



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission on
assessment of compliance with the requirements of of the
standards of accreditation program of
education program 050806 Pharmacy of «Azerbaijan Medical University»
Ministry of Health of the Republic of Azerbaijan
from the 22nd to the 24th of November 2021

**INDEPENDENT ACCREDITATION AND RATING AGENCY
EXTERNAL EXPERT COMMISSION**

*Addressed to
Accreditation
To the IAAR Council*



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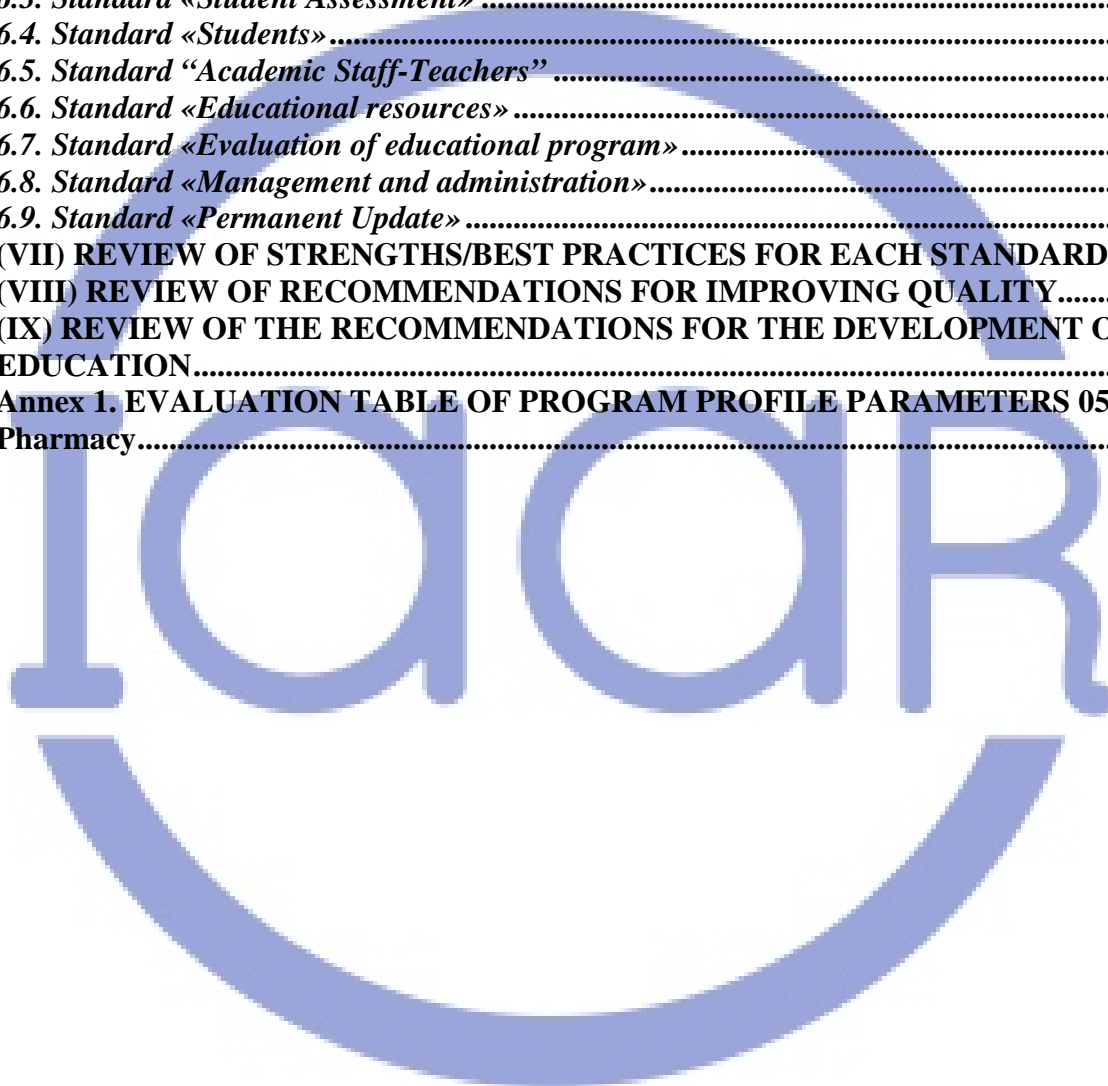
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Baku

«24th» November 2021

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

HEI - Higher Education Institution
EEC - External Expert Commission
SSHEP - State Standard and Higher Education Programme
AMU, University - «Azerbaijan Medical University» of the Ministry of Health of the Republic of Azerbaijan
EO - Educational Organization
EP - Education Programme
BVEP - Basic Vocational Education Programme
IAAR - Independent Rating Accreditation Agency
SEC - State Examination Centre
TS – Teaching Staff
LWP - Learning Work Plan
SFC - State Final Certification
Official website - official site of AMU in information and telecommunication network «Internet»
ECG - Employment Center of Graduates
ELS - Electronic library system
EIEE - Electronic Information and Education Environment
FBP - Financial and Business Plan
SVE - Supplementary Vocational Education
MPI - Medical and preventive institutions
SBL - Science-based Learning
GC - General Competences
DS - Dietary Supplements



(II) INTRODUCTION

In accordance with the order of the Independent Agency of Accreditation and Rating 157-21-OD from 01.11.2021. from 22 to 24 November 2021. An external expert commission (EEC) assessed compliance with the standards of specialized accreditation of IAAR of the Azerbaijan Medical University of the Ministry of Health of the Republic of Azerbaijan (10-17-OD from «24» February 2017, fifth edition).

The report of the external expert commission contains an assessment of the compliance of the activity of AMU of MH of AR within the framework of the program accreditation criteria of IAAR, recommendations of EEC on further improvement of parameters of educational programs and parameters of specialized profile of educational programs.

EEC's composition is as follows:

Chairman of IAAR - Turdalieva Botagoz 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

«Azerbaijan Medical University» of the Ministry of Health of the Republic of Azerbaijan is created on the basis of the Medical Faculty of Baku State University by the Resolution of the Council of People's Commissars of Azerbaijan SSR 287/99 of June 19, 1930. By decree of the Government of the Republic of Azerbaijan N-°94 of 4 February 1991, the institute was granted the status of a University.

The University carries out its activities in accordance with State laws of the Republic of Azerbaijan, 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 Republic of Azerbaijan) and the Charter of the University.

Azerbaijan Medical University» Ministry of Health of the Republic of Azerbaijan (hereinafter - AMU, University) has:

- License to carry out educational activities (registration number: 50, series and form number: 11/1136, decision on issuing: 24.09.2002, validity: indefinite, status: valid)
- State accreditation (certificate issued by the Ministry of Education of the Republic of Azerbaijan from 19.12.2017 (i.e., 446). Current status of state accreditation for 2021/2022 academic year in various specialties, including the bachelor's degree, 050802 «Pharmacy». Accreditation was carried out by the Department of Accreditation and Nostrification under the Ministry of Education of the Republic of Azerbaijan.

The AMU has a high-speed Internet access channel, and is connected to resources - amu.edu.az, ets.amu.edu.az, .amu.edu.az, international.amu.edu.az, tms.amu.edu.az, my.amu.edu.az. All departments of the university have access to local global networks.

The university is represented in existing publicly recognized rankings.

AMU prepares students on educational programs of bachelor, specialist, master's degree. Training period on EP 050806 Pharmacy is 4 years, 240 ECTS credits, the total number of students on EP 2018-2019 185 people. In 2019-2020 - 220 people, in 2021-2021 - 258 people. The total number of TS, a brief characteristic of EP is presented in tables 1, 2.

Table 1 - Teaching staff of the educational program 050806 Pharmacy

Total	Doctor of sciences	PhD	Teacher/ Senior lecturer	Assistants
84	12	33	27	12

Table 2 - Information on OP 050806 Pharmacy

Level/period of study	Higher education - bachelor's degree / 4 years
Business unit (head)	Yagubov Kamandar Mehdi oghlu - Dean of the Faculty of Pharmacy and Biotechnology, Ph.D., Associate Professor
Major departments	<ol style="list-style-type: none"> 1. Pharmacology - Professor Ganiyev Musa Mehdi oghlu 2. Pharmacognosy - Ph.D., Professor Isaev Javanshir Isa oghlu 3. Pharmaceutical chemistry - prof.Suleimanov Tair Abasali oghlu 4. Pharmaceutical technology and management - doctor, professor Velieva Mahbuba Nebi qizi 5. General and toxicological chemistry - prof.Garayev Eldar Abdullah oghlu 6. Social Sciences - Professor Aliyev Goshkar Jalal oghlu
Amount of ECTS credits	240
Length of study (number of semesters), form of study	4 years (8 semesters), full-time education
Date of introduction of the educational program	1930
Entry requirement	Possession of a secondary education certificate, passing the entrance exams at the SEC on the number of points determined by the ME of AR

Opportunities for further education (after the programme)	Training on master's, doctoral, additional vocational education programs
EP objectives	development of personal qualities of students, as well as formation of universal, general professional and professional competences in accordance with the requirements of SSHEP in specialty 050806 Pharmacy.
Learning outcome	As a result of the training the graduate must be formed universal, general professional and professional competences in accordance with the requirements of the SSHEP
Training cost	Price list for educational services in 2020/2021 academic year (4000 AZN)
Employment opportunities, career options	According to the Order of the Ministry of Health of Azerbaijan - bachelor's degree; pharmacist

Training of students on EP 050806 Pharmacy is carried out in accordance with the current legislative acts of the Republic of Azerbaijan, agreed with the Strategic Development Plan of AMU, with the mission, vision and strategy of the university.

(IV) DESCRIPTION OF EEC'S VISIT

The work of the EEC was carried out on the basis of the Visit Program of the IAAR Expert Commission within the framework of specialized accreditation of educational programs in the period from 22 to 25 November 2021.

To coordinate the work of EEC 21.11.2021. The President of the Commission held a meeting during which authorities were distributed among the members of the Commission, the schedule of the visit was clarified, and agreement was reached on the choice of methods of expertise.

In order to obtain objective information on the evaluation of the university members EEK use such practicelike visual inspection, observation, interview of employees of various structural units, teachers, students, graduates and employers, survey of professors and teachers, students.

The EEC's meetings with the task forces were conducted in accordance with the specified program of the visit, in accordance with the established time frame. The staff of the University ensured the presence of all persons identified in the visit program.

In accordance with the requirements of the standards, meetings were held with the rector, vice-rectors, heads of structural units to obtain objective information on the quality of educational programs and all infrastructure of the university, to clarify the content of the self-assessment reports departments, deans, heads of departments, teachers of the departments, students, graduates, employers, conducted interviews and surveys of teachers and students. A total of 112 people participated in the meetings (table.4).

Table 4 - Information about employees, trainees, employers, graduates who took part in meetings with EEC IAAR / IAAR

Category of participants / number of participants								
University leadership		Office heads	Deans	TS	Head of Departments and EP	Students	Employers	Graduates
Rector	Vice-rectors							
1	5	23	4	12	27	20	4	16

The departments present the educational and methodical complex of disciplines, journals, work plans SSS, monographs, methodical recommendations of the faculty. Discussions were held with students of 2 medical, dental and pharmaceutical faculties.

