection of personnel take place in accordance with the requirements of the SSHEP: 1) the share of scientific and pedagogical employees with a degree and (or) academic rank; 2) Scientific and pedagogical employees with an education corresponding to the subject taught; 3) Scientific and pedagogical employees from among the heads and employees of the organizations whose activities relate to the orientation of the program, that is, from the practical sphere of activity.

The Teaching Staff is based on the demands of the training process, the regular teaching burden, and the number of students, according to the staffing table.

The share of teachers in biomedical disciplines is 28.9%, in social and behavioral disciplines - 17.8%, in clinical disciplines - 53.3%.

The quality of the teaching staff is determined by the personnel potential, having a doctorate degree of the Doctor of Philosophy of Medical Sciences or Doctor of Sciences, corresponding certificate of specialist, as well as a member of correspondents and academics. The TS ratio has remained stable at around 70% over the past five years.

More than 50% of the teaching staff have 10 years or more of scientific-pedagogical and clinical experience.

Classes are held in Azerbaijani, Russian and English. Currently, 150 teachers teach in English.

The rights and responsibilities of TS are defined in the job description. Control of students' learning results on intermediate certification, SFC and passing the primary specialized accreditation allows to assess the performance of duties of teachers.



The basic document, on the basis of which the assessment of scientific, pedagogical and clinical achievements of teaching, research, clinical and administrative work, is an individual plan, which determines the scope and terms of the teaching, educational, methodical, scientific and other types of work of the teacher, in accordance with the goals and objectives of the department and the university as a whole.

During the academic year, the head of the department controls the implementation of the volume of all activities of the teacher. The results are discussed at the department meeting. Every year at the end of the school year at a meeting of the department the performance of planned indicators of educational, scientific, curative, educational work is analyzed.

At the university, in addition to the salary, there are incentive payments for employees. Issues of personnel promotion are regulated by local normative acts of the university.

By Resolution 215 of the Cabinet of Ministers of the Republic of Azerbaijan «Determination of the norms of the educational workload for teachers of educational institutions» of November 24, 2010, the activities of the staff of the University are regulated. The total annual workload of the teacher is 530 hours. The teaching workload of each teacher is determined according to the position occupied by him, the level of qualification and may not exceed the upper limits set by the positions of scientific and pedagogical workers. <http://www.e-qanun.az/framework/21004>

The activity of scientific and pedagogical workers of the university is divided into classroom (educational) and extracurricular (educational-methodical; organizational and methodological; scientific; educational; curative; Further training, as well as other, stipulated by the work (official) duties and (or) individual plan of the teacher).

Teachers are engaged in according to their scientific specialty and the profile of the department of research activities. Leading scientists of the university publish the results of their research in periodicals indexed in international information and analytical systems of scientific citation Web of Science and Scopus. Also, the professors have the opportunity to publish the results of their research in the university scientific journal «Health», which is included in the list of journals, recommended by the Supreme Attestation Commission under the President of the Republic of Azerbaijan for publication of the results of scientific research.

The scientific and pedagogical staff of the University actively participates in the organization and holding of the Republican and International Scientific Congresses, symposiums, conferences, seminars, as well as the traditional anniversary events of outstanding scientists, doctors and teachers of the University.

For achievements in professional activity, employees are awarded with state, departmental, republican awards. Information on the results of job evaluation and recognition of achievements in all activities is presented at the university academic council, in the university newspaper, on the university's Internet page.

Teachers use achievements in scientific and clinical work in the educational process at lectures, seminars.

All information about the bachelor's, residency, dissertation and doctoral programs, approved by the order of the Ministry of Education of the Republic of Azerbaijan is posted on the website of the university, so the faculty and students can get acquainted with the content of the curricula, working programs to provide information on the competencies developed in previous courses and to enable the planning of the content of the courses to be followed in order to carry out interdisciplinary communication.

In addition to the pedagogical qualification of the clinical departments, the Institute of Advanced Training of Physicians of the Republic of Azerbaijan improves the medical qualification in the framework of the system of continuous medical education several times a year, and the Ministry of Health of the Republic of Azerbaijan courses. In addition, the faculty has the opportunity to undergo advanced courses in any specialty in clinics of foreign universities with which AMU has concluded an agreement. <https://amu.edu.az/page/2741/soversenstvovanie-i-kursy>

Additional professional training programs are being implemented: «Academic English in the multicultural educational area of medical university»; «English for professional purposes», «Preparation for the English language exam for the international certificate IELTS, TOEFL».

Advanced training programs according to the plans and schedules are updated annually depending on the needs of the university and the personal needs of teachers. Teachers of clinical departments also improve their qualification in clinical specialty.

The ratio of «teacher-student» is determined by the requirements of the Ministry of Education of the Republic of Azerbaijan and the strategic development plan of the university and is within the limits of normative requirements. The number of students per teacher varies between 1:7 and 1:5, depending on the number of students enrolled.

### ***Analytical part***

During the visit, the EEC received confirmation of the descriptive part of the self-assessment report. In an interview with the focus groups, EEC received additional information that was not included in the report on the extensive work of the TS in the area of their own textbooks and teaching aids, extensive research and publication activities.

The EEC couldn't help but notice the faculty's strong patriotism and eagerness to impart not only professional knowledge, but also patriotism to pupils.

Also, during the interview it was possible to reveal not enough awareness of the teaching staff and modern methods of teaching - some departments took part in a pilot project funded by international grants on modern teaching methods, even provided a printed methodical edition, at the same time other departments demonstrated ignorance of modern interactive methods of teaching.

Also, during the interview and survey of the faculty, it was revealed that there was no AMU policy in the field of recognition of academic achievements and related remuneration. No documentary evidence provided. The TS could not describe to EEC how the career progression of the employees is realized, what prospects for the young teachers may exist, but the EEC was also not documented.

### **Strengths/best practices:**

*No strengths identified under this standard. In general, according to this Standard the activity of the university meets the requirements of the specified criteria.*

### **EEC recommendations:**

1. Develop a policy to control the knowledge of TS in the overall content of the educational program, which includes knowledge of teaching/learning methods and the general content of the educational program, and other disciplines, and subject areas, with a view to promoting cooperation and integration. Term: constant, starting from 01.01.2022.

2. Develop a policy to control the knowledge of the teaching staff about teaching methods, the possibility of integration with other disciplines. Continue work on the TS rating regulation, create an electronic TS portfolio with open access for the public and students - before the 2022 Admission Commission. Term: permanent, starting from 01.06.2022.

3. Develop and implement employee promotion and TS policies. Term: permanent, starting from 01.09.2022.

### **Area for improvement:**

✓ Develop a policy of recognition of the achievements of the academic activities of the teaching staff, with an appropriate emphasis on pedagogical, research and clinical qualifications, and implement in the form of awards, promotions and/or remuneration. Term: permanent, starting from 01.04.2022.

***EEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)***

*strong - 0,  
satisfactory - 9,  
suggest improvements - 2,  
unsatisfactory - 0.*

Standard 6.6. «Educational resources»

***Evidence part***

The AMU is a modern educational, scientific and medical-diagnostic center with 75 departments providing training in EP, which are housed in 7 educational and educational-administrative buildings. Analysis of the material and technical equipment of the audit fund of AMU for the development of the educational program showed full compliance with the requirements of SSHEP.

The departments and educational units of the university are provided with computer equipment and access to the Internet. The local Internet network has a capacity of 1 GB. All 5 dormitories of the university are connected to the Internet. External connections and most of the internal are made by optical means.

The university owns 5 student dormitories with a total area of 17,706 m<sup>2</sup>, the living area of 16,112 m<sup>2</sup> is, the number of beds in dormitories 1,251 (one dormitory for 288 beds is currently under overhaul). The number of students living in rooms is in accordance with the sanitary norms. The service staff is 100%. All hostels are fully provided with cleaning, detergents and disinfecting agents, in accordance with the standards, equipped with bedding and furniture. In all hostels, a check-and-entry regime is organized using turnstiles, electronic permits, and watches are reinforced by employees of security organizations. For security reasons, video surveillance has been installed in the entrance sections of all the dormitories, and fencing has been made inside the courtyard area of the training buildings and dormitories. All dormitories and Educational Clinics are equipped with modern fire safety systems, all buildings and structures of the university are provided with fire extinguishing means.

The University has a sports complex with a total area of 5812 m<sup>2</sup>. It organized 16 sports sections including volleyball, handball, basketball, foot hall, table tennis, badminton, track and weightlifting, wrestling, judo, draughts and chess, and sports dancing. On the balance of the university swimming pool area 1683 m<sup>2</sup>.

In the gymnasiums of AMU under the educational program students of the 1st-6th year have sections on physical culture, 16 sports and 24 health sections (they are visited by more than 500 students) and 24 teams have been formed for various sports.

The educational and scientific process of 34 clinical departments of the university is conducted on the basis of 4 educational medical clinics of the university, as well as medical institutions such as the Central City Hospital №5, Research Institute of Clinical Surgery named after M.A.Topchubashov, Pediatric Research Institute named after K. Farajova, Republican Clinical Hospital, Research Institute of Pulmonary Diseases, Clinical Hospital of Psychiatry №2, Center of Psychological Health, Republican dermatovenerologic dispensary, Children's Clinical Hospital №6 etc.