According to the program of the EEC visit, a tour of the university was also held, during which experts visited: Educational Therapeutic Clinic; Educational Surgical Clinic; Oncology Clinic; Educational Dental clinic; AMU's training building №2; AMU's training building №4.

As part of the planned program, recommendations to improve the activities of the university, developed by the EEC following the results of the examination, were presented at a meeting with the leaders and heads of structural units of AMU 24.11.2021.

(V) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

Educational Program 050806 «Pharmacy» undergoes the procedure of international accreditation for the first time.

(VI) COMPLIANCE WITH INTERNATIONAL INSTITUTIONAL ACCREDITATION STANDARDS

6.1. Mission and Outcome Standard

Evidence part

The mission of AMU as a university, organization of education is to preserve, strengthen and improve the health of the population of Azerbaijan and the world through the dissemination and application of progressive knowledge and principles of clinical, pharmaceutical, biotechnological, psychological, social and economic practice in the training of a competent specialist in the health system, achieving best practices in this field. AMU aims to serve humanity by educating and training a generation of intelligent, emotionally mature healthcare professionals with critical thinking.

The Mission is the foundation of the University's activities and development and has been brought to the attention of the stakeholders - the Ministry of Education, the academic community, students, through publication on the official website, sending by internal e-mail to all structural divisions of the university; information at the orientation meeting with students of the first year and at group president (self-assessment report p.12).

The mission of the educational program is to provide quality, affordable pharmaceutical education corresponding to the level of leading domestic and foreign universities through the development of innovative practical-oriented educational technologies, basic and applied scientific research in the field of pharmaceutical sciences integrated into educational systems and health, practical pharmaceuticals and pharmaceutical industries aimed at improving the health and quality of life of the population.

During the visit of the EEC, the faculty and students demonstrated knowledge and compliance of the mission EP 050806 Pharmacy.

The University carries out its activities on the basis of the Statute of the AMU and in

accordance with the normative and legal and strategic documents adopted in the Republic of Azerbaijan.

The educational program 050806 «Pharmacia» is implemented at the university on the basis of and in accordance with the certificate of state accreditation (50 from 11/1136 from 24.09.2002). Current status of state accreditation for 2021/2022 academic year in various specialties, including bachelor's degree 050806 «Pharmacy». Accreditation was carried out by the Department of Accreditation and Nostrification under the Ministry of Education of the Republic of Azerbaijan.

For the implementation of the EP in specialty 050806 Pharmacy, the University has a material and technical base, corresponding to the existing fire-fighting rules and standards, and providing all types of disciplinary training, practical and scientific work of students, provided for in the curriculum and extracurricular activities.

Bases for student practice are selected in accordance with the Mission of the University; meet the criteria and objectives of the practical exercises. With each base, the university has a contract.

After completion of studies at the University on EP 050806 «Pharmacy» and passing the procedure of initial accreditation in the specialty, graduates are offered employment opportunities in the trade and production of the pharmaceutical sector of the economy, etc. Students are aware of possible career options through messages from the management and teaching staff of the faculty.

The university has defined the expected educational outcomes that students demonstrate after graduation. The competencies and skills characterizing the qualification of the provisor are represented in the SSHEP.

AMU uses institutional autonomy in the formulation and implementation of Quality Policy, development of EP, evaluation of recruitment, research, allocation of extrabudgetary resources under the «Pharmacy» program. For the development of the EP, a working group is created consisting of faculty teachers, heads of specialized departments, representatives of the dean's office, employers, students. The EP is submitted to the EESC for examination and correction. At the next stage after the introduction of all changes, the EP is approved by the Methodical Council of the Faculty of Pharmacy, the Scientific Council of the Pharmaceutical Faculty, the Central Methodical Council of the University and approved by the Scientific Council of the University. The leading departments of the Faculty of Pharmacy, which are responsible for the formation of professional competencies and results of SFC, take an active part in the development of the EP.

The collective of AMU aims to increase the competitiveness of educational services and promote Azerbaijan to the leading positions in the world in the field of medical and pharmaceutical education and science, in accordance with the Strategic Development Program and the mission of the university.

In general, the mission and vision of AMU correspond to the Strategic Development Program of the University, updated at the meeting of the Scientific Council, determine the main directions of the organization's activity, the mission of the university and EP 050806 Pharmacy are focused on the training of a competent specialist bachelor, which is based on the integration of the scientific, clinical and educational process.

Analytical part

When analyzing the compliance of EP with international accreditation standards in accordance with IAAR standards, it should be noted in general for most parameters of the standard compliance with the criteria of the standard «Mission and outcome».

The main educational activity of the University and the Educational Council is regulated by the normative-legal documents of the Republic of Azerbaijan, internal local documents of the University: the Law of the Republic of Azerbaijan «On Education»; The Standard Charter of the Higher Educational Institution; Action Plan for the implementation of the «State Strategy for the Development of Education in the Republic of Azerbaijan»; Content and rules of organization of higher (basic) medical education; content, rules of organization and awarding degree «master» for

the education of master's degree; «Rules of organization of higher educational institutions at bachelor and master level, basic (basic higher) medical education and credit system of the National Academy of Sciences of Azerbaijan at master level»; Regulations on the award of academic degrees; Unified tariff-profile questionnaire for civil servants in the field of education; Uniform standards for construction, material and technical support of educational establishments, general sanitary and hygienic requirements, standards for the provision of student places; Regulations on the Scientific Council of the Faculty of Higher Education; «On determining the standard time of teaching staff for educational work, on research, scientific and methodical and other types of work»; Provision for the planning and calculation of the TS training load; Regulation on the organization and planning of research work in higher education institutions; Regulation on Research Laboratories of Higher Education Institutions; Regulation on Field Research Laboratories of Higher Education Institutions; Regulations on the Student Council under the Minister of Education of the Republic of Azerbaijan; Regulations on subject examinations for students studying under the credit system; Regulations on the assessment of the knowledge of students studying under the credit system; Regulations on internships for students of higher (specialized secondary) educational institutions; Approval of the List of Medical Specialties for which specialist physicians are trained at the resident level; Content and rules of organization of bachelor's education; Introduction of a new funding mechanism in higher education institutions; Content, rules for the organization of supplementary education and the issuance of appropriate documents to persons who have received education in any area of additional education; Rules of holding positions of the head of the department, dean and deputy dean in higher educational institutions; Material and technical base of educational institutions and norms of educational infrastructure; Rules for the certification of scientific workers in the Republic of Azerbaijan; Rules for the organization of studies in higher education institutions with a credit system at the bachelor's and master's level; Regulations on the Student Scientific Society; Regulations on the organization of research work of students in higher educational institutions; Duration of educational programs (curricular curricula); Order «On regulation of issues of granting the right to publication of textbooks».

The university's passing of the procedure of state accreditation of educational activity confirms the activity of EP 050806 Pharmacy within the framework of the current educational standards of the republic. The activity within the framework of the IAAR international accreditation standards is confirmed by the route links on the university's website, which EEC got acquainted with during the review of the self-assessment report and the expert commission.

Members of the EEC note that at meetings with the focus groups of students and faculty on EP 050806 Pharmacy, the students confirmed the delivery of the mission of the university and EP through the official website of AMU, in general, could formulate the mission of EP in their own words. Focus groups of employers and graduates at meetings with EEC members did not confirm their participation in the discussion, formation, revision of the mission of the University and EP 050806 Pharmacy in general.

The material resources available at the university are used responsibly for the purpose of decent implementation of the goals set by the mission. Members of EEC note that great importance is attached at the university to the formation of appropriate behavior among students in relation to each other, teachers, colleagues, patients and their relatives.

During the meetings with the focus groups of employers noted the high demand of graduates and the quality of their training, a high percentage of employment (more than 90%), which can confirm the compliance of EP 050806 with the stated end results.

Strengths / Best Practices for Standard 1 Mission and Deliverables

There are no strengths to this standard.

EEC Recommendations

-The management of the University and EP 050806 in 2022 should determine the range of stakeholders and bring to their attention the mission of the university and EP.

-Responsible for the EP, starting from the 2022-2023 academic year provide representation and participation of a wide range of stakeholders (graduates, employers, etc.) in:

- development, formation of the EP mission;
- discussion, regular review and implementation of the mission EP 050806 Pharmacy.

EEC findings on standard 1 «Mission and deliverables»

strong position - 0,

satisfactory - 20,

suggest improvements - 3,

unsatisfactory - 0.

6.2. Standard «Educational program»

Evidence part

Educational program (EP) on specialty 050806 Pharmacy is developed on the basis of the State Standard and the Program of Higher Education (SSPHE), approved by the decision of the Cabinet of Ministers of the Republic of Azerbaijan on April 23, 2010, 75.

The development of EP is carried out using the credit system, the total volume of EP 050806 «Pharmacy» is 240 ETS credits (1 credit - 15 hours). The structure of the EP includes a matrix and a certificate of competences, a curriculum, a timetable, syllabus, evaluation and methodical materials, which was presented to the EEC during the visit.

The EP defines the mission and purpose of the EP, defines the requirements for the final results of training and in fact reflects the objectives of training for all participants in the educational process.

The educational program (EP) under the bachelor's program 050806 Pharmacy is published through the placement of various information materials on the university website. The model of EP «Pharmacy» is linear. The current educational and working plan for 2020-2021 academic year considered and approved at the Scientific Council of the University. It contains behavioral, social, specialized pharmaceutical disciplines, divided into compulsory and selective disciplines, which are studied in the form of theoretical courses, seminars, practical/laboratory works, practices. The EP and curriculum shall respect the principle of succession and continuity of teaching. The program is designed to ensure the acquisition of sufficient knowledge, the formation and development of the necessary professional competencies in specific areas of practice. (p.22 of the self-assessment report).

In general, the program is characterized by consistency, logical connection between the themes and their sequence, scientific character and practical skills, is based on the principles of evidence-based medicine. The educational work programs of the disciplines are annually revised and approved at the meetings of the departments and methodical council of the pharmaceutical faculty.

Different educational technologies are used in practical exercises: educational videos, situational solutions, business and role-playing training games, work with reagents, raw materials, study albums, etc. Master classes of experts and specialists, participation in scientific and practical conferences, meetings with representatives of republican and foreign companies, state and public organizations are widely used. In the study of disciplines aimed at the formation of competences, including research activities, the research work of students is widely used (in the form of a review of the literature on the proposed topic, preparation of an essay, reviews, report, execution of a planned experimental independent work, thesis).

Elements of scientific research are a component of educational programs implemented at the university and aimed at formation of scientific thinking and acquisition of skills of scientific research of students. The analysis of the material is based on the principles of problem learning and involves a research component, trains the logic of the future specialist, skills of analysis and

synthesis, induction and deduction.

As part of the implementation of components of scientific research, in the study of various disciplines, students acquire such competencies as the ability to analyze and publicly present scientific data, the ability to participate in the conduct of scientific research. Students participate in research activities by attending scientific clubs, where they are provided with conditions for the development of research skills, which was confirmed at meetings with different focus groups. The results of research activities of professors and teachers are implemented in the EP of pharmaceutical disciplines.

The integration of pedagogical and pharmaceutical technologies is carried out on the basis of: algorithmizing of professional activity; problematic educational dialogue; Inclusion in education of situations of professional activity requiring analysis and decision-making based on theoretical information; a collection of activity strategies that the university professor has verified in his personal experience; reflection of experience of activity and professional communication. The practice takes the form of training and work practices.