Cancer Department in the building of the University Educational and Oncological Clinic (total area of 5360 m<sup>2</sup> total number of beds 100). The rest of the teaching staff work on the basis of Surgical Training (total area of 45,000 m<sup>2</sup> total number of beds 348) and Educational-Therapeutic (total area of 25,000 m<sup>2</sup> total number of beds 312) clinics.

Upon the informed consent of the patient, under the supervision of teachers or employees of the medical organization, contact with patients and perform medical manipulation of the students.

In the process of practical training, students take part in various procedures and manipulations, both in a planned and urgent manner, have the opportunity to act as assistants to doctors of various



professions. Part of the manipulation is carried out under the supervision of medical personnel; Some methods are studied theoretically with the possibility of observing the procedure.

The maintenance of medical records by students is controlled and certified by the signature of the teacher or clinical curator. They are acquainted with the whole range of methods and techniques, equipment, devices and tools, including high-tech devices, used in the provision of planned, urgent, emergency and palliative, preventive and rehabilitation medical care.

Qualified training and formation of skills and abilities of students to be carried out in, which is located in the building of the Educational Surgical Clinic on the 13th floor. The MSO has various simulators used for students during classes to work out basic and extended cardiopulmonary resuscitation, emergency and urgent medical care, surgical, including endoscopic interventions; delivery room with the possibility of resuscitation of newborns, for visual examination of various systems and organs. <https://amu.edu.az/page/2738/multiprofilnyi-simulyacionnyi-kabinet>

The university is equipped with computer and multiplier equipment (Lenovo, ASUS, Nexus, Compaq, etc.): There are 771 personal computers: 249 personal computers with access to the Internet information and telecommunication network, to which students have access; 103 personal computers are available for independent work in the display rooms and reading rooms of the library; Laptops 745. Laptops Monobloc 17 units. ; Printers 189: installed in the library 4 units. ; multifunctional devices 411 Unit. installed in the library 4 Unit. ; projectors 166 unit. ; Smart TV 203. In the classrooms of the university there is access to electronic resources via wireless Wi-Fi technology.

For independent training, at least 5 bases of educational resources, 4 bases of scientific resources are used; 13 bases of open educational resources (OER).

Trainees are provided with ELS (EL), professional data base, reference and search facilities: ELS «IPRbooks» ELS «BookUp»; Electronic newspapers and magazines on the East View platform; «eBook Clinical Collection»; Web of Science; Scopus; «Medline Complete». Open access resources: PubMed; BioMedCentral; InTechOpen; Free Books for Doctors; Free Medical Journals.

<http://www.iprbookshop.ru/> <https://www.books-up.ru/> <https://www.books-up.ru/>  
<https://dlib.eastview.com/> <http://search.ebscohost.com/http://search.ebscohost.com/>  
<http://www.freebooks4doctors.com/> <http://www.freemedicaljournals.com/>

The University has signed contracts with foreign educational institutions and organizations for the implementation of internships for teachers.

For high achievements in scientific and methodical activities, payments to the scientific and pedagogical employees of the university are made for: the holding of international and republican conferences with the publication of the collection; Protection of PhD, doctoral thesis by an employee; Advising the Doctoral Dissertation Officer and directing the Doctor of Philosophy; Publication of a textbook, educational manual with the stamp of the Ministry of Education of the Republic of Azerbaijan, monographs, publication of articles in various foreign countries (indexed in information and analytical systems of scientific citation Web of Science, Scopus 1, 2, 3 and 4 quarters) and domestic journals (with an impact factor of 0.5 and above, SAC, indexed in information and analytical systems of scientific citation Web of Science, Scopus 1, 2, 3 and 4 quartiles); Grants; obtaining a foreign/Eurasian patent, a patent of the Republic of Azerbaijan for the invention; preparation of winners and winners of international and republican scientific Olympiads and competitions.

According to the concluded agreement and selection of students is carried out academic exchange. The share of the number of foreign students of far and near abroad makes 32.74% of the total number of students in AMU. The contingent of foreign students is represented by students from different countries of the world: the Turkish Republic, the Islamic Republic of Iran, the Republic of Iraq, Yemen, etc.

Since 2011, in accordance with the agreement with the National Union of Medical Students (IFMSA), academic exchange of students of AMU and students of foreign educational organizations is carried out. From 2014 to 2019, students of the University went for industrial

practice in foreign clinics, for example in July-August 2018, 2019 students of 3, 4, 5 years under the program “General Medicine” were interned in the following clinics: University Hacitepe - Ankara (24 students), 19 Mayıs - t. Samsun (33 students), Ege University - t. Izmir (58), University 9 Eylül - t. Izmir (26 students), University Medigiopol - t. Istanbul (1 student), Clinic Euro - Germany (5 students). At AMU on the state line of the Republic of Turkey YÖK (Council of Higher Education) students are studying, who after the 3rd course of study make a direct transfer back to the Turkish universities. So, at present in AMU under the above program on the 1st year - 39, on the 2nd and 3rd years - 28 students, and on the 4th year - 1 student. In the 2020/2021 academic year during the COVID 19 pandemic, online classes were held by the Faculty of Medicine of Ankara University and Gazi University for 1st year students. The participants of the distance learning sessions were 50 students, who were elected according to the indicators of entrance points gained at the time of admission to AMU.

***Analytical part***

During the visit EEC was not presented the AMU Policy in the field of personnel selection for the educational process, in the field of the relationship between scientific research and the content of EP.

EEC also found that there was no regulation on the conduct of expertise in the field of education, which would describe the involvement of experts from various fields not only academic environment, but also practical health care. Also, EEC was not presented a funding program to attract specialists from the field of international education.

The University has full independence and autonomy in terms of the allocation of funding to maintain the academic mobility of students and university staff from extrabudgetary sources of income of the university.

The EEC was presented with an information system based on the MOODLE learning platform, electronic journals are kept, but no policy has been developed to evaluate information systems in the educational process.

Despite the fact that the university conducts a lot of scientific research and undoubtedly the results of the research are applied in EP, the EEC has not been documented in the form of a developed Policy to facilitate the relationship between research and education.

During the visit, the EEC did not receive confirmation of the participation of the teaching staff in the research work in the field of medical education, nor did it provide documentary evidence of the training of the teaching staff in the field of medical education.

***Strengths/best practices:***

*No strengths identified under this standard.*

***EEC recommendations:***

✓ Define and implement policies that effectively use and evaluate relevant information and communication technologies in the educational curriculum. Term: from 01.09.2022.

✓ Identify and implement policies that promote linkages between research and learning. Term: 01.02.2022.

✓ The university should have access to educational expertise where necessary and conduct expertise that studies the processes, practices and problems of medical education and can involve doctors with experience in medical education research, psychologists and sociologists in the field of education, or by involving experts from other national and international institutions. Term: 01.01.2022 permanently.

✓ The University should develop policies and funding opportunities aimed at utilizing resources in the areas of expertise and development of teaching methods and assessment of knowledge and skills, with the involvement of specialists in the field of education from republican and international institutions. Term: 01.09.2022.

***Area for improvement:***

1. To encourage the participation of TS in health education research by the means available by reviewing incentives and encouraging their participation. Term: permanent.

2. Develop the expert activity of the faculty, train the staff expertise and involve the staff of the university in research work in the field of medical education. Term: permanent.

***EEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)***

*strong - 0,*

*satisfactory - 23,*

*suggest improvements - 6,*

*unsatisfactory - 0.*

***Standard 6.7. «Evaluation of the educational program»******Evidence part***

According to the self-assessment report - quotation the monitoring of the educational program and the results of its development is carried out by the department of quality assurance of education and training, as well as the dean's office, with the active participation of the departments provides timely implementation and evaluation of the tasks. Results are discussed at the Faculty Scientific Council, methodical council of departments, training and quality assurance of education office, innovation office and are brought to the attention of departments and teachers» - However, during the interviews with the focus of the EEC teams, the absence of indicators to assess the effectiveness of the EP was revealed during the EEC, and the method of evaluating the effectiveness of the EP was not presented.

After studying each discipline, students have the opportunity to formulate and bring to the attention of the head of the department, deans, vice-rector and rector proposals on the structure, volume and content of the studied discipline, as well as on methods and means of control through a questionnaire. In addition, students are represented on the academic council of AMU, which was confirmed by an interview with focus groups, but no documentary evidence was offered, as the results of the survey are not presented on the website in open access for stakeholders.

For the analysis of the educational program there is a basic feedback system, within the framework of the information maps of the processes «Design and development of educational programs» and «Implementation of the main educational programs», which regulate the following indicators: the percentage of curricula and syllabuses that meet the level and content requirements of SSHEP; percentage of disciplines provided with teaching materials; the level of competence of graduates on the requirements of the SSHEP; student satisfaction; the satisfaction of graduates; teacher satisfaction.

The educational program evaluates the structure, scope and content of the disciplines studied, including the variable part, the amount of contact work, as well as the requirements to the student and the results of the graduate program of specialization, the list of necessary competencies. These educational programs are discussed at the meetings of the departments in May-June of the current academic year, approved at the methodical and approved at the academic council of the university. Information on all components of the education program is also collected by the beginning of each academic year. The analysis is carried out on the basis of the acts of readiness of the departments and structural subdivisions, as well as the act of university readiness. Problem areas are identified and remedial and preventive action plans are developed.

Within the framework of the evaluation mechanisms of the educational program, it is possible to monitor the performance of each student, starting with the results of entrance examinations, current and intermediate certification, SFC. Documentation of admissions committee, departments, dean's office, training and quality assurance of education office in electronic journals ensure the preservation of all results of entrance tests and other types of certification. The system



of recording and storing the results of all students allows monitoring this data during the entire period of study at the university, EEC was demonstrated the maintenance of an electronic journal and personal account of the student.

***Analytical part***

In 2017, AMU passed the state accreditation on the main professional educational program of higher education in the specialty 070101 “General Medicine”, as a result, which was given some comments and recommendations. So, it was noted that it is necessary to consider the mission, goals and objectives of AMU, as well as the review of the curriculum in accordance with the Standards of Education; Review of the number of hours per academic year; in some departments, the use of notebooks by teachers as a department’s journal was revealed. Proposals were made for inclusion in the Scientific Council of Faculties of students, transition to an electronic journal, to make changes in the blocks of subjects of choice, improvement of syllabuses in some departments, the need to transition to electronic documentation. All the above comments and suggestions were taken into account and implemented in the EP.

During the review of the self-assessment report, as well as during the visit and the focus group interviews, EEC had difficulty in assessing eligibility due to insufficient supporting documentation. Many facts about the processes were confirmed during the visit, but many were not documented, the legal framework on the evaluation of EP was not presented, there is no Regulation on the monitoring and evaluation of EP, although there is a digital environment, which allows you to keep an electronic diary and personal office of the student.

It has not been possible to fully ascertain how the university monitors the quality of students' study programs and how it ensures continuous monitoring and improvement of the educational services provided. There is no feedback mechanism from internal and external stakeholders - regulations, orders, other documents regulating this process.

In an interview, EEC found that the university tries to provide students with the conditions necessary for the effective development of the chosen educational program in accordance with their interests and needs, providing this activity with appropriate resources (library, consulting, informational).

The University has a support service for students and provides diverse foreign students to note the care of the university during the adaptation, there is a preparatory faculty for the adaptation of students.

Wide range of opportunities for personal growth and development of youth. During the interview, a group of students confirmed the focus.

The presence of modern clinical bases contributes to quality medical education, but it is worth noting that the simulation center, although covers the need to master EP, needs to be upgraded.

The University has the institutional autonomy, academic freedom and resources to develop and implement procedures for external and internal assessment of EPs in accordance with international standards of medical training but does not make full use of these possibilities.

***Strengths/best practices***

*No strengths identified*

***EEC Recommendations***

1. To develop a regulation/program for the analysis of the results of evaluation of educational achievements of students, monitoring and revision of the EP on a regular basis - from 01.03.2022.

2. The monitoring regulation/program shall provide for the monitoring and evaluation of special components of the EP, which include the description of the discipline and methods of teaching, training, clinical rotations and evaluation methods. Conduct data analysis with feedback and recommendations for modification of EP from 01.03.2022 to the monitoring division

3. To evaluate the educational achievements of students mastering EP. Analyze, make decisions on identified shortcomings, maintain documentation - have a documentary footprint.

Term - from 01.03.2022 onwards on a regular basis.

4. The management of the EP to ensure the participation of TS and students in the EP monitoring procedure on a regular basis from 01.03.2022.

***Area for improvement***

1. Analyze and determine the range of stakeholders, including partner organizations and representatives of the healthcare system, and take into account the opinions of stakeholders from the countries of origin of foreign students, who will accept along with students, Participation in discussions on the development, revision and implementation of the EP until the end of calendar year 2021. In order to correctly make changes to the EP, provide access to students to the results of course evaluation and educational program - from 1.03.2022 onwards on a permanent basis

2. Determine the algorithm of feedback with graduates - collect and study feedback from them on the clinical practice of graduates - from 1.03.2022 onwards on a permanent basis

3. Determine the algorithm of conducting feedback with graduates to collect and study feedback from them on the educational program - from 1.03.2022 onwards on a permanent basis

***EEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)***

*strong - 0,*

*satisfactory - 17,*

*suggest improvements - 7*

*unsatisfactory - 0.*

*Standard 6.8. «Management and administration»*

***Evidence part***

During the visit to AMU EEC found that the management and administration of AMU is carried out in accordance with the Law of the Republic of Azerbaijan on Education, the Regulations on Higher Educational Institutions, by orders and decisions of the Ministry of Health of the Republic of Azerbaijan, normative-legal acts of the Ministry of Education of the Republic of Azerbaijan, the Charter of the University and decisions of the governing body of the University, However, none of these documents was provided as a link in the self-assessment report, on the site - the main information is provided in Azerbaijani language, it was not possible to find the same.

The governing bodies of the University are the Scientific Council and the Rector's Council. The Scientific Council is formed in accordance with the requirements of the relevant Regulations (not submitted). The Scientific Council discusses and approves the work plans approving the activities of AMU for each academic year. Meetings of the Scientific Council are held at least once a month and discuss issues in accordance with the work plan. The Scientific Council and the Rector's Council manage the activities of the university together with the department of quality assurance of education and training, faculties, departments and other structural subdivisions. The structure of the university is determined by the Scientific Council - no documentary evidence was provided; the evidentiary part is based on interviews with focus groups.

Nor was it possible to determine the existence of documentary evidence of the management of the EP, there is no provision for the establishment of an EP evaluation committee, no meeting minutes with stakeholders.

The University ensures the transparency of the management system by developing and communicating to all stakeholders the organizational structure through corporate communication. The list of local normative acts is in the electronic register of documents in the Azerbaijani language.

Transparency of decisions made by university management, as well as by collegial and public associations, is provided through an electronic information educational environment by e-mail to

heads of structural units and teachers. The scientist's decisions and other information materials are publicly available on the university's official website. Electronic journal provides transparency of educational process management for students, teachers, heads of departments, dean

Academic management is carried out in accordance with the legislation of the country and has a strict vertical system.

Funding is provided through State funding and extrabudgetary contributions. The budget is earmarked and based on the principles of efficiency, effectiveness, priority, transparency and accountability. The FBP is formed annually according to funding sources. In order to achieve mission and end-state results, resources are allocated accordingly, and a system of expenditures is established for the use of budgetary and extrabudgetary resources on the basis of an economic classification of expenditures.

The budgetary expenditures are carried out in accordance with the requirements of the objects of expenditure, based on the estimates of the current year of the University.

Interaction with the health sector is carried out in accordance with its mission, the university is directly involved in resolving issues related to the protection of the health of citizens in the republic. Constructive interaction is carried out in the provision of medical assistance by the staff of the clinical departments located in public and private medical organizations, in the areas of: treatment of patients with therapeutic and surgical profiles; conducting transactions; consultations and conciliums; introduction of new diagnostic and treatment methods. Its own clinical base is represented by the University's clinical diagnostic polyclinic, which provides highly qualified dental consultation, diagnostic and medical assistance to the population of the republic and citizens of foreign countries.

AMU, together with the Health Committee of the Milli Mejlis of the Republic of Azerbaijan, organizes and conducts preventive measures among the population.

Every year, in conjunction with the Health Committee, an analysis is made of the staffing of the medical staff of urban hospitals and rural medical organizations. In view of the actual needs of practical health care, it is necessary to develop training programs for residents in specialties that are scarce in the AR, with the possibility of training at several levels in accordance with the specialty's nomenclature and professional standards

#### ***Analytical part***

In general, administration and management are carried out in a strict vertical hierarchy, based on the legislation of the country.

The management structure of AMU has an average level of flexibility and can be optimized if necessary, which is reflected in the corresponding changes in the staffing table, but only within the set number of rates. The staffing of the University is approved by the Ministry. The rights and duties of officials are established by internal normative documents and job descriptions, developed and approved in accordance with the established procedure. The powers, tasks and responsibilities of the structural units correspond to the directions of their activities and are enshrined in the relevant local documents, which could not be read, but were confirmed during interviews with the focus groups.

The EEC Commission found that the University was administered at the national and institutional levels. The sole executive body of the University is the rector, who carries out the current management of the University.

Analyzing compliance with the criteria of the standard - partial, incomplete. A lot of the information stated in self-reporting has not been fully confirmed. Much information was given in general terms. The described system of quality management is not fully traceable when analyzing in the course of EEC work.

EEC has not documented the existence of the Academic Leadership Liability Regulation.

In interviews with focus groups, namely employers and graduates, the EEC revealed the university's lack of engagement in constructive engagement with the health sector, the related health sectors of society and government, including information sharing, cooperating.

Since the main information on the university's website, despite the fact that the university prescribes in its mission a desire for international cooperation in the field of medical education, is presented only in the Azerbaijani language, EEC has not been able to fully assess the information published. During the focus group interviews revealed the university's low activity in informing the general public within the transparency of the management system and decision-making within the EP.