The program is implemented in accordance with the principles of equality with respect to students regardless of their gender, ethnicity, religion, socio-economic status and physical capabilities.

The AMU creates conditions for the implementation of the EP for persons with disabilities and persons with special needs (infrastructure in accordance with the SSHEP, pre-university training and pro-orientation work with this social group).

The bachelor's program on EP Pharmacy provides the opportunity to master disciplines of choice in the amount set by SSHEP is 10-20%.

The Dean of the Faculty is responsible for the organization of the EP development and its implementation. The developers of the EP and its components are persons from among the professors and teachers of the departments, who provide training in disciplines, practices, research work, provided by the curriculum of the specialty. The Scientific Council of AMU approves the educational program approved by the Central Methodical Council. The Central Methodological Council, together with the Dean's Office, coordinates and monitors 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 dean's office of the faculty provides students with the opportunity to participate in the formation of their curriculum, acquaints students with the rights and obligations in the development of the educational program, offers a choice from the list of elective (elected on a mandatory basis) and optional disciplines.

Representatives of students are official members of the academic council of the university, which gives them the opportunity to participate in the development of the educational program. In addition, the structures that manage educational programs include administrative staff, employers and heads of pharmaceutical institutions. Their opinions are taken into account when deciding whether to approve or amend educational programs. Representatives of practical health care (heads of various pharmacies, pharmacists) are members of the State Examination Commission for the SFC procedure (State examination).

Thus, EP 050806 now assigns responsibilities to those responsible for the management of educational programs, taking into account the representation of students and teachers. The content of the educational process is regularly checked by the Department for the Quality of Education and Training, the Dean's Office. Also, the education program is evaluated by internal stakeholders, allowing for adjustments to the EP and certain changes.

The participation of students in the collegiate management bodies of the EP (Scientific Council of the faculty) is indicated in the self-assessment report, the Charter of the AMU; The Charter also provides base for the establishment of a students' council.

Representatives of the practical sector of pharmacy are members of the Commission in the state examinations of graduates.

Analytical part

During the visit, experts conducted a detailed analysis of the accredited EP 050806 Pharmacy for compliance with the requirements of the modern market of education, principles and methods of organization of educational, research and training processes, focused on the interests of students and all participants in the educational process of EP. The content and form of the EP, the decisions taken by the management of the EP, are harmonized with the strategic documents of the university and legal documents of the AR. The University has at its disposal budgetary funding and is able to attract funds from the commercial activities of the University for the implementation, improvement and training of TS within the EP.

In general, the management of AMU and EP states that stakeholders are involved in the development of educational programs and evaluation of its effectiveness. However, the analysis of documents and responses of focus groups allows to draw a conclusion that the participation of employers (the format of work, representation) in the work of collegial management bodies on EP Pharmacy is not written in the local documents of the educational organization, faculty regulation.

The self-assessment report stated that there was no feedback mechanism through the employer questionnaire tool, which was confirmed by employers at meetings with EEC members. Also, the report and the responses during the visit do not reflect how interested persons are informed when the content of the EP changes and where the changes made to the EP are published. In the process of familiarizing with the content of the university site found that the work done is not properly reflected on it, which is explained by the management changes site as a whole.

An analysis of the documents submitted and the responses in the focus groups on EP 050806 Pharmacy suggests that the EP (in particular, some DWP) is subject to changes that take into account the latest developments in pharmacy science and technology, this was confirmed by the TS during an interview with EEC members. However, the students found it difficult to answer this question.

From the information provided in the self-assessment report, the Annex to the self-assessment report, the responses of the focus groups of different levels are not clear how the catalogue of elective disciplines is formed, how they are selected and formed individual educational trajectory.

Despite the fact that the self-evaluation report and the documents submitted by the university did not demonstrate an operational link between EP 050806 Pharmacy with subsequent stages of professional training of master's and doctoral levels, at meetings with focus groups, students and graduates were able to give an answer how, what disciplines and in what courses allow them to prepare for these stages of study.

According to the results of interviews with the focus groups of teaching staff and students, analysis of the submitted documents, EEC found that the university is poorly used methods of teaching and learning based on the modern theory of adult learning, do not use modern active and interactive learning technologies.

Strengths / Best Practice for Standard 2 «Educational Program»

There are no strengths to this standard.

EEC Recommendations

1. The university administration and those responsible for implementing EP 050806 Pharmacy from the 2022-2023 academic year should plan for active student participation in the educational process, the development of independent learning skills, and the introduction and widespread use of active teaching methods (PBL - problem-oriented training, TBL - team-oriented training, RBL - scientific-oriented training, project method).

2. Responsible for the implementation of EP 050806 Pharmacy, starting from 2022-2023 academic year:

- should use teaching and learning methods based on modern adult learning theory.
- to provide the formation of a catalogue of elective disciplines (electives), taking into account the opinion of students, employers, graduates, to provide students with a real opportunity to choose elective disciplines and to form an individual educational track.

3. Starting in the 2022-2023 academic year, the university's management and those responsible for implementing EP 050806 Pharmacy should guarantee that the educational program is revised or modified, taking into consideration the conditions in which graduates will work and public comments.

Conclusions of EEC on criteria of standard 2 «Educational program»

strong position - 0,
satisfactory - 39,
suggest improvements - 4,
unsatisfactory - 0.

6.3. Standard «Student Assessment»

Evidence part

The evaluation policy and the procedure for evaluating the results of training in AMU are carried out in accordance with the objectives of EP, the final results of the training within the framework of the existing local normative documents.

The main normative documents regulating the system of assessment of students' academic performance are adopted by the scientific council of AMU, on the basis of normative documents of the Ministry of Education, the Ministry of Health and the Cabinet of Ministers of AR. Students' representatives are members of the scientific council of AMU, the scientific council of the faculty of Pharmacy. The adoption of normative documents is preceded by a broad discussion with the participation of the collectives of the departments, scientific subdivisions, student self-government (student council, students trade union, council of student scientific society).

The principles and methods of assessment of students' knowledge at examinations are established by the Regulation on intermediate certification of students, approved by the Scientific Council of AMU.

The final assessment in the discipline is presented to the student on the basis of the Regulations on the intermediate certification of students of the quality of the students' mastery of the basic educational programs.

Current assessment of knowledge, abilities and skills of students is carried out at practical, seminar and final classes. At each practical or seminar lesson in the discipline: testing, discussion of the main sections of the topic, implementation of the practical part, solution of situational problems on the topic of the lesson. The final grade in the class is given as the average of the student's grades for each stage of the class. Ongoing monitoring of academic achievement is carried out in the following forms: 1) interview evaluation (oral survey); 2) Protection of laboratory work; carrying out independent work; 3) Testing; 4) Solving situational problems; 5) Assessment of the development of practical skills; 6) Other forms of control. The total evaluation of the student in the discipline is formed by summing the points abroad and the final control of knowledge gained during the semester. At the same time, a mandatory requirement of completion of the intermediate certification of the student in the discipline is a positive assessment of the final exam. The maximum assessment of current academic performance in a semester is 50% of the final assessment of knowledge in a discipline, and the maximum score of the exam is 50% of the final assessment of knowledge in a discipline.

The evaluation forms, as well as the schedule of intermediate and state final certification are published in the free access on the website of the university. Questions for the exam, examples of tests are placed in the section «Educational and methodical materials» on the web page of individual departments. Examples of tasks for evaluation in the process of state final certification are presented in the SFC Program, which is posted on the AMU website six months before the SFC.

The AMU adopted the concept of an electronic register of students' academic achievements and attendance. This allows when students give a password to parents and other interested persons to get acquainted with the academic performance and attendance of students.

In order to improve the objectivity of the assessments, it is planned to increase the introduction of computerized independent methods, audio and video recording of processes, as well as the continuous improvement of the regulatory framework and the scoring system. The transfer of rating points to the final assessment is carried out according to a certain scheme, which is reflected in the self-assessment report.

Shortcomings and problems in the use of evaluation methods are discussed with both teachers and students. Test kits and situational tasks for examinations are updated annually. New methods of evaluating students' knowledge are introduced as necessary. With the introduction of new professional standards, new situational challenges are being developed. The development of the system of assessment of knowledge, skills and abilities of students is connected with the introduction of the procedure of assessment of practical skills (abilities) in simulated conditions during examinations.

Students' performance is assessed in two main ways: formative assessment (assessment for learning) and summary evaluation (assessment of learning). AMU regularly conducts surveys of students on the educational program to assess their satisfaction with the organization of the educational process, the results of training, the quality of lectures, the quality of practical exercises, the quality of the system of assessment of knowledge, provision of educational literature, organization of practical training, organization of extracurricular activities. The results of such surveys are regularly reported to the members of the Scientific Council and the Rector of AMU, reported to the staff.

There are columns on the university website: «Ask a question to the rector», «Ask a question to the vice-rector», where students can ask any question, including anonymously. Regular surveys of students allow the administration and scientific council of AMU to receive objective information about the opinions of students on the main issues of organization of educational and extracurricular processes.

Analytical part

At the University, the schedule of intermediate certification is prepared by AMU, in cooperation with the deans, and informs students through the university website, information stands, placement in the personal cabinet of students, as demonstrated to EEC members (schedule, exam questions, test examples).

The AMU has developed a system of assessment of knowledge for students at all stages of study in accordance with the Regulation of the Cabinet of Ministers of AR 1060 of 11.09.2008. The final assessment of the discipline is presented to the student on the basis of the Regulation on the assessment of the knowledge of students studying by the credit system of students on the basic educational programs. The assessment of students' performance is based on the PSA (point system of assessment).

Students have full clarity regarding the evaluation criteria, the plan of the different types of knowledge control, the number of examinations, the balance between oral and written examinations, as confirmed by them during the interview.

Annually at various levels (meetings of departments, scientific council of the faculty) an analysis of the achieved results in the training of students on various types of control. The results are reported in the relevant reports and annual reports of the departments. Suggestions from the discussion of the data from the student survey are used in the revision of the assessment materials, the content of the lecture material, practical exercises, which was confirmed by students and faculty during interviews with EEC members. The organizations of student self-government also bring to the attention of the administration of the university and the academic council the opinion of students on the organization of educational and extracurricular processes.

Educational achievements are the result of education. There are different forms and methods of measurement. The assessment records the result achieved by the student in relation to the

declared competences. Successful competency development requires an understanding of what to aspire to (through almost any form of assessment that implies feedback), and an understanding of how far he or she has progressed relative to himself or herself (awareness of individual progress). A visual system for recording the individual progress of the student helps the subjects of the educational process to record both areas of the risk of difficulties and the student's progress. To the visual system of individual progress of students are: SS, reflecting the results of training of the student at all stages and portfolio, where individual achievements of the student are recorded. As the answers of students, graduates, students are satisfied with both the organization of the educational process as a whole and its individual parts (balance between written and oral examinations, formative and summary grades, use of evaluation methods based on criteria and reasoning, special examinations, criteria for establishing passing points, grades and number of permitted repeats, regulation of the number and nature of inspections of the various elements of the educational program).

In addition to the clarity and transparency of the evaluation system, the Commission notes that the self-assessment report, the deans' focus groups and the TS responses do not demonstrate how the assessors are trained on accredited EP, how their qualifications in this area are assessed, who provides the validity, objectivity and reliability of the assessment tools (from their planning to design and testing).

Strengths / Best Practice on Standard 3 «Student Assessment»

There are no strengths to this standard.

EEC Recommendations

1. The management of the university and responsible for the implementation of EP, starting from 2022-2023 academic year should:

- to use a wide range of valid, reliable evaluation methods and formats depending on their «utility evaluation», impact on training, acceptability and effectiveness;
- make evaluation processes and methods accessible for technical and substantive review by external experts.

2. The management of the university responsible for the implementation of the EP, on a regular basis, starting from the 2022-2023 academic year, should provide:

- assess the reliability and validity of the evaluation methods used; as well as upgrading the skills of TS in the relevant quality assurance process and existing evaluation practices;
- Introduction of new methods of assessment according to need.

3. Those responsible for the implementation of the EP should, during the school year 2022-2023, ensure a balance between formative and summary evaluation when developing a system for assessing the educational achievements of students.

Conclusions of EEC on criteria of standard 3 «Student Assessment»

strong position - 0,
satisfactory - 10,
suggest improvements - 5,
unsatisfactory - 0.

6.4. Standard «Students»

Evidence part

The procedure for admission to EP is regulated by the SEC program and is reflected in the order of the Ministry of Education of the Republic of Azerbaijan, as well as in the Rules of admission to the University.

An Admissions Board is established for admission to the University and is chaired by the Rector.

The minimum is set for the selection of the most qualified students at the University threshold (score) for each entrance test, applicants who did not overcome it, dropped out of the competition. The minimum score is set by the Ministry of Health. The University selects the most qualified foreign students according to their results in interviews.

The selection process of students for admission to AMU is based on the examination of the knowledge of the school curriculum, the basic level of the language of instruction chosen by the applicant, determination of the outlook and world view, potential, identification of social aspects and personality traits, necessary for the development of the future profession. To ensure transparency and convenience of applicants, since 2018, AMU introduced an electronic portal for the reception of foreign citizens and stateless persons (www.admission.amu.edu.az; in 2018, 2019, 2020 years www.oldadmission.amu.edu.az).

The University provides opportunities for students with disabilities and special needs to study in accordance with current legislation, which is also reflected in the Rules of Admission to the University.

In case of disagreement with the final and intermediate assessment, the student has the right to submit an application to the appeal board, which, if there are doubts about the objectivity of the assessment, conducts a second assessment of the student. The procedure for handling complaints can be found at. No appeal shall be accepted for a re-validation test.

The University has a policy and implements the practice of transferring (transfer) students from (foreign and local medical educational organizations by order of the Ministry of Education of the AR). Transfer within the University is carried out in agreement with the Ministry of Education of the Republic of Azerbaijan and in accordance with "The Rules on Transfer, Deduction and Obtaining Academic Leave for Students Receiving Basic Medical Education, Students of Bachelor's Degree and Master's Degree of Higher Education Institutions", The Board of the Ministry of Education of the Republic of Azerbaijan approved by Decree 5/2 of 15.11.2017.

In order to support students, a system of support and consultation of students has been created. The organizational structure of the university includes structural subdivisions and public organizations providing support for the solution of students' problems and organizing consultations of students on various issues: (student self-government council, student council, student council for the quality of education, student scientific society, headquarters of volunteer teams, headquarters of student teams, council of elders of the AMU, trade union committee of students). The trade union of students provides advice on financial assistance and improvement of material well-being. Financial counselling is provided in conjunction with a specialist in social work for students with an SN and persons with disabilities. (Regulations on scholarship support and other forms of social support for students, undergraduates and doctoral students studying at the expense of the state budget).

AMU pays considerable attention to the creation of favorable conditions (material, human, financial, technical) for education. The staff of the university includes competent specialists in the support of the education of students. They have been provided with premises and workplaces (a health center, a psychological center, a social center, a center for creative development and additional education, a center for information policy, etc.). At the university there is a student sports club «Tabib» (Regulations on student sports club AMU «Tabib»).

The procedure for the allocation of the scholarship fund by type of scholarship is determined by the university according to the Regulations of the Cabinet of Ministers of the Republic of Azerbaijan, with the calculation of the general average of the academic performance.

Information about the programs of social support of students, availability of medical assistance, material assistance, allocation of material support is brought to students through the EO and professional students.

For students with financial difficulties, a system of financial support has been developed: a reduction in the cost of living in a hostel.

In the event of serious health problems or the birth of a child, students are given the opportunity to take academic leave or an individual schedule to liquidate the debt.

All structural subdivisions of the university providing support for the psychological, social, material and academic support of students have official pages in social networks and sections on the official website. Feedback is provided through the sections functioning on the site: «Ask a question to the rector», «Ask a question to the vice-rector», where students can ask any question, including anonymously. Regular surveys of students allow the administration and scientific council of AMU to receive objective information about the opinions of students on the main issues of organization of educational and extracurricular processes.

The Education and Training Quality Department and the Employment Center regularly conduct sociological studies on the satisfaction: 1) of students with the quality of the educational process; 2) graduates by quality of education; 3) teachers' satisfaction with the quality and working conditions.

The policy of student representation at the university is implemented in three directions: student self-government; representation of students in the collegiate bodies of the university, which provides guidance to the educational process; representation of students in projects of social orientation, realization of regional tasks of health care. Student self-government at the university is implemented through public student organizations: the Student Self-Government Council coordinates the initiatives of the student's youth and the university's management (Statute on the Student Self-Government Council); Students' trade union organization - provides protection of students' rights, social support and assistance in health issues (Regulations on the Primary Organization of the Students' Trade Union of AMU); Student Quality Board - participates in gathering and analyzing the opinions of students on improving the provision of educational services; Student Scientific Society - promote motivation for in-depth study of educational subjects, research and promotion of their results; Student Council of Hostels - promotes the optimization of living conditions of students, including the organization of self-training; The staff of volunteer units - promotes the participation of students in professional-oriented activities on a voluntary basis, obtaining initial professional experience, building professional career (Regulation on volunteer (volunteer) squad. There is a student Youtube channel and general university newspaper «Tabib».

Analytical part

The university has a policy of enrolling and recruiting students for the educational program of bachelor. Tuition is available from the State budget and within the framework of agreements on the provision of paid educational services. The transparency of the procedure of admission to training is achieved by informing the incoming and their representatives of the SEC, on the official website of the AMU in the information and telecommunication network «Internet», by means of e-mail messages.

AMU has created and operates a regulatory and legal framework to support and protect the rights of students. Active student organizations, which take part in the discussion and evaluation of the EP, as well as the cultural, social life of the university, which was confirmed by students at meetings with members of the EEC.

The number of students admitted is determined taking into account the size of the classrooms, the availability of professors and teaching staff, the degree of availability of manuals and scientific literature, the possibility of ensuring adequate conditions for study and residence of students

Questions related to the social and financial needs of students, career planning, discussed at meetings of the Academic Council of the faculty, meetings with the dean of the faculty and the rector, with any question can be addressed on the site to the rector, vice-rectors. Thus, students have the opportunity to express their opinions and wishes regarding their participation in decision-making, ensuring academic quality and other professional, financial and social issues. In an interview, the students confirmed this information, but on the question of whether further monitoring of students, primarily those facing problems of any nature, the students gave a negative answer.

The procedure for handling students' complaints is given on the website, which was

demonstrated to the EEC members.

On the basis of the submitted documents, the EEC members note that there is a feature in the procedure of recruitment of applicants (except for foreign citizens) due to the fact that this procedure is controlled by the state through the SEC, and universities do not participate in this procedure. Therefore, no analysis of the results of admission to the university is carried out, so the nature of the decisions taken to trace in the documents and interviews was not possible. At the same time, at meetings with focus groups of faculty and heads of departments, it was noted that in a number of disciplines additional classes are held with «lagging» students, both junior and senior courses, to equalize their average level.

The Commission also notes that despite the fact that the self-assessment report declares regular interaction with graduates on the quality of the education received, this information was not confirmed in the interview with this group.

Thus, analyzing the submitted documents and the results of the EEC visit, it is possible to assert the compliance of EP 050806 criteria according to the standard «Students».

Strengths / best practice on standard 4 «Students»

There are no strengths to this standard.

EEC Recommendations.

The management of the university and the EP to monitor the progress of students, including academic support, support in relation to personal problems, health problems, finances from 2022-2023 academic year.

Conclusions of EEC on criteria of standard 4 «Students»

strong position - 0,
satisfactory - 15
suggest improvements - 1,
unsatisfactory - 0.

6.5. Standard «Academic Staff-Teachers»

Evidence part

The policy of recruitment and selection of academic staff at the University is carried out in accordance with the «Labor Code of the Republic of Azerbaijan», the Regulation «On the procedure of filling positions of pedagogical employees belonging to the professors and teaching staff» approved by the order of the Ministry of Education of Azerbaijan and reflected in the charter of AMU under the Unified Tariff-Profile questionnaire for positions in the field of education.

Procedure of election of heads of departments and deans is determined by «Rules of occupation of positions of head of department, dean and deputy dean in higher educational institutions», from 20.12.2017 18-1 of the Ministry of Labor and Social Protection of Population of the Azerbaijan Republic.

Personnel policy is an integral part of the personnel policy and personnel management strategy, which is based on a judicious combination of democracy and centralization of personnel management functions. The AMU defines the general policy and development strategy of the teaching staff, as well as develops standard procedures and documentation on personnel management; regulations on recruitment, dismissal, promotion, form and content of the individual employment contract; structure of job descriptions; conducts documentation management procedures on the movement of professors and teachers and their professional growth.

Staffing of the basic education program is carried out in accordance with the requirements of the SSHEP. The basic and additional vocational education of teachers corresponds to the subject taught. The number of teaching staff is planned on the basis of the needs of the training process,

the standard of teaching load per teacher and depends on the contingent. The number of full-time teachers is 58. 36 teachers work part-time.

General characteristics of teaching staff educational program 050806 Pharmacy

Total	Doctor of sciences	PhD	Teacher/ Senior lecturer	Assistant
84	12	33	27	12

The University respects the balance of academic and professional qualifications of teachers, allowing to ensure the quality of educational process. The balance between teaching, research and other functions is determined by the order of the Ministry Education of the AR, «Regulation on the regulation and planning of pedagogical load at the university». The ratio of «teacher-student» is determined by the requirements of the Ministry of Education and the road map of the university and is within the limits of regulatory requirements. The number of students per teacher is about 1:7.

In the selection of candidates for professorship-teaching positions, priority is given to: the conformity of the level of qualification of employees with the qualification requirements for the positions held, knowledge of other languages, professional competence of employees. When being elected to office, priority is given to persons with higher qualifications, the results of pedagogical, scientific and clinical activities.

The University improves the practice of recruitment through the formation and training of a reserve of personnel, including from among undergraduates and doctoral students, improvement of professional training of personnel, development of measures to improve the recruitment process and stimulation of personnel.

In order to facilitate the acquisition of the necessary professional skills and work experience by young specialists, the University implements the «Regulation on mentoring».

Qualification requirements for the positions of pedagogical workers related to professors and teaching staff approved by the decision on approval of the «Unified tariff-profile questionnaire for positions in the field of education» The Ministry of Labor and Social Protection of the Population of the Republic of Azerbaijan dated 20.12.2017 with the number 18-1. The conclusion of an employment contract for the position of a pedagogical worker belonging to the professorship and teaching staff, as well as the transfer to such a position is preceded by the election on a competitive basis for the corresponding position. 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 the faculties.