The University does not have a quality management system ISO 9001:2015

***Strengths/best practices***

*No strengths identified*

***EEC Recommendations***

1. With a view to ensuring the quality of the EP, develop a Regulation on the Responsibility of Academic Management for the Establishment and Management of the EP - by 01.06.2022

2. With a view to providing qualified doctors in accordance with the needs of society, develop a policy document that will allow the development of constructive engagement with the health sector, with the related health sectors of society and the Government, including exchange of information, cooperation. - until 01.09.2022

***Area for improvement***

1. To provide information to the general public within the transparency of the management system and the decisions taken, the organization of publications on the site of this information. From 01.03.2022 onwards on a permanent basis.

2. Determine the structure responsible for the functioning of the quality management system - until 01.04.2022

3. In administration, follow the approved quality management system. Conduct training of the academic and administrative staff within the framework of the implementation of the quality management system implemented EP. - until 01.04.2022

4. Establish a committee to coordinate work with partners in the health sector. To conclude formal agreements, having determined the form of cooperation. - until 01.05.2022

***EEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)***

*strong - 0,*

*satisfactory - 12,*

*suggest improvements - 6,*

*unsatisfactory - 0.*

***Standard 6.9. «Continuous Update»***

***Evidence part***

The University Development Strategy for 2015-2020. revised, adjusted as national goals in the field of health and education change, as well as the implementation of national projects «Medical Education», «Healthcare», at the moment AMU does not have a strategic development plan, Similarly, there is no plan for the development of an educational program. During the visit of the EEC and interviews with focus groups, it was revealed that the EP did not have a strategic development plan, as explained by AMU staff, this is due to the complex situation associated with the pandemic, and as a consequence lockdown.

Although a new structural unit was created at the university to develop, implement, maintain and improve the SQE - the department of quality assurance of education and training, but EEC did not find the presence of training methodical department for the implementation of methodical support and implementation of EP, at the same time, the departments of AMU have a large number



of their own educational literature in the form of - textbooks, methodical manuals, which were demonstrated to the EEC when visiting the departments and given in the form of an Annex to the self-assessment report.

For several years “General Medicine” of AMU participates in the competition «The best educational programs of innovation of the Republic of Azerbaijan» and belongs to one of the best programs in our country. He has a high percentage of employment of graduates and a request for specialists in the health system. In 2017, the program was accredited by the state. The program was accredited by the state.

The EP is periodically modified and updated, adjusted in accordance with the requirements of national legislation, as well as changes in the health system, morbidity, the spread of socially significant pathologies, mortality. In the educational process, changes are made, which include the results of research projects conducted at the departments of AMU with funding from the university in the form of within university grants.

The enrolment of students in the program is carried out according to the target figures of admission both for the budget and for the extra-budgetary form, taking into account the needs of the health system of the AR, global health. The program “General Medicine” is socially important, and especially under adverse epidemiological situations, which affects the total number of students and funding.

Internationalization is one of the priority areas of the program. The university has more than two thousand students from different countries of the world.

### ***Analytical part***

Analyzing the results of the visit, the EEC self-assessment report noted that the main activity of AMU, which demonstrates a constant positive dynamic of growth of quantitative and qualitative indicators: the presence of qualified human resources, development of scientific potential for the implementation of EP “General Medicine”, internationalization of students, which directly affects its reputation in the national and international market.

The management of the university and the staff of the implemented EP during the interview confirmed the existence of a direction to update and improve the processes for the implementation of EP in accordance with the achievements of medical science and practice. The AMU effectively implements the strategic tasks adopted within the framework of the legislation and normative acts of the Republic of Azerbaijan.

Despite the difficult political situation in the country, the world health problem associated with the lockdown has far-reaching plans, within the framework of the development of EP “General Medicine”, expansion of the research center, expansion of clinical bases.

EEC found in the focus group interviews a low level of engagement with external stakeholders in EP implementation and mission approval, as noted in the SWOT self-assessment report analysis.

The interview also revealed a lack of awareness and training of the teaching staff on modern educational theories, adult learning methodology and active learning principles.

As the university does not currently have a strategic development plan, it is not possible for EEC to assess the planning of the updating, adjustment, and revision processes.

### ***Strengths/best practices***

*No strengths identified*

### ***EEC Recommendations***

✓ Base the updating process on prospective studies and analyses and on the results of its own research, evaluation and literature on medical education. Term - from 0.09.2022 and on a regular basis

✓ Revising and adapting the mission based on societal change. Set the terms of the review, inform stakeholders about the timeline of the mission review. Term - up to 01.05.2022 academic year

✓ Adapt models of educational programs and methodical approaches to ensure that they are appropriate and relevant and consider modern theories in education, the methodology of adult education, the principles of active learning. Term - from 01.03.2022

✓ Make adjustments to the EP based on the relationship with scientific advances, demographic changes. Term - from 01.04.2022

✓ Plan the update process in accordance with the comprehensive assessment of the EP and improve the monitoring system EP. The deadline is from 01.07.2022

✓ Improve the organizational and management structure to ensure effective performance in the face of changing circumstances and needs, and eventually to meet the interests of different stakeholder groups. Term - from 01.09.2022 and regularly

***EEC findings on criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)***

*strong - 0,*

*satisfactory - 9,*

*suggest improvements - 5,*

*unsatisfactory - 0.*





## (VII) OVERVIEW OF STRENGTHS/ BEST PRACTICES FOR EACH STANDARD

- ✓ *Standard 1 «Mission and end results»: not identified.*
- ✓ *According to Standard 2 «Educational Program»: not identified.*
- ✓ *According to Standard 3 «Assessment of students»: not identified.*
- ✓ *According to standard 4 «Students»: not identified.*
- ✓ *According to Standard 5: Academic staff/teachers: not identified.*
- ✓ *According to Standard 6 «Educational environment and resources»: not identified.*
- ✓ *According to Standard 7 «Evaluation of the educational program»: not identified.*
- ✓ *According to standard 8 «Management and administration»: not identified.*
- ✓ *According to standard 9 «Continuous improvement»: not identified.*

## (VIII) REVIEW OF THE RECOMMENDATION FOR IMPROVING QUALITY

### 8.1 Mission and Results Standard

✓ The University management and EP leaders are recommended to involve stakeholders in the development of EP mission 070101 “General Medicine”. - From 01.02.2022 onwards on a regular basis.

✓ Managers of EP in the specialty 070101 “General Medicine” are recommended on a regular basis (at least once a year) to study, analyze and document the opinions/suggestions of stakeholders regarding the mission, vision and end results of training. - From 01.02 2022 onwards on a regular basis (at least once a year)

✓ Use various methods (website, social networks, stands, etc.) to communicate to all stakeholders the mission, quality policy and vision of the organization. - From 01.02.2022 onwards on a regular basis

✓ To bring the final results of the training in accordance with international standards and the requirements of the labor market. - until 01.05 2022

✓ University leaders are recommended to take advanced courses in strategic management to improve the mission of the university, develop a strategic plan and SWOT analysis. - until 01.05.2022

#### **Area for improvement:**

✓ In order to broaden the circle of external stakeholders, the discussion of the mission should involve both the public health system and professional associations, non-governmental organizations and others. organizations

### 8.2. Standard «Educational program»

✓ Managers of the EP in the specialty 070101“General Medicine”, conduct and document the analysis of the results of the evaluation of the competence of graduates and use the results as a feedback tool to improve EP. - From 01.02 2022 onwards on a regular basis

✓ It is recommended to specify the final results of training on EP 070101 “General Medicine” in accordance with international practice, using Dublin descriptors and to harmonize the methods of training and evaluation in accordance with the specifics of the disciplines studied. - from 01.02 2022 onwards on a regular basis

✓ It is recommended to include in the educational process EP 070101 “General Medicine” teaching and learning methods based on the modern theory of adult education - from 01.02 2022 and further on a regular basis

✓ Provide on a regular basis refresher training for TS in these teaching and learning methods. - from 01.02 2022 onwards on a regular basis

✓ It is recommended to gradually upgrade the model of the educational program 070101 “General Medicine” in EP, based on the results of training, the systems of organs, diseases, problems of global health, modular or spiral design. - from 01.02 2022 onwards on a regular basis

✓ It is recommended to determine the balance between the mandatory and the elective part of EP 070101 - “General Medicine” and to provide the opportunity to form an individual educational trajectory for students through the Catalogue of Elective Disciplines. - from 01.02 2022 onwards on a regular basis

✓ It is recommended to regularly include stakeholders (representatives of clinical bases, graduates of EP 070101 “General Medicine”, specialists in practical healthcare) in the composition of collegial advisory bodies, and to involve them in the discussion of the Catalogue of Elective Disciplines - from 01.02 2022 onwards on a regular basis (at least once a year).

✓ It is recommended to modify on a regular basis the educational program 070101 “General Medicine” on the basis of feedback from the public (placement of information and conducting surveys on the university website, in the media, etc.); - from 01.02 2022 onwards on a regular basis, at least once every 5 years.

✓ To develop and include in the educational program, the course «design of scientific research» for the purpose of teaching the elements of fundamental and applied research. - with 01.09.2022

✓ To provide and implement academic mobility of students and teachers in the framework of educational program “General Medicine” from 01.09.2022.