The University has created the necessary conditions for additional vocational training of employees, for combining work with training. Further training is carried out according to plans and schedules. In order to meet the needs of the teaching staff, it is planned to increase the number of additional professional training programs in current areas with the use of distance learning technologies.

Research activities financed from various sources, teachers are engaged in accordance with their scientific specialty and the profile of the department. They publish the results of their research in periodicals indexed in international information and analytical systems of scientific citation Web of Science and Scopus. The faculty uses achievements in scientific work in the educational process at lectures, practical, laboratory and seminar classes.

An important mechanism for the promotion of professors and teaching staff is the formation of a personnel reserve of potentially-demanded employees and youth personnel reserve from among students. The preparation of the personnel reserve includes the theoretical and practical part. Participation in the management reserve implies the possibility to build a parallel career - managerial and teaching or scientific. A youth reserve school has been established. The aim of the school is to develop the pedagogical and psychological competencies of students, ensuring the

solution of professional problems of pedagogical activity in the future. The participants of the program can be students, undergraduates and doctoral students of the university

In order to encourage workers to achieve high-quality results and to reward the work done at the university, in addition to the official salary, incentive payments have been established. Issues of personnel promotion are regulated by local regulations of the University, in particular, the Regulations on Remuneration of Employees, the Regulations on Quality Rating Control of Teachers' Activity of AMU. The Regulations shall determine the level of the salary of the posts by occupational qualification groups, the amount of the increase factors to the salaries; The conditions and amounts of compensation and incentive payments in accordance with the payment lists approved by the Ministry of Health. In accordance with the working conditions of the TS, compensatory payments are established to encourage bonuses and gratuities.

Analytical part

The University has developed and implemented a policy of recruitment and admission of teaching staff, which defines the required experience, criteria of scientific and educational, pedagogical and clinical achievements, including the balance between teaching, scientific activity and professional qualification, their responsibility, the responsibility of the employees, which is confirmed by the documents of the state and local levels «Labor Code of the Republic of Azerbaijan», the Regulation «On the procedure of filling the positions of pedagogical workers belonging to the professors and teaching staff» approved by the ministry. Ministry of Education of Azerbaijan, Statute of AMU, Unified tariff-profile questionnaire for positions in the field of education.

In its policy of selection of teaching staff takes into account the mission of the educational program, the needs of the education system and the needs of the health system of the AR. EEC experts note that the University respects the balance of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences for the adequate implementation of the educational program 050806 Pharmacy, developed criteria for the admission of teaching staff, including, according to scientific, pedagogical and other achievements of applicants, the responsibility of the academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences is monitored, take into account institutional conditions for staff funding and efficient use of resources

The University through the faculty provides high-quality educational services for the training of qualified specialists, for which there is a comfortable environment in which employees can work, have a career. The faculty of the University is guaranteed the right to elect colleagues and to be elected to all governing bodies of the University in accordance with the criteria and procedures in force. Promotion mechanisms, both academic and managerial, provide that every staff member of the University has the necessary working and professional conditions. Procedures for organizing and conducting competitions are based on the following principles: transparency - comprehensive information on vacancies and conditions of employment; providing all interested persons with information on how the competition is organized and conducted; objectivity - ensuring equal conditions for candidates for vacant posts, selection on the basis of clearly defined criteria and a uniform methodology for assessing the level of competence of candidates; merit-based selection based on the results achieved by the most competent persons.

The university allows the faculty to maintain a balance between teaching, scientific and service functions, which includes setting the time for each activity, taking into account the needs of the University and the professional qualifications of teachers. Depending on the position, pedagogical work consists of two parts: training, which includes all types of contact work with students and other work, provided by the employment contract and job description - scientific, methodical, organizational work, individual student work.

Differentiated pay was introduced in AMU on the basis of the achievements of TS. At the meeting with the focus group of the faculty, it was confirmed that to stimulate the scientific activity of the faculty, incentive allowances for scientific publications in international referenced journals,

the preparation and publication of textbooks, monographs, teaching aids, for directing and defending the thesis for the supervisor. For achievements in professional activity, employees are awarded with state and departmental awards.

EEC experts also note that according to the results of interviews with teaching staff of students, analysis of the content of the working curriculum on subjects and attendance of practical classes, the educational process is dominated by learning and teaching methods focused on memory (reproduction) and understanding of the educational material, not reflecting all the learning outcomes planned in the EP. Neither TS nor students are properly focused on teaching and learning methods such as TBL, PBL, RBL, project-oriented learning, etc.

From the TS introduction of modern educational technologies in the educational process will require mastering such methods of assessment, such as assessment of cognitive, operational, communicative, research component of the competences of students; ability to search for and analyze information, skills in professional and interdisciplinary team, and this need should be realized during the development and implementation of modern methods and tools of assessment and assessment forms, successfully used in the global educational community.

Strengths / Best Practice on Standard 5 «Academic staff / Teachers»

There are no strengths to this standard.

EEC Recommendations

-The management of the University to develop and approve the Program of development of teaching staff, including the development of competences of effective teaching, assessment of knowledge and skills of students, communication skills, use of information and communication technologies until 2022-2023 academic year.

-University and EP management to provide regular training, development, support and evaluation of the activities of all teachers from the school year 2022-2023.

Conclusions of the EEC according to the criteria of standard 5 "Academic staff / Teachers"

strong position - 0,
satisfactory - 10,
suggest improvements - 2,
unsatisfactory - 0.

6.6. Standard «Educational resources»

Evidence part

Implementation of EP 050806 Pharmacy shall be carried out on the basis of a sufficient material and technical base, in accordance with the existing rules and regulations, ensuring the conduct of all types of disciplinary and interdisciplinary training, practical and scientific research activities of students, provided by the curriculum - educational and administrative buildings, hostels, recreation camp, library.

To provide distance learning opportunities for students, distance learning portals built on the platform «Moodle» are used, which allow 24-hour access to educational materials.

The information systems utilized in republican pharmacy colleges are used in the bachelor's educational process.

At pharmaceutical bases, students together with teachers have the opportunity to share equipment and tools for the development of professional skills. In the process of practical training, students have the opportunity to act as assistants to pharmacists of various profiles. Part of the practical skills students perform independently, part - under the guidance of a mentor from the base of practice.

Great attention is paid to the security of the educational institution, teachers and employees, and video surveillance was installed, fencing inside the yard of the complex of educational buildings and dormitories; fire safety and extinguishing systems have been installed.

Accessible university environment meets the needs of students with disabilities (classrooms and hostels entrances to the buildings are equipped with a ramp with railing on both sides, there is an extended doorway, direction signs, signs with the name of the organization, work schedule, made in relief-point Braille, information touch terminal).

The introduction and development of information technologies at the university is determined by the requirements to the electronic information educational environment described in the SSHEP AR. Within the program of strategic development of AMU for 2021 - 2025. The project «Digitalization of educational and research activities of the University management system» is being implemented. At AMU there is an E-learning System (ES), Student Information System (SIS), My Student Office (MSO), Admission System for International Students, International for Foreign Conferences and Trainings, Examination System for Doctoral and Residency.

The electronic information educational environment of the university includes: the official website; modular object-oriented dynamic learning environment Moodle; corporate e-mail; Public data directory; Electronic library systems; Information System «Electronic Department Journal»; personal account of the user of the electronic information educational environment.

All teachers of the university, being scientific and pedagogical workers, engaged in research and development, participate in conferences of various levels, publish results in scientific publications in publications included in the domestic and foreign bases of Scopus, Web of Science, Publons and others.

Contracts have been signed with foreign universities for internships. These activities are regulated by local regulations of the university act. The development of academic mobility with foreign educational organizations is one of the most important aspects of the process of integration of Azerbaijan educational organizations into the international educational space. Academic mobility is realized in the form of exchanges of teachers and students, internships, participation in conferences, international symposiums, and congresses, etc. This activity is regulated by the local law of the university, relevant AR legislation. Academic exchanges are carried out with foreign educational organizations, scientific organizations and medical institutions. Academic exchange is preceded by the conclusion of a contract and the selection of students. The University cooperates with educational, scientific and medical organizations of far and near abroad on the basis of agreements and agreements on cooperation. In accordance with agreements with the International Union of Students (IFMSA) academic exchange of students of AMU and students of foreign educational organizations is carried out. The academic mobility program at the university is coordinated by divisions of the university.

Accounting of disciplines, passed in foreign educational organizations, is allowed in the order and to the extent stipulated by the normative act of AMU and the agreement concluded between educational organizations. There is a need to improve the order of accounting of disciplines studied within the framework of academic mobility.

Within the framework of the university policy, mobility (exchange) of students, professors and teaching staff and administrative staff is carried out. Foreign specialists are invited to give lectures for students and teachers on various topics. Over the past three years, AMU has concluded 35 agreements (a total of 74) on cooperation with various countries and organizations, including universities, hospitals, public authorities, scientific institutions (Azerbaijan; Turkey; Russia; Belarus; China; Uzbekistan; Kazakhstan; Germany; Georgia; Israel; Iran; Moldova; Bulgaria; UAE; Portugal; Pakistan; Ukraine).

The University has full autonomy and freedom in terms of providing funding for maintaining the academic mobility of students and university staff from extrabudgetary sources.

During the visit of EEC, educational pharmaceutical laboratories and practical bases were demonstrated, where students acquire practical skills and practice.

Analytical part

EEC experts state that within the standard «Educational resources» in the specialty 050806 Pharmacy, during the work of the expert commission, visits to training laboratories and practice bases, analysis of the submitted documentation, revealed that the technical basis used for the organization of the training process is sufficient, meets the requirements. Individual items of equipment presented in university laboratories can be an example of best practice for other educational organizations. The classrooms and specialized research laboratories and other premises used in the implementation of EP 050806 comply with established safety standards and regulations.

At the same time, along with a sufficient level of logistics on EP Pharmacy, many graduates at meetings with EEC members noted the insufficiency of the scientific library subscription foreign databases Scopus, WofS, PubMed, etc.

The process of practical training on EP Pharmacy is provided by its conduct in pharmacy (incl. production) institutions, pharmaceutical enterprises respectively studied discipline, on the basis of concluded contracts with the bases of practice.

EEC confirms the existence of support systems for students, including support through the university website, through personal appeals to the dean, vice-rector, rector, curator, student dean. During the interview students expressed full satisfaction with the cost of training, availability of discounts, rewards and gratitude from the administration, the system of food and medical care, accommodation in hostels. But at the same time, the university does not monitor the process of supporting students, which was also confirmed by students in an interview.

The introduction and development of information technologies at the university is determined by the requirements to the electronic information educational environment described in the SSHEP of AR. AMU has a unit - the Information Systems Management and Organization Center, responsible for the formulation and implementation of information and communication technology policies, <https://amu.edu.az/page/48/centr-organizaciii-upravleniya-informacionmi-sistemami>. EEC members were shown E-learning System (ELS), Student Information System (SIS), My Student Cabinet (MSC), Admission System for International Students, International for Foreign Conferences and Trainings, doctoral examination system. The University provides free access to electronic sources of information for students and staff. All departments and divisions are connected to the internal network of the University and the Internet. Free Wi-Fi is available in the university area. But the Commission noted that the University should expand the range of international scientific databases available to TS and trainees. The need for this was noted at meetings with the EEC Commission and employers and graduates.