#### Standard 8.3. «Student evaluation»

✓ EP leaders are recommended to develop a Policy of assessment of students taking into account the specifics of medical education. - until 01.09.2022

✓ EP managers are encouraged to optimize the student assessment system using methods focused on learning achievement based on international practice. - until 01.09.2022

✓ EP managers are encouraged to regularly use and document a wide range of evaluation methods and formats, depending on their "utility assessment", which includes a combination of validity, reliability, learning impact, the appropriateness and effectiveness of evaluation methods and formats. - until 01.09.2022

✓ EP managers are encouraged to introduce new assessment methods on a regular basis in line with the needs and current trends of medical education. - from 01.02 2022 onwards on a regular basis

✓ The leaders of the EP are recommended to conduct training of the staff of the University on the issues of summary and formative evaluation and ensure the appropriate balance between formative and summary assessment during the implementation of the EP “General Medicine”, until 01.09.2022

✓ It is recommended that the heads of EP develop an internal legal act regulating the procedure and forms of receiving and providing feedback before 01.09.2022.

✓ To optimize the system of evaluation of learning results, taking into account the adequacy, reliability and validity of evaluation methods. Also, to form a qualitative mechanism of assessment of competence of the graduate with the use of an objective structured practical and clinical examination (OSPE and OSCE) until 01.09.2022.

#### Standard 8.4. «Students»

✓ Consider including medical professional organizations in the policymaking and selection process. Term of execution: from 01.03.2022 onwards permanently.

✓ Introduce a mentoring (tutoring) system that provides feedback between students and teachers. Term: until 01.06.2022.

✓ Develop and implement a policy of appropriate participation of students in the development and evaluation of EP “General Medicine”. Term: until 01.05.2022.

✓ Develop a provision on inclusive education for persons with special needs. Term: until

01.09.2022.

Standard 8.5 “Academic staff-teachers”

✓ Develop a policy to control the knowledge of TS in the overall content of the educational program, which includes knowledge of teaching/learning methods and the general content of the educational program, and other disciplines, and subject areas, with a view to promoting cooperation and integration. Term: constant, starting from 01.01.2022.

✓ Develop a policy to control the knowledge of the teaching staff about teaching methods, the possibility of integration with other disciplines. Continue work on the TS rating regulation, create an electronic TS portfolio with open access for the public and students - before the 2022 Admission Commission. Term: permanent, starting from 01.06.2022.

✓ Develop and implement employee promotion and TS policies. Term: permanent, starting from 01.09.2022.

**Area for improvement:**

✓ Develop a policy of recognition of the achievements of the academic activities of the teaching staff, with an appropriate emphasis on pedagogical, research and clinical qualifications, and implement in the form of awards, promotions and/or remuneration. Term: permanent, starting from 01.04.2022.

Standard 8.6. «Educational resources»

✓ Define and implement policies that effectively use and evaluate relevant information and communication technologies in the educational curriculum. Term: from 01.09.2022.

✓ Identify and implement policies that promote linkages between research and learning. Term: 01.02.2022.

✓ The university should have access to educational expertise where necessary and conduct expertise that studies the processes, practices and problems of medical education and can involve doctors with experience in medical education research, psychologists and sociologists in the field of education, or by involving experts from other national and international institutions. Term: 01.01.2022 permanently.

✓ The University should develop policies and funding opportunities aimed at utilizing resources in the areas of expertise and development of teaching methods and assessment of knowledge and skills, with the involvement of specialists in the field of education from republican and international institutions. Term: 01.09.2022.

**Area for improvement:**

✓ To encourage the participation of TS in health education research by the means available by reviewing incentives and encouraging their participation. Term: permanent.

✓ Develop the expert activity of the faculty, train the staff expertise and involve the staff of the university in research work in the field of medical education. Term: permanent.

Standard 8.7. «Evaluation of the educational program»

✓ To develop a regulation/program for the analysis of the results of evaluation of educational achievements of students, monitoring and revision of the EP on a regular basis - from 01.03.2022.

✓ The monitoring regulation/program shall provide for the monitoring and evaluation of special components of the EP, which include the description of the discipline and methods of teaching, training, clinical rotations and evaluation methods. Conduct data analysis with feedback and recommendations for modification of EP from 01.03.2022 to the monitoring division

✓ To evaluate the educational achievements of students mastering EP. Analyze, make decisions on identified shortcomings, maintain documentation - have a documentary footprint.

Term - from 01.03.2022 onwards on a regular basis.

✓ The management of the EP to ensure the participation of TS and students in the EP monitoring procedure on a regular basis from 01.03.2022.

***Area for improvement***

- ✓ Analyze and determine the range of stakeholders, including partner organizations and representatives of the healthcare system, and take into account the opinions of stakeholders from the countries of origin of foreign students, who will accept along with students, Participation in discussions on the development, revision and implementation of the EP until the end of calendar year 2021. In order to correctly make changes to the EP, provide access to students to the results of course evaluation and educational program - from 1.03.2022 onwards on a permanent basis
- ✓ Determine the algorithm of feedback with graduates - collect and study feedback from them on the clinical practice of graduates - from 1.03.2022 onwards on a permanent basis
- ✓ Determine the algorithm of conducting feedback with graduates to collect and study feedback from them on the educational program - from 1.03.2022 onwards on a permanent basis
- ✓ With a view to ensuring the quality of the EP, develop a Regulation on the Responsibility of Academic Management for the Establishment and Management of the EP - by 01.06.2022
- ✓ With a view to providing qualified doctors in accordance with the needs of society, develop a policy document that will allow the development of constructive engagement with the health sector, with the related health sectors of society and the Government, including exchange of information, cooperation. - until 01.09.2022

***Area for improvement***

✓ To provide information to the general public within the transparency of the management system and the decisions taken, the organization of publications on the site of this information. From 01.03.2022 onwards on a permanent basis.

- ✓ Determine the structure responsible for the functioning of the quality management system - until 01.04.2022
  - ✓ In administration, follow the approved quality management system. Conduct training of the academic and administrative staff within the framework of the implementation of the quality management system implemented EP. - until 01.04.2022
  - ✓ Establish a committee to coordinate work with partners in the health sector. To conclude formal agreements, having determined the form of cooperation. - until 01.05.2022

***Standard 8.9. «Continuous Update»***

✓ Base the updating process on prospective studies and analyses and on the results of its own research, evaluation and literature on medical education. Term - from 0.09.2022 and on a regular basis

✓ Revising and adapting the mission based on societal change. Set the terms of the review, inform stakeholders about the timeline of the mission review. Term - up to 01.05.2022 academic year

✓ Adapt models of educational programs and methodical approaches to ensure that they are appropriate and relevant and consider modern theories in education, the methodology of adult education, the principles of active learning. Term - from 01.03.2022



- ✓ Make adjustments to the EP based on the relationship with scientific advances, demographic changes. Term - from 01.04.2022
- ✓ Plan the update process in accordance with the comprehensive assessment of the EP and improve the monitoring system EP. The deadline is from 01.07.2022
- ✓ Improve the organizational and management structure to ensure effective performance in the face of changing circumstances and needs, and eventually to meet the interests of different stakeholder groups. Term - from 01.09.2022 and regularly

**(IX) REVIEW OF THE RECOMMENDATION ON THE DEVELOPMENT OF EDUCATION**

*There is no*



Annex 1. Evaluation table «PARAMETERS OF INSTITUTIONAL PROFILE»

Таблица 3

## Conclusion of the self-assessment commission

PP	PP	crete.	EVALUATION CRITERIA	Educational organization position			
				Strong	Satisfactory	Implies improvement	Unsatisfactory
		<b>1.</b>	<b>«MISSION AND RESULTS»</b>				
		<b>1.1</b>	<b>Mission definition</b>				
1	1	1.1.1	The medical education organization should define its mission and that of the EP and bring it to the attention of the parties concerned and the health sector.			+	
			The mission statement should contain objectives and an educational strategy to prepare a competent physician at the level of basic health education:				
2	2	1.1.2	with an appropriate basis for a further career in any field of medicine, including all species medical practice, administrative medicine and scientific research in medicine		+		
3	3	1.1.3	Able to perform the role and function of a physician in accordance with the requirements of the health sector		+		
4	4	1.1.4	Prepared for postgraduate studies		+		
5	5	1.1.5	with a commitment to lifelong learning, including a professional responsibility to support knowledge and skills through performance evaluation, auditing, self-learning, practices and recognized activities in CPD/CME.		+		
6	6	1.1.6	The medical organization of education should ensure that the mission includes advances in medical research in biomedical, clinical, behavioural and social sciences.		+		
7	7	1.1.7	The health education organization should ensure that the mission incorporates global health aspects and reflects major international health concerns.		+		
		<b>1.2</b>	<b>Participation in mission formulation</b>				
8	8	1.2.1	The medical education organization should ensure that the main stakeholders are involved in the development of the EP mission.			+	
9	9	1.2.2	The Medical Education Organization should ensure that the stated EP mission is based on an opinion/proposal other relevant stakeholders.			+	
		<b>1.3</b>	<b>Institutional autonomy and academic freedom</b>				
			The medical organization of education should have the institutional autonomy to develop and implement policies for which the administration and teaching staff are responsible for:				
10	10	1.3.1	Development and drafting of an educational programme;		+		
11	11	1.3.2	Use of the resources allocated for the implementation of the educational programme.		+		
			The health organization of education should be guaranteed academic freedom for employees and students:				
12	12	1.3.3	With regard to the current educational programme, which will allow for the use of different perspectives in the description and analysis of medical questions;		+		
12	12	1.3.4	the possibility of using the results of new studies to improve the study of specific		+		
		<b>1.4</b>	disciplines/subjects without expanding the educational programme.				