The University promotes the expansion of forms and methods of involving students in scientific research, increasing their opportunities in publication work, carrying out research in the field of pharmacy, which is facilitated by excellent logistic base of EP and cooperation with leading foreign and domestic scientific schools, which is one of the priorities of the University's strategic development.

Despite the fact that the report declares regular consultation with experts in the field of education and pharmacy on the development of teaching and evaluation methods, none of the focus groups (heads of structural units, deans, heads of departments) could not provide examples and explain the mechanism and policy of expertise. The EEC Commission also notes the absence of a policy of peer review in the development of the EP, its revision.

In the opinion of EEC experts, the system of academic mobility at the University implies an improvement, it is established that not all categories of staff and students are covered by the program of development of academic mobility, especially in terms of internships.

Strengths / Best Practice on Standard 6 «Educational Resources»

The University has sufficient material and technical base for teachers and students, allowing to ensure adequate implementation of the educational program EP 050806 Pharmacy.

EEC Recommendations

1. The management of the university and EP during 2022-2023 should develop and implement a policy of expertise (expert assessment):
 - in the development of the educational program
 - in the development of teaching methods, assessment of knowledge and skills.
2. The management of the university, starting from 2022-2023 academic year should be taken into account when organizing the exchange of needs of employees and students.

EEC conclusions on the criteria of Standard 6 «Educational resources» (strong/satisfactory/ assumes improvements/ unsatisfactory)

In general, the organization meets the criteria for the Standard.

strong position - 1,
 satisfactory - 26,
 suggest improvements - 3,
 unsatisfactory - 0.

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

Monitoring of the educational program and the results of its development is carried out on the basis of local normative acts: «Regulations on the basic professional educational program of higher education - bachelor's program», «Regulations on the work program of discipline», «Provisions on the state final certification of educational programs of higher education - bachelor's programs».

Monitoring and evaluation of the quality of the educational program includes feedback from employers, employees of other specialized educational institutions, feedback on the quality of training and work of graduates, satisfaction of students and graduates with the organization of the educational process and curriculum. The analysis and evaluation of the educational program are reflected in the reports and protocols of the councils.

The AMU provides access to the results of the self-assessment and program evaluation to other stakeholders. The university has a web portal <https://amu.edu.az>, containing information about educational, scientific-research, pedagogical, methodical, educational activities, which together provide information about EP to a wide audience: students and their parents, teachers, employees, applicants, members of the public, practitioners, health associations and other stakeholders. The existence and operation of the Board of Education Quality provides a condition for external participants to be informed of the results of the EP evaluation.

The University collects and analyses feedback from other stakeholders on the content of the EP. Regular external audit of EP is carried out, which is issued by reviews from employers and independent evaluation of another specialized university. For the analysis of educational programs there is a basic feedback system, regulated by information cards of processes «Design and development of educational programs» and «Implementation of main educational programs» which regulate the performance of 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 participation of students in the evaluation of the educational program is facilitated not only by the questionnaire procedure, as one of the mechanisms of periodic review, study and evaluation of the implemented educational programs, but also by the improvement of the system of student self-government at the University. Students nominated by the Council of Students on the Quality of

Education, the Council of Student Self-Government are involved in the discussion of educational programs.

Working council of students on the quality of education of the university, which is actively involved in the organization of the educational process: schedule of classes and lectures on basic disciplines, elective disciplines and electives, The organization of advisory assistance in the development of training material, etc.

The EP as a whole and its components are discussed. Work programs of disciplines and practices are discussed at the departments' meetings with inside the departments' expertise, approved by the minutes of the departments' session signed by the head of the department. Further, work programs on all disciplines and practices of educational programs are analyzed and approved by the Methodical Council of the Faculty of Pharmacy.

The participation of students in the evaluation of the educational program is facilitated not only by the questionnaire procedure, as one of the mechanisms of periodic review, study and evaluation of the implemented educational programs, but also by the improvement of the system of student self-government at the University. Students nominated by the Council of Students on the Quality of Education, the Council of Student Self-Government are involved in the discussion of educational programs.

Working council of students on the quality of education of the university, which is actively involved in the organization of the educational process: schedule of classes and lectures on basic disciplines, elective disciplines and electives, the organization of advisory assistance in the development of training material, etc.

In the focus group meetings, students have difficulty answering the conflict-of-interest question. After clarifying questions, the students explained that their assessment on the intermediate certification excludes contact with the teacher, and passes in the EC. In case of problems, students can apply to the rector, the dean of the faculty to replace the teacher.

Assessment of students' performance is made on the basis of the SS (point system of assessment). Each practical session evaluates the knowledge, skills, abilities and attitudes of students to the learning process. The final assessment of the discipline is given to the student on the basis of the Regulations on the assessment of the knowledge of students studying under the credit system of students on the basic educational programs.

Monitoring and evaluation of the results of training and their implementation is provided by a survey and oral survey of university students.

Thus, the University declares the existence of feedback between teachers, students, management of EP and university, monitoring of educational, scientific and other processes, in which the results of activities are systematically evaluated.

Analytical part

Having analyzed the work of the EP on this standard, the commission notes that the university has a system of assessment of EP, based on the use of a variety of methods of gathering, processing and analysis of information in the context of EP and the university as a whole. The data showing the involvement in the process of teaching staff, students and university staff are given.

Is conducted questionnaire survey students, teaching staff using information and communication technologies. The Commission notes that the website of the University does not provide information on the results of the survey and the measures taken to satisfy students, teaching staff educational process, logistic, working conditions, other aspects of educational and extracurricular work. There is a general lack of information on the staff needs of EP 050806 Pharmacy, as well as on the handling of complaints by all stakeholders.

Commission members also note that the university does not work with graduates and employers on EP 050806 Pharmacy, which was confirmed at meetings with these focus groups. When planning feedback with different groups of respondents should take into account and apply a wide range of forms, methods and models of feedback, taking into account the specifics of EP in specialties implemented in the university as a whole (oral and written comments; interviews in focus groups, etc.).

In meetings with members of the EEC, when asked what active methods of teaching were used, it was difficult to answer in different groups - faculty, department heads, students, therefore, the commission notes the need for training, development and application of these technologies and training methods (PBL, TBL and others).

In the papers presented and in the focus group responses the analysis and the nature of the decisions taken to take into account the achievements of students in the context of previous experience, conditions, level of training at the time of admission, selection, planning of EP, in addition, remedial classes are organized for students with learning difficulties, which are not paid for by the faculty during the off-hours.

Thus, the EEC members believe that there is currently no practice of monitoring and feedback of educational, scientific and other processes in the AMU, which requires the development and implementation of appropriate procedures and regulations.

Strengths / Best Practice on Standard 7 «Evaluation of Educational Program»

There are no strengths to this standard.

EEC Recommendations

1. The management of the university and responsible for the implementation of the EP should develop and apply on a regular basis from 2022-2023. mechanisms for the evaluation of the educational program, aimed at:

- the main components of the EP, including its model, structure, content, duration, use of mandatory and elective parts of the EP;
- student progress;
- finding the problems of insufficient achievement of the expected final results of the training and for carrying out activities and plans of corrective actions, for improvement of the educational program and curricula of disciplines.

2. The management of the university and responsible for the implementation of the EP should on a regular basis from 2022 to conduct a comprehensive evaluation of the educational program aimed at:

- the process of organization of educational activities on EP, resource provision of EP, learning environment, including provision and use in the educational process of scientific and medical, educational literature, information and scientific databases; EP practice orientation; individualization of the educational trajectory of students;
- description of the discipline, methods of teaching, learning and assessment methods;
- overall outcomes measured by national and international examinations, career choices and post-graduate learning.

3. Those responsible for implementing the EP should use feedback from teachers and students on a regular basis from 2022 to improve the educational program.

4. From 2022 onwards, it is necessary to collect and study feedback from graduates on a regular basis:

- in practice;
- on the educational program as a whole.

Conclusions of EEC on criteria of standard 7 «Evaluation of educational program»

strong position - 0,

satisfactory - 15,

suggest improvements - 9,

unsatisfactory - 0.

6.8. Standard «Management and administration»

Evidence part

The management of the activities of the university and interaction of structural and collegial subdivisions of AMU is carried out in accordance with the Charter of the university (Part 1, Part 2, Changes in the Charter 1, Changes in the Charter 2) and the organizational structure of AMU.

According to the organizational structure of the university, vertical and horizontal interaction of structural subdivisions is carried out. General management and management of the university is carried out by the rector, in whose direct subordination are vice-rectors and management. Vice-rectors supervise the structural and collegial units by areas of activity.

The collegiate management body of the university is a scientific council of AMU, which includes the rector, vice-rectors, deans of faculties, heads of offices, heads of departments, teachers, students. The structure and functions of the Scientific Council are represented in the Statute on the Scientific Council of the University.

Management of the faculty and EP 050806 Pharmacy on the principles of the General University and Program Mission and Quality Policy is carried out by the Scientific Council of the Faculty of Pharmacy, Methodical Council of the Faculty of Pharmacy, Cyclic methodical commission of pharmaceutical and physic-chemical disciplines. The members of the University's councils and commissions include representatives of the Republic Health Care, the scientific and professional community, and students.

The dean of the faculty heads the working group on the development of the educational program, which includes: the scientific council of the pharmaceutical and biotechnological faculties, the methodical council of the pharmaceutical faculty, the cyclical methodical commission of the pharmaceutical and physicochemical disciplines, council of students on the quality of education. Under the guidance of the dean of the faculty, the professors and teaching staff of the departments develop projects of educational and working programs of disciplines, practices, which are considered at meetings of the methodical council of the pharmaceutical faculty. The functions and tasks of structural and collegial subdivisions, the list of subdivisions and officials with which the structural subdivisions of the university cooperate within the framework of its functional framework, are determined by the regulations on structural subdivisions. The tasks and functions of the staff are defined by job descriptions.

The University ensures the transparency of the management system by developing and communicating to all stakeholders the organizational structure and regulations that define the communication relationships and functions of the units. The list of local regulations is in the electronic register of documents located in the teachers' personal offices.

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. In addition, the decisions of the academic council, other councils, reports, reviews and other information materials are publicly available on the university's official website. The electronic journal provides transparency in the management of the educational process for students, teachers, heads of departments, dean, parents (legal representatives).

The University carries out financial and economic activities in accordance with the Charter approved by the Ministry of Health of the Republic of Azerbaijan, the Budget Code, republican laws, orders of the Government of the Republic of Azerbaijan, Other normative acts in force on the territory of the Republic of Azerbaijan, regulating the educational activities and activities of budgetary institutions.

Funding is provided in accordance with agreements concluded with the Ministry of Health of the Republic of Azerbaijan. Funds are spent only for the purposes of the Financial and Business Plan (FBP), which is the guiding document for the provision of educational programs. The FBP is approved for a calendar year and a planning period by the University Scientific Council. Control over the expenditure of financial resources is carried out by the management of financial and economic activity.

The university has the possibility, in accordance with the normative documents, to independently direct funds for the achievement of the final educational results; Remuneration of teachers: for high achievements in scientific and methodical activities; State, departmental and university awards and insignia; based on the results of rating control of their activity. And also

allocates money to support students (organization of cultural and mass, sports, recreational work with students).

The cost of paid educational services at the University is determined in accordance with the requirements of the legislation, information is communicated to consumers by posting on the official website.

The University has the necessary autonomy to determine spending priorities.

EESC is the administrative unit responsible for the activities related to EP. The staff of the Student Chancellery, which is part of the Institute, compiles databases on the number of students; analyze student enrollment movement and analyze student statistics; carry out analysis of students' academic results; form and manage the personal affairs of students; work with orders on a contingent of students; advise the department on current issues; form summary reports for submission to the external environment of the university. The Scheduling Service of EESC is responsible for scheduling classes and lectures, scheduling examinations, managing lecture rooms and learning rooms.

For the training of administrative and professional staff of the university, providing management and administration of the educational program and related activities, developed courses of professional development, held master classes, round tables, etc.

In order to constantly improve the quality of education on the basis of the process approach, the University has developed and approved a representative of the top management in the field of quality, vice-rector for educational and medical issues, a register of QMS processes, which includes the following processes: management activity, the life cycle of the graduate (the main processes of scientific and educational activity), providing resources (auxiliary processes).

In order to ensure the educational process in accordance with the relevant standards and regulations, AMU approves the optimal structure and ratio of the number of employees of the administrative staff and teaching staff to the general educational programs and other activities. The calculation of the staff units of the faculty of the departments is carried out by the educational and methodical management on the basis of the volume of the annual teaching load of the department, taking into account the presence at the department of no more than 30% of the managerial staff (head of the department, professor, associate professor).

In accordance with the normative acts in force, AMU concluded contracts on practical training of students with clinical bases (35 contracts) and bases of practice (513 contracts, including 110 - with private medical organizations). AMU, in cooperation with the authorities in the field of health protection of the subjects of the Republic of Azerbaijan, develops continuous medical education, expands the number of specialties of the residency, continues training students and residents in professional communication skills, including during work in volunteer teams of «Volunteer-medical» for the prevention of diseases and health improvement, reduction of socially significant diseases and increase of duration of citizens of AR within the framework of national projects «Health» and «Demography».

The AMU exchanges information and cooperates with other institutions, sending staff to other universities or medical organizations and receiving students and staff from other institutions with good results in sharing experiences. However, the number of such staff/trainees enrolled in some training programs is low.

The University plans and applies processes of monitoring, measurement, analysis and improvement. The process of university renewal takes place through the implementation of the mission, vision of the university, based on improving the quality of education and the introduction of innovations in education, science and practice.

Thus, the university management system, academic management, training and resource allocation budget, administrative staff and management correspond to the tasks of implementing the educational program at the level, in accordance with the Azerbaijan's state and international quality standards.

Analytical part

AMU of MH of AR is a state educational institution that implements educational programs of bachelor's, master's, doctoral level, advanced training programs. In 2017 AMU successfully passed the procedure of state accreditation of educational programs.

According to the self-assessment report and the answers to the meetings with the university leaders, the funding of the university is provided from the following sources: subsidies for the financial provision of the state (municipal) task from the republican budget; targeted subsidy in accordance with the Budget Code of the AR; income from the provision of fee-for-service education and other paid services under the FBP scheme. The funds are spent for the purpose intended: payment to the staff of the institution; procurement of goods, works and services for public needs; social security and other benefits; other budget allocations.

The administration regularly allocates funds for the remuneration of teachers: for high achievements in scientific and methodical activities; state, departmental and university awards and insignia; on the results of rating control of their work. In addition to FBP payments, the university allocates funds to support students (organization of cultural and mass, sports, recreational work with students).

As confirmed by the deans, heads of departments, the heads of other departments each of them form applications for the purchase of textbooks, equipment, office equipment, computers, etc., which are satisfied during the year in accordance with the schedule of purchases and FBP. This policy ensures the institutional autonomy of the university and its individual subdivisions.

The tuition fee is calculated and determined by the university and approved by the academic council. So the cost of training on EP pharmacy is 4000 AZN, this amount in some cases can be reduced.

The share of scientific and pedagogical workers, implementing the educational program 050806 Pharmacy, having a profile education and a scientific degree - sufficient, among the employees there are full-time and non-staff specialists, this was confirmed at the meetings by heads of departments, deans and faculty. The calculation of the staff units of the faculty of the departments is carried out on the basis of the volume of the annual academic load of the department, taking into account the presence at the department of no more than 30% of the managerial staff (head of the department, professor, associate professor). The student-teacher ratio is 1:7.

As already noted above, and confirmed by the documents submitted, the answers of the faculty, managers, to motivate the staff to improve the quality and effectiveness of their activities at the university developed and operates a competitive environment. The administration of the university is guided by the results of competitions and ratings when appointing a stimulating part of salary, decision on the competitive election (re-election) to positions.

EEC members note that the documents submitted, and the answers given in the interviews did not allow the commission to obtain corroborating information about the involvement of all stakeholders, especially alumni representatives, in the process of monitoring, revising the management and improving the EP Pharmacy that the university should consider in the future.

The Commission also found no confirmation of the regular or periodic evaluation of the academic leadership of the University and the EP regarding the achievement of the mission and the end results of training.

Strengths / Best Practice for Standard 8 «Management and Administration»

No strengths have been identified for this standard.

EEC Recommendations

The management of the university is required on a regular basis from 2022 to assess the academic leadership regarding the achievement of the mission of the university and EP and the learning outcomes.

University management should develop, implement and conduct regular review and analysis of internal quality management program, ensuring the creation of an educational product in

accordance with the requirements of the state standard and the continuous improvement of the process and results of educational activity, including the responsibility of management, analysis of needs (personnel, logistics, information, etc.) to improve the EP, starting from 2022-2023.

EEC Conclusions on Criteria of Standard 8 «Management and Administration»

strong position - 0,
satisfactory - 15,
suggest improvements - 2,
unsatisfactory - 0.

6.9. Standard «Permanent Update»

Evidence part

The University is an educational organization of higher education, carrying out as one of the main objectives of the activity educational activities on educational programs of higher education and scientific activities created for the implementation of educational, scientific, social and other non-commercial functions.

The University works with the Ministry Health of the Republic of Azerbaijan, other executive bodies, public associations, other legal entities and individuals.

AMU is a dynamic educational institution with a socially responsible approach to the training of pharmaceutical and medical personnel at the national and international level.

The process of renewal at the University is based on the implementation of the mission, vision of the university, based on improving the quality of education at the university through the introduction of innovations in education, science and practice; as well as to improve the recruitment policy and personnel policy; strengthening educational resources; improving program monitoring and evaluation processes; management structure of the University.

In the submitted self-assessment report, it is stated that there is a documented procedure «Document Management» on which the revision of regulatory documents, the work plan of the pharmaceutical faculty is regularly carried out, educational program in view of changes in the requirements of the external environment, internal needs of the university, related to the implementation of the mission and development strategy of the organization. Adjustments are made to the staffing table, the amount of pedagogical workload allocated to practical workers in pharmacy for the organization and conduct of industrial practice.

The organizational structure of the university included MASC, which included a laboratory of practical skills of physical and chemical methods of analysis for the development of professional competencies of students. In connection with the release of the new SSHEP, the educational and working plan of the specialty was revised, the formation of competencies took into account the requirements of both professional standards and employers, students, teachers, primary accreditation of the graduate.

As indicated in the self-assessment report, documentation of inconsistencies and shortcomings in the work of the departments, the faculty is carried out during internal and external audits of the quality management system. According to the results of the audits in order to eliminate the causes of the revealed inconsistencies and prevent their recurrence, the departments develop plans for corrective and preventive measures. According to the results of the training, all departments, councils, commissions prepare reports on the results of the implementation of plans, processes at the pharmaceutical faculty. These results are analyzed by the Quality Management Department of the University, the Dean of the Faculty, the top management of the University make strategic decisions for future periods.

The process of constant renewal and improvement of the implementation of the program is carried out through the introduction of innovations and modern methods of teaching, scientific-oriented training, development of evaluation methods, organization of education on the basis of competences, expanding academic mobility, reviewing human resources policies, increasing the efficiency of processes and transparency in decision-making. The analysis of teaching

technologies used in the departments required changes in the teaching of many disciplines and the comparison of methods of teaching and research European requirements. The EP is evaluated and approved, and the compliance and requirements of the national health and pharmaceutical systems are reviewed. Constant updating is also under the control of the Educational and Methodological Department, the Department of Quality Management of Education on the assessment of EP, at the level of the faculty.

For several years EP «Pharmacy», developed and implemented in AMU, participates in the competition «The best innovative programs of Azerbaijan» and belongs to one of the best programs in our country. It has a high percentage of employment of graduates and a request for specialists in the pharmaceutical industry.

Every year, in all areas of the faculty's functioning, an internal and external audit is carried out in order to ensure the strict implementation of all the obligations undertaken, in an open and transparent manner, to determine the degree of compliance with the university's QSM requirements; Evaluations of efficiency, functionality and identification of opportunities for improvement of quality are carried out, proposals for improvement and introduction of new methods of assessment of knowledge, achievements and professional competencies are developed. The main purpose of this activity is the educational and methodical monitoring of processes and results from the point of view of the participants of the educational process (students / pharmaceutical workers) and teachers, with an emphasis on the aspects of constant renewal. Strategies for the implementation of the educational process are drawn up taking into account the implementation of specific final goals of the educational disciplines by analyzing new requirements that dictate the labor market, the latest achievements of science in this field, including the results of their own scientific research, and are focused on active student training. It is important to cooperate with the practical pharmacy, the healthcare system, which allows the faculty to be an active participant and partner in reforming the system, introducing new technologies of treatment of patients in the provision of drug care, conducting physico-chemical methods of research of quality of medicines. This contributes to the training of managers with the needs of society, as well as to the integration of modern health care achievements, including the provision of medicines at all levels of education.

The Faculty of Pharmacy is one of the best faculties of Azerbaijan by achieving and maintaining high quality and efficiency in the following areas of strategic development: integrated pharmaceutical education, continuous training of pharmacists, scientific research, international cooperation, management of the university and the faculty, which envisages further development, based on the participation of all employees, results-oriented and adapted to the needs of the university community, and the ability to ensure the implementation of the mission of the educational program «Pharmacy».

Analytical part

EEC members, having analyzed the papers and interviewed the focus group participants, concluded that the university, as a dynamic and socially responsible institution, should initiate procedures for regular review and revision of the content, results/competency, evaluation and learning environment.

The structures and functions of the accredited EP should be carefully reviewed, documented and corrected, taking into account that the University is constantly allocating resources for continuous improvement.

In the self-assessment report, other submitted documents on EP 050806 Pharmacy, interviews with focus groups provided no evidence in the form of concrete examples of the participation of students, employers and other stakeholders in the revision of EP, there is no conclusive evidence that the educational process is based on prospective studies.

The EEC Commission, after analyzing the documents submitted, the information on the website, and the focus group responses, concluded that, under this standard, it has not been possible to assess the procedure and transparency of administrative decisions regarding the assessment of academic leadership from the perspective of mission achievement and learning outcomes, the regular assessment process, reviewing and monitoring EP content, assessment and learning

environment, structure and function, documenting and addressing shortcomings, taking into account the views of all stakeholders, which should be taken into account in the future.

EEC members noted that those responsible for implementing the EP should adapt its model and methodological approaches, evaluation principles, methods and number of examinations, taking into account modern educational theories, adult teaching methodology, active learning principles, changes in learning outcomes.

Strengths / Best Practices for Standard 9 «Continuous Updating»

No strengths have been identified for this standard.