		1.4.1	<b>Learning outcomes</b>		+		
13	13		The medical organization of education should determine the final learning outcomes that students are required to demonstrate after completion, in relation to:		+		
14	14		An appropriate basis for a future career in any branch of medicine;		+		
15	15		their future roles in the health sector;		+		
16	16		its subsequent post-graduate training;		+		
17	17		Their commitment to lifelong learning;		+		
18	18		public health needs, and needs of health systems and other aspects of social responsibility.		+		
19	19	1.4.2	The medical organization of education must guarantee that the student fulfils obligations towards doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.		+		
20	20	1.4.3	Medical organizations education <b>follows to define</b> and coordinate the communication of learning outcomes required by completion, with those required for postgraduate studies		+		
21	21	1.4.4	The medical organization of education should determine the results of involving students in research in medicine;		+		
22	22	1.4.5	The health organization of education should pay attention to global health outcomes		+		
23	23	1.4.6	The Medical Education Organization should use the Competency Assessment of Graduates as a feedback tool for improvement of the educational programme.			+	
			<b>Total</b>		<b>19</b>	<b>4</b>	
		<b>2</b>	<b>EDUCATION PROGRAMME</b>				
		<b>2.1</b>	<b>Educational curriculum model and teaching methods</b>				
24	1	2.1.1	Medical organizing education have to define an educational programme that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on disciplinary design.		+		
25	2	2.1.2	The medical organization of education should determine the teaching and learning methods that encourage, prepare and support students to take responsibility for their learning.		+		
26	3	2.1.3	The medical organization of education must guarantee that the curriculum develops students' lifelong learning abilities.		+		
27	4	2.1.4	The medical organization of education must guarantee that the educational programme is implemented in accordance with the principles of equality.		+		
28	5	2.1.5	Medical organization of education should use methods teaching and learning based on modern adult education theory.			+	
		<b>2.2</b>	<b>Scientific method</b>				
		2.2.1	The medical organization of education shall, throughout the curriculum, teach students:				
29	6		principles of scientific methodology, including analytical and critical thinking;			+	
30	7		Scientific research methods in medicine;		+		
31	<b>8</b>		evidence-based medicine			+	
32	9		Which require appropriate competence of teachers and will be a compulsory part of the education programme.		+		
33	10	2.2.2	Medical organizations education should include In the educational programme, elements of scientific research 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 encourage students to participate in or participate in research projects.		+		
			<b>Fundamental biomedical sciences</b>				
			The medical organization of education must be				
			To define and include:				

35	12	2.3.1	Achievement of basic biomedical sciences, to form students		+		
			Understanding scientific knowledge				
36	13	2.3.2	Concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			The Health Organization of Education should, in the curriculum, adjust and introduce new advances in the biomedical sciences in order to:				
37	14	2.3.3	Scientific, technological and clinical developments;		+		
38	15	2.3.4	Current and expected needs of society and the health system.				
		<b>2.4</b>	<b>Behavioural and social sciences and medical ethics</b>				
		2.4.1	The health organization of education should define and include educational achievement programme:				
39	16		Behavioral sciences			+	
40	17		Social sciences			+	
41	18		Medical ethics		+		
42	19		Medical jurisprudence that will provide the knowledge, concepts, methods, skills and attitudes needed to understand the socio-economic, demographic and cultural determinants of the causes, prevalence and consequences of health problems, 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 Health Organization of Education should adjust and introduce behavioural and social sciences and also medical ethics for:				
43	20		Scientific, technological and clinical developments;		+		
44	21		Current and expected needs of society and the health system;		+		
45	22		Changing demographic and cultural conditions.		+		
		<b>2.5</b>	<b>Clinical sciences and skills</b>				
			The Medical Organization of Education shall define and introduce the achievements of the clinical sciences and guarantee that students:				
46	23	2.5.1	Acquire sufficient knowledge and clinical and professional skills to assume responsibilities, including health promotion, disease prevention and patient care;		+		
47	24	2.5.2	Conduct a reasonable part (one third) of the programme in planned patient contacts, including consideration of the objective, the appropriate number and its sufficiency for teaching in appropriate clinical bases;			+	
48	25	2.5.3	Carry out health promotion and prevention activities.		+		
49	26	2.5.4	The medical organization of education should set a certain amount of time for the teaching of basic clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine)		+		
50	27	2.5.5	The medical organization of education should organize a clinical training with appropriate attention to the safety of the patient, including supervision of the student's activities in clinical conditions.		+		
			The Medical Organization of Education should, in the curriculum, adjust and introduce new advances in the clinical sciences for:				
51	28	2.5.6	Scientific, technological and clinical developments;		+		
52	29	2.5.7	current and expected needs of society and the health system.		+		
53	30	2.5.8	The Medical Education Organization should guarantee that every student has early contact with actual patients, including gradual participation in the care of the patient, which includes responsibility for the examination and/or treatment of the patient			+	



			under supervision, which is conducted in the respective clinical bases.				
54	31	2.5.9	The health education organization should structure the various components of clinical learning according to the specific phase of the training programme.		+		
		<b>2.6</b>	<b>Structure of the educational programme, content and duration</b>				
55	32	2.6.1	The medical organization of education shall describe the content the scope and sequence of courses and other elements of the educational programme to guarantee an appropriate balance between basic biomedical, behavioural, social and clinical disciplines.		+		
			Health organization of education in education program:				
56	33	2.6.2	To integrate related sciences and disciplines;		+		
57	34	2.6.3	Ensure integration of clinical sciences with fundamental biomedical, behavioural and social sciences		+		
58	35	2.6.4	Provide for the possibility of elective content (electives) and to establish a balance between the compulsory and elective part of the educational programme, which includes a combination of compulsory elements and electives or special components of choice;			+	
59	36	2.6.5	Define the relationship with complementary medicine, including non-traditional, traditional or alternative practices.		+		
		<b>2.7</b>	<b>Program management</b>				
60	37	2.7.1	The Medical Organization of Education shall determine the organizational unit responsible for educational programmes, which, under the supervision of academic management, shall have the responsibility and authority to plan and implement the educational programme, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, the evaluation of students and the evaluation of educational programmes and courses in order to ensure the achievement of learning outcomes.		+		
61	38	2.7.2	Medical organizing education have to guarantee representation from teachers and students in the unit responsible for educational programmes.		+		
62	39	2.7.3	The health organization of education, through the entity responsible for educational programmes, should plan and introduce innovation into the education curriculum.			+	
63	40	2.7.4	The health organization of education should include representatives from others relevant interested parties, in composition of the organizational unit of the medical organization of education, responsible for educational programmes, comprising other participants in the educational process, representatives from clinical bases and graduates of medical organizations education, health professionals involved in the teaching process or other faculty members of university faculties.		+		
		<b>2.8</b>	<b>Relationship to health practices and the health system</b>				
64	41	2.8.1	The medical organization of education shall provide an operational link between the educational programme and the subsequent stages of vocational training (internship where available, specialization, CPD/CME) or the practice to which the student will embark upon graduation, Including the identification of health problems and educational outcomes, a clear definition and description of the elements of the educational programme and their relationships at the various stages of training and practice, with due regard to the local; National, regional and global conditions, and also feedback to/from the health sector and participation of teachers and students in the team of specialists in the provision of health care.		+		
			The health organization should ensure that the entity responsible for the educational programme:				
65	42	2.8.2	Takes into account the specific conditions in which graduates are to work and modify the educational system accordingly to program;			+	

66	43	2.8.3	Considers the modification of the educational program on the basis of feedback with the public and society at large.			+	
			<b>Total</b>		<b>40</b>	<b>12</b>	
		<b>3.</b>	<b>STUDENT ASSESSMENT</b>				
		<b>3.1</b>	<b>Evaluation methods</b>				
			The medical organization of education shall:				
67	1	3.1.1	identify, adopt and publish the principles, methods and practices used to evaluate students, including the number of examinations and other tests, balance between written and oral examinations, use of assessment methods based on criteria and reasoning and special examination (OSKE or mini-clinical examination), and determination of criteria for passing points, estimates and number of permitted repetitions;			+	
68	2	3.1.2	to ensure that evaluation covers knowledge, Learning skills and attitudes;			+	
69	3	3.1.3	Use a wide range of evaluation methods and formats depending on their "usefulness assessment", which includes a combination of suitability, reliability, impact on learning, acceptability and effectiveness of evaluation methods and formats;				+
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 external expertise;				+
72	6	3.1.6	Use a system of evaluation complaints.			+	
			The Health Education Organization should:				
73	7	3.1.7	to document and assess the reliability and validity of assessment methods that requires appropriate process collateral qualities  Existing evaluation practices;			+	
74	8	3.1.8	Introduce new evaluation methods in accordance with the needs;				+
75	9	3.1.9	Use the system to appeal evaluation results.			+	
		<b>3.2</b>	<b>Relationship between evaluation and learning</b>				
			The medical organization of education should use evaluation principles, methods and practices that include students' educational achievements and the evaluation of knowledge, skills and professional values of relationships that:				
76	10	3.2.1	Clearly compatible with teaching methods, teaching and learning outcomes;				+
77	11	3.2.2	Guarantee that students achieve the results of their studies;			+	
78	12	3.2.3	Contribute to the education of students;			+	
79	13	3.2.4	Ensure an appropriate balance between formative and summative assessments to guide learning and assess a student's academic progress, which requires establishing rules for assessing progress and their relationship to the evaluation process.				+
			The Health Education Organization should:				
80	14	3.2.5	To regulate the number and nature of checks of the various elements of the educational programme to promote knowledge and integrated learning, and to avoid a negative impact on the educational process and to avoid the need to study excessive amount of information and overburdening the educational programme;			+	
81	15	3.2.6	Guarantee timely, concrete, constructive and fair feedback to students based on the evaluation results.				+
			<b>Total</b>		<b>10</b>	<b>6</b>	
		<b>4.</b>	<b>STUDENTS</b>				
		<b>4.1</b>	<b>Admission and selection policy</b>				
			The medical organization of education shall:				

82	1	4.1.1	Define and implement a reception policy, including a clearly defined status of the student selection process;		+		
83	2	4.1.2	Adopt policies and practices for the admission of students with disabilities in accordance with the laws and regulations in force in the country;		+		
84	3	4.1.3	To have a policy and practice of transferring students from other programmes and medical organizations of education. The Health Education Organization should:		+		
85	4	4.1.4	Establish a relationship between the selection of students and the mission of the medical organization of education, the educational programme 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 meet the health needs of the population and society as a whole, including the consideration of student recruitment on the basis of 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 for appeals for making decision on admission.		+		
		<b>4.2</b>	<b>Student intake</b>				
88	7	4.2.1	The Medical Organization of Education shall determine the number of students admitted according to the material and technical possibilities at all stages of education and training, and decide on the admission of students, which includes the need to regulate national requirements for human resources in health care, in the event that health-care providers do not control the number of students recruited, their obligations should be demonstrated, by explaining all relationships, paying attention to the consequences of decisions taken (the imbalance between student recruitment and material and technical and academic potential of higher education).		+		
89	8	4.2.2	The Medical Education Organization should periodically review the number and contingent of students admitted, in consultation with relevant stakeholders, Responsible for planning and developing human resources in the health sector, also with experts and organizations on global aspects of human resources for health (such as insufficient and unevenly distributed human resources for health care, migration of doctors, opening of new medical universities) and regulation to meet the health needs of the population and society as a whole.		+		
		<b>4.3</b>	<b>Student counselling and support</b>				
			The medical organization of education shall:		+		
90	1	4.3.1	To have a system of academic advice for their students, which includes questions related to elective choices, preparation for postgraduate studies, career planning, appointment of academic mentors (mentors) For individual students or small groups of students;				
91	2	4.3.2	To propose 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 medical care; Immunization and health insurance programmes and financial assistance in the form of grants and loans;		+		
92	3	4.3.3	Allocate resources to support students;		+		
93	4	4.3.4	Ensure the confidentiality of counselling and support. The health organization of education should provide counselling that:		+		
94	5	4.3.5	Based on the monitoring of the student's progress and aimed at the social and personal needs of students, including academic support, support for personal problems and situations, health problems, financial issues;		+		
95	6	4.3.6	Includes career counselling and career planning.		+		
		<b>4.4</b>	<b>Student representation</b>				
96	7	4.4.1	The Medical Organization of Education should define and		+		

			implement a policy of student representation and appropriate participation in the mission definition, design, management and evaluation of the educational programme and other matters relevant to students.				
97	8	4.4.2	The health organization of education should facilitate and support student activities and organizations, including the provision of technical and financial support to student organizations.		+		
			<b>Total</b>		<b>16</b>		
		<b>5.</b>	<b>ACADEMIC STAFF/TEACHERS</b>				
		<b>5.1</b>	<b>Selection and recruitment policies</b>				
			The Medical Education Authority should define and implement a selection and admission policy that:				
98	1	5.1.1	defines their category, responsibility and balance of academic staff/teachers of fundamental biomedical sciences, behavioural and social sciences and clinical sciences for adequate realization of the educational program, including an appropriate ratio between medical and non-medical teachers, full-time or part-time teachers, as well as a balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for educational and clinical the merits of the claimants, including a proper balance between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	Defines and monitors the responsibilities of the academic staff/teachers of fundamental biomedical sciences, behaviours and social sciences and clinical sciences.		+		
			The health organization of education should include in its selection policy and the admission of staff to take into account such criteria as:				
101	4	5.1.4	The attitude to their mission, the significance of the local conditions, including gender, nationality, religion, language and other conditions relevant to the medical organization of education and the educational programme;		+		
102	5	5.1.5	Economic opportunities, which take into account the institutional environment for the financing of staff and the efficient use of resources.		+		
		<b>5.2</b>	<b>Development policy and staff performance</b>				
			The Medical Education Organization should define and implement a policy for the activities and development of staff that:				
104	6	5.2.1	Enables the maintenance of a balance between academic and service functions, which includes the setting 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 the recognition of academic activities, with appropriate emphasis on pedagogical, research and clinical qualifications, in the form of awards, promotions and/or remuneration;		+		
106	8	5.2.3	Ensures that clinical activities and research is used in teaching and learning;		+		
107	9	5.2.4	Guarantees the adequacy of each employee's knowledge of the educational programme, which includes knowledge of teaching/learning methods and the general content of the educational programme; and other disciplines and subject areas to promote cooperation and integration;				+
108	10	5.2.5	includes training, development, support and evaluation of the work of teachers, which involves all teachers, not only newly recruited, but also those drawn from hospitals and clinics. The Health Education Organization should:				
109	11	5.2.6	take into account the ratio "student-teacher" dependence on the various components of the education programme;		+		
110	12	5.2.7	Develop and implement a promotion policy.				+
			<b>Total</b>		<b>9</b>	<b>2</b>	
		<b>6.</b>	<b>EDUCATIONAL RESOURCES</b>				



		<b>6.1</b>	<b>Logistics base</b>				
			The medical organization of education shall:				
111	1	6.1.1	have sufficient material and technical facilities for teachers and students, allowing provide adequate Implementation of the educational programme;		+		
112	2	6.2.2	Provide a safe environment for employees, students, patients and caregivers, including the provision of necessary information and protection from harmful substances, micro-organisms, laboratory and safety regulations equipment.		+		
113	3	6.1.3	The Health Organization of Education should improve the learning environment for students by regularly updating, expanding and strengthening the material and technical base, which should correspond to the development in the practice of training.		+		
		<b>6.2</b>	<b>Resources for clinical training</b>				
			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	Number and categories of clinical bases, which include clinics, outpatient polyclinic services (including PHC), primary health care institutions, health centres and other public health facilities; as well as centres/laboratories of clinical skills, which provide clinical training using the facilities of clinical bases and rotation in core clinical disciplines;		+		
116	6	6.2.3	Observation of student clinical practice.		+		
117	7	6.2.4	The health organization of education should examine and evaluate, adapt and improve resources for clinical training in order to responsiveness to the needs of the client population, which will include relevance and quality for clinical training programmes on clinical bases, equipment, quantity and category patients and clinical practice, supervision as supervisor and administration.		+		
		<b>6.3</b>	<b>Information technology</b>				
<b>118</b>	<b>8</b>	<b>6.3.1</b>	Health education organization to identify and implement policies that promote effective use and evaluation relevant information and communication technologies in the education curriculum.				+
119	9	6.3.2	Medical organization of education should provide access to online or other electronic means mass information		+		
			Medical organizations education follows grant teachers and students possibilities for use of information and communication technologies:				
120	10	6.3.3	For independent learning;		+		
121	11	6.3.4	access to information;		+		
122	12	6.3.5	Treatment of patients;		+		
123	13	6.3.6	Work in health system.		+		
124	14	6.3.7	The medical education organization should optimize students' access to relevant patient data and health information systems.		+		
		<b>6.4</b>	<b>Medical research and scientific advances</b>				
			The medical organization of education shall:				
125	15	6.4.1	To have research activities in the field of medicine and scientific achievements as a basis for the educational programme;		+		
126	16	6.4.2	Identify and implement policies that promote linkages between research and education;				+
127	17	6.4.3	Provide information about research and development the basis and priority areas of scientific research in the educational health organization;		+		
128	18	6.4.4	Use medical research as a basis for the curriculum		+		
			The health organization of education should guarantee that relationship between research and education:				
129	19	6.4.5	Is taken into account in teaching;		+		

130	20	6.4.6	Encourages and prepares students to participate in medical research and development.		+		
		<b>6.5</b>	<b>Expertise in the field of education</b>				
			The medical organization of education shall:				
131	21	6.5.1	Have access to educational expertise where necessary; and conduct an expert study that examines the processes, practices and problems of medical education and can involve doctors with medical education research experience, psychologists and sociologists in the field of education, or by bringing in experts from other national and international institutions.			+	
			Health education organization to identify and implement policy on the use of expertise in the field of education:				
132	22	6.5.2	In the development of the educational programme;			+	
133	23	6.5.3	in developing teaching methods and in evaluating knowledge and skills.				
			The Health Education Organization should:				
134	24	6.5.4	Provide evidence of the use of internal or external expertise in health education for capacity-building employees;			+	
135	25	6.5.5	give due attention to the development of expertise in educational evaluation and research in medical education as a discipline that includes theoretical, practical and social issues in health care education			+	
136	26	6.5.6	To promote the desires and interests of staff in research in health education.		+		
		<b>6.6</b>	<b>Exchange in education</b>				
			Health education organization <b>should</b> to identify and implement policy for:				
137	27	6.6.1	Cooperation at the national and international levels with other medical institutions;		+		
138	28	6.6.2	Transfer and offsetting of educational credits, which includes consideration of the scope limits of the educational programme that can be transferred from other educational institutions and may benefit from the conclusion of agreements on mutual recognition of elements of the educational programme, and active coordination of programmes between health-care providers and the use of a transparent system of credit units and flexible course requirements.		+		
			The Health Education Organization should:				
139	29	6.6.3	Facilitate regional and international staff exchanges (academic, administrative and teaching staff) and students with appropriate resources;		+		
140	30	6.6.4	Ensure that exchanges are organized in accordance with the objectives, needs of staff, students and ethical principles.		+		
			<b>Total</b>		<b>23</b>	<b>6</b>	
		<b>7.</b>	<b>EVALUATION OF THE EDUCATIONAL PROGRAMME</b>				
		<b>7.1</b>	<b>Programme monitoring and evaluation mechanisms</b>				
			The medical organization of education should				
141	1	7.1.1	Have a process and outcome monitoring programme that includes the collection and analysis of data on key aspects of the education programme ensuring that the educational process is conducted in an appropriate manner and that any areas requiring intervention are identified, and that data collection is part of the administrative procedures for admission, assessment and completion of students training.			+	
142	2	7.1.2	Ensure that relevant evaluation results influence curriculum		+		
			The medical organization of education must establish and apply mechanisms for evaluating the educational programme which:				
143	3	7.1.3	Directed to the educational programme and its main components comprising the educational curriculum model, the structure, content and duration of the educational programme, and the use of compulsory and elective parts;			+	
144	4	7.1.4	are aimed at the student's progress;		+		

145	5	7.1.5	Identify and address issues that include the under-achievement of expected learning outcomes, and will assume that the resulting information on learning outcomes, this will include feedback on the shortcomings and problems identified, for the implementation of corrective actions and plans, for the improvement of the educational programme and the curriculum of the disciplines;		+		
			The medical organization of education should periodically carry out 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 the description of the discipline and methods of teaching and learning, clinical rotations and evaluation methods;		+		
148	8	7.1.8	Overall outcomes, which will be measured by national examinations, international examinations, career choices and post-graduate learning;		+		
149	9	7.1.9	Health education organizations should rely on social responsibility/accountability.		+		
		<b>7.2</b>	<b>Teacher and student feedback</b>				
150	10	7.2.1	The medical organization of education should systematically collect, analyze and provide feedback to teachers and students, which includes information on the process and production of the educational program, and also include information on unfair practices or improper behavior of teachers or students with and/or legal consequences.		+		
151	11	7.2.2	The medical organization of education should use the feedback to improve the educational program.				+
		<b>7.3</b>	<b>Student achievement</b>				
			Medical organization of education should analyze educational achievements of students in relation to:				
152	12	7.3.1	Its mission and educational outcomes, which include information on average length of schooling, achievement scores, pass and pass rates, success rates and dropout rates, Students' reports on the conditions of their courses, on the time spent studying the areas of interest, including the components of their choice, as well as interviews with students for further courses and interviews with students who leave the program;		+		
153	13	7.3.2	Educational programme;		+		
154	14	7.3.3.	resource endowment.		+		
			The medical organization of education should analyse the educational achievements of students in relation to:				
155	15	7.3.4	Their previous experiences and conditions, including social, economic and cultural conditions;		+		
156	16	7.3.5	the level of training at the time of admission to the medical organization of education.		+		
			The medical organization of education should use				

			the analysis of students' educational achievements to provide feedback to the structural units responsible for:				
157	17	7.3.6	student selection;		+		
158	18	7.3.7	planning of the educational program;		+		
159	19	7.3.8	student counselling.		+		
		<b>7.4</b>	<b>Stakeholder engagement</b>				
			The medical organization of education shall involve in its monitoring program and measures for the evaluation of the educational program:				
160	20	7.4.1	Teaching staff and students;			+	
161	21	7.4.2	its administration and management.		+		
			Medical education organization should be for other interested parties, including other representatives of academic and administrative staff, representatives of the public, authorized bodies for education and health, professional organizations, and persons responsible for postgraduate education:				
162	22	7.4.3	Provide access to course and curriculum evaluations;			+	
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 in the educational program.			+	
			<b>Total</b>		<b>17</b>	<b>7</b>	
		<b>8.</b>	<b>MANAGEMENT AND ADMINISTRATION</b>				
		<b>8.1</b>	<b>Managing</b>				
165	1	8.1.1	The medical education organization must determine the management structures and functions, including their relationship with the university, if the medical education organization is a part or a branch of the university.		+		
			Medical organizations of education should define structural subdivisions in their management structures, establishing the responsibility of each structural unit and include in their composition:				
166	2	8.1.2	Academic staff representatives;		+		
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 the transparency of the management system and the decisions taken, which are published in bulletins, are posted on the university website, are included in the protocols for review and implementation.			+	
		<b>8.2</b>	<b>Academic leadership</b>				
170	6	8.2.1	The medical organization of education should clearly define the responsibility of the academic leadership for the development and management of the educational program.			+	
171	7	8.2.2	The medical organization of education should periodically assess the academic leadership in relation to the achievement of its mission and learning outcomes.		+		
		<b>8.3</b>	<b>Training budget and resource allocation</b>				
			The medical education organization shall:				
172	8	8.3.1	Have clear terms of reference and authority to provide the educational program with resources, including a dedicated training budget;		+		



173	9	8.3.2	Allocate the resources necessary for the implementation of the educational program and allocate educational resources according to their needs.		+		
174	10	8.3.3	The system of financing the medical organization of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, delimitation and autonomy 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 adequate remuneration for teachers to achieve learning outcomes;		+		
176	12	8.3.5	when allocating resources, take into account scientific advances in the field of medicine and problems of public health and their needs.		+		
		<b>8.4</b>	<b>Administrative staff and management</b>				
			The medical education organization shall have an appropriate administrative staff, including their number and composition, in accordance with qualifications, to:				
177	13	8.4.1	To ensure the introduction of an educational program and related activities;		+		
178	14	8.4.2	Guarantee good governance and resource allocation.		+		
179	15	8.4.3	The medical organization of education should develop and implement an internal management quality assurance program that includes consideration of needs for improvement, and conduct regular management review and analysis.				+
		<b>8.5</b>	<b>Engagement with the health sector</b>				
180	16	8.5.1	The medical organization of education should have constructive interaction with the health sector, the related health sectors of society and government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.				+
181	17	8.5.2	The medical education organization should be given the official status of cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and modalities of cooperation and/or the conclusion of a joint contract, and the establishment of a coordinating committee, and joint activities.				+
			Total		<b>12</b>	<b>6</b>	
		<b>9.</b>	<b>CONTINUOUS UPDATE</b>				
			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, results/competencies, evaluation and learning environment, structure and function, document and address shortcomings;		+		
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 prospective studies and analyses and on the results of its own research, evaluation and literature on health education;				+
185	4	9.1.4	Ensure that the renewal and restructuring process leads to a review of its policies and practices in line with previous experience, current activities and future prospects; Direct the update process to the following questions:				+
186	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development		+		

			of society.				
187	6	9.1.6	Modification of the end results of training of graduates in accordance with the documented needs of the postgraduate environment, including clinical skills, Training in public health issues and participation in the process of providing medical care to patients in accordance with the duties assigned to graduates after graduation from the MEO.		+		
188	7	9.1.7	Adaptation of the model of the educational program and methodological approaches to ensure that they are relevant and appropriate and take into account modern theories in education, the methodology of adult education, the principles of active learning.			+	
189	8	9.1.8	Adjustment of the elements of the educational program and their interrelationship in accordance with the achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health/morbidity status of the population and socio-health economic and cultural conditions, and the adjustment process will ensure the incorporation of new relevant knowledge, concepts and methods, and the elimination of obsolete ones.		+		
190	9	9.1.9	Development of evaluation principles, methods and number of examinations in accordance with changes in educational outcomes and teaching and learning methods.		+		
191	10	9.1.10	Adaptation of the policy of enrollment and methods of selection of students in view of changing expectations and circumstances, needs in human resources, changes in the system of pre-university education and needs of the educational program.		+		
192	11	9.1.11	Adapting recruitment and academic staffing policies to changing needs.		+		
193	12	9.1.12	Updating educational resources to meet changing needs, such as student intake, number and profile of academic staff, educational program.			+	
194	13	9.1.13	Improving the monitoring and evaluation of the education program.		+		
195	14	9.1.14	Improved organizational structure and governance to ensure effective performance in the face of changing circumstances and needs, and eventually to meet the interests of different stakeholder groups.			+	
			<b>Total</b>		<b>9</b>	<b>5</b>	
			<b>TOTAL</b>		<b>148</b>	<b>48</b>	