EEC Recommendations

1. University management during 2022-2023 to define and implement a policy of expertise, monitoring and evaluation of EP 050806 Pharmacy (including regular review and revision of content, results / competencies, evaluation and learning environment, structure and functions) to document and correct deficiencies since the 2022 school year.

2. Those responsible for the implementation of the EP during 2022-2023 should:

- adapt the model of the educational program and methodological approaches, taking into account modern theories in education, the methodology of adult education and the principles of active learning;
- develop evaluation principles, methods and number of examinations in accordance with changes in the final results of training and teaching and learning methods;
- regularly carry out and improve the process of monitoring and evaluation of the educational program;
- Improve the organizational structure and governance to ensure effective performance in the face of changing circumstances and needs, and to meet the interests of different stakeholder groups.

EEC Conclusions on the Criteria of Standard 9 «Permanent Update»

strong position - 0,
satisfactory - 9,
suggest improvements - 5,
unsatisfactory - 0.

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

7.1 Mission and end results standard

No strengths have been identified for this standard.

7.2 Standard «Educational program»

No strengths have been identified for this standard.

7.3 Standard «Assessment of students»

No strengths have been identified for this standard.

7.4 Standard «Students»

No strengths have been identified for this standard.

7.5 Standard “Academic Staff-Teachers”

No strengths have been identified for this standard.

7.6. Standard «Educational resources»

The University has a sufficient material and technical base for teachers and students, allowing to ensure adequate implementation of the educational program EP 050806 Pharmacy.

7.7 Standard «Evaluation of the educational program»

No strengths have been identified for this standard.

7.8 Standard «Continuous Update»

No strengths have been identified for this standard.

(VIII) REVIEW OF RECOMMENDATIONS FOR IMPROVING QUALITY**8.1 Mission and end results standard**

-The management of the University and EP 050806 in 2022 should determine the range of stakeholders and bring to their attention the mission of the university and EP.

-Responsible for the EP, starting from the 2022-2023 academic year provide representation and participation of a wide range of stakeholders (graduates, employers, etc.) in:

- development, formation of the EP mission;
- discussion, regular review and implementation of the mission EP 050806 Pharmacy.

8.2 Standard «Educational program»

1. The university administration and those responsible for implementing EP 050806 Pharmacy from the 2022-2023 academic year should plan for active student participation in the educational process, the development of independent learning skills, and the introduction and widespread use of active teaching methods (PBL - problem-oriented training, TBL - team-oriented training, RBL - scientific-oriented training, project method).

2. Responsible for the implementation of EP 050806 Pharmacy, starting from 2022-2023 academic year:

- should use teaching and learning methods based on modern adult learning theory.
- to provide the formation of a catalogue of elective disciplines (electives), taking into account the opinion of students, employers, graduates, to provide students with a real opportunity to choose elective disciplines and to form an individual educational track.

3. Starting in the 2022-2023 academic year, the university's management and those responsible for implementing EP 050806 Pharmacy should guarantee that the educational program is revised or modified, taking into consideration the conditions in which graduates will work and public comments.

8.3 Standard «Assessment of students»

1. The management of the university and responsible for the implementation of EP, starting from 2022-2023 academic year should:

- to use a wide range of valid, reliable evaluation methods and formats depending on their «utility evaluation», impact on training, acceptability and effectiveness;
- make evaluation processes and methods accessible for technical and substantive review by external experts.

2. The management of the university responsible for the implementation of the EP, on a regular basis, starting from the 2022-2023 academic year, should provide:

- assess the reliability and validity of the evaluation methods used; as well as upgrading the skills of TS in the relevant quality assurance process and existing evaluation practices;
- Introduction of new methods of assessment according to need.

3. Those responsible for the implementation of the EP should, during the school year 2022-2023, ensure a balance between formative and summary evaluation when developing a system for assessing the educational achievements of students.

8.4 Standard «Students»

The management of the university and the EP to monitor the progress of students, including academic support, support in relation to personal problems, health problems, finances from 2022-2023 academic year.

8.5 Standard “Academic Staff-Teachers”

-The management of the University to develop and approve the Program of development of teaching staff, including the development of competences of effective teaching, assessment of knowledge and skills of students, communication skills, use of information and communication technologies until 2022-2023 academic year.

-University and EP management to provide regular training, development, support and evaluation of the activities of all teachers from the school year 2022-2023.

8.6 Standard «Educational resources»

1. The management of the university and EP during 2022-2023 should develop and implement a policy of expertise (expert assessment):

- in the development of the educational program
- in the development of teaching methods, assessment of knowledge and skills.

2. The management of the university, starting from 2022-2023 academic year should be taken into account when organizing the exchange of needs of employees and students.

8.7 Standard «Evaluation of the educational program»

1. The management of the university and responsible for the implementation of the EP should develop and apply on a regular basis from 2022-2023. mechanisms for the evaluation of the educational program, aimed at:

- the main components of the EP, including its model, structure, content, duration, use of mandatory and elective parts of the EP;
- student progress;
- finding the problems of insufficient achievement of the expected final results of the training and for carrying out activities and plans of corrective actions, for improvement of the educational program and curricula of disciplines.

2. The management of the university and responsible for the implementation of the EP should on a regular basis from 2022 to conduct a comprehensive evaluation of the educational program aimed at:

- the process of organization of educational activities on EP, resource provision of EP, learning environment, including provision and use in the educational process of scientific and medical, educational literature, information and scientific databases; EP practice orientation; individualization of the educational trajectory of students;
- description of the discipline, methods of teaching, learning and assessment methods;
- overall outcomes measured by national and international examinations, career choices and post-graduate learning.

3. Those responsible for implementing the EP should use feedback from teachers and students on a regular basis from 2022 to improve the educational program.

4. From 2022 onwards, it is necessary to collect and study feedback from graduates on a regular basis:

- in practice;
- on the educational program as a whole.

8.8 Standard «Management and administration»

The management of the university is required on a regular basis from 2022 to assess the academic leadership regarding the achievement of the mission of the university and EP and the learning outcomes.

University management should develop, implement and conduct regular review and analysis of internal quality management program, ensuring the creation of an educational product in accordance with the requirements of the state standard and the continuous improvement of the process and results of educational activity, including the responsibility of management, analysis of needs (personnel, logistics, information, etc.) to improve the EP, starting from 2022-2023.

8.9 Standard «Continuous Update»

1. University management during 2022-2023 to define and implement a policy of expertise, monitoring and evaluation of EP 050806 Pharmacy (including regular review and revision of content, results / competencies, evaluation and learning environment, structure and functions) to document and correct deficiencies since the 2022 school year.

2. Those responsible for the implementation of the EP during 2022-2023 should:

- adapt the model of the educational program and methodological approaches, taking into account modern theories in education, the methodology of adult education and the principles of active learning;
- develop evaluation principles, methods and number of examinations in accordance with changes in the final results of training and teaching and learning methods;
- regularly carry out and improve the process of monitoring and evaluation of the educational program;
- Improve the organizational structure and governance to ensure effective performance in the face of changing circumstances and needs, and to meet the interests of different stakeholder groups.

(IX) REVIEW OF THE RECOMMENDATIONS FOR THE DEVELOPMENT OF EDUCATION

During the work of EEC IAAR, which was held in a hybrid format, meetings were held with the administrative staff, faculty, students, employers, the results of which can be judged by the efforts accepted by the university and EP management, aimed at improving the quality of the educational process on EP 050806 Pharmacy.

The recommendations focus on ensuring representation and participation of a wide range of stakeholders (graduates, employers, etc. in the discussion, formation, regular review and implementation of the EP mission, in the regular analysis and revision of the EP (especially the procedures for evaluation, formation of a catalogue of electoral disciplines, expertise; organization of a system for evaluating educational achievements, reliability, validity of evaluation materials, inclusion of prospective studies in the educational program, ensuring a balance between formative and summary evaluation of etc.), which will support the educational process as part of the integration into the world community in the field of medical and pharmaceutical education.

Especially EEC focuses on active work with external stakeholders, digitalization of educational and administrative processes, training of teaching staff to work with the use of active and interactive educational technologies.



Annex 1. EVALUATION TABLE OF PROGRAM PROFILE PARAMETERS 050806
Pharmacy

P P	P P	crete.	EVALUATION CRITERIA	Educational organization position			
				Strong	Satisfactory	Implies improvement	Unsatisfactory
		1.	«MISSION AND RESULTS»				
		1.1	Mission definition				
1	1	1.1.1	The medical education organization should define its mission and mission of the EP and communicate it to stakeholders and the health sector.			+	
			The mission statement should contain a goal and an educational strategy to enable a competent doctor to be trained at the level of basic medical education:		+		
2	2	1.1.2	with an appropriate framework for career development in any field of medicine, including all medical practices, administrative medicine and scientific research in medicine		+		
3	3	1.1.3	capable of fulfilling the role and functions of a doctor 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 professional responsibility to support knowledge and skills through performance evaluation, auditing, learning from one's own practice and recognized activities in the CPD/CME.		+		
6	6	1.1.6	The medical organization of education should ensure that the mission includes medical research achievements in biomedical, clinical, behavioral and social sciences.		+		
7	7	1.1.7	The medical education organization should ensure that the mission incorporates aspects of global health and reflects major international health issues.		+		
		1.2	Participation in the formulation of the mission				
8	8	1.2.1	The Medical Education Organization must ensure that key stakeholders participate in the development of the EP mission.			+	
9	9	1.2.2	The medical education organization should ensure that the declared mission of the EP is based on the views/suggestions of other relevant stakeholders.			+	
		1.3	Institutional autonomy and academic freedom				
			The medical educational organization shall have institutional autonomy to formulate and implement policies for which the administration and professors shall be responsible for:				
10	10	1.3.1	development and drawing up of the educational program;		+		
11	11	1.3.2	the use of allocated resources necessary for the implementation of the educational program.		+		

			Medical education organizations should guarantee academic freedom to their staff and students:		+		
12	12	1.3.3	The current educational program, which will allow for the use of different perspectives in the description and analysis of health issues;		+		
12	12	1.3.4	in the possibility of using the results of new research, to improve the study of specific disciplines/issues without expanding the educational program.		+		
		1.4	End of training				
		1.4.1	The medical organization of education must determine the expected final results of the training that students must exhibit after completion, regarding:				
13	13		Their achievements at the basic level with regard to knowledge, skills and skills;		+		
14	14		An appropriate framework for future careers in any medical field;		+		
15	15		their future roles in the health sector;		+		
16	16		its subsequent postgraduate training;		+		
17	17		Their commitment to lifelong learning;		+		
18	18		Public health, health and other aspects of social responsibility.		+		
19	19	1.4.2	The medical education organization must ensure that the student fulfils his or her obligations towards doctors, teachers, patients and their relatives in accordance with appropriate standards of behavior.		+		
20	20	1.4.3	The medical organization of education should identify and coordinate the relationship of the final learning results required at completion with those required in postgraduate education		+		
21	21	1.4.4	The medical organization of education should determine the results of the involvement of students in research in medicine;		+		
22	22	1.4.5	Health education organizations should pay attention to outcomes related to global health;		+		
23	23	1.4.6	The medical organization of education should use the results of the assessment of the competence of graduates as a feedback tool to improve the educational program.		+		
			Total	0	20	3	0
		2	EDUCATION PROGRAMME				
		2.1	Model of the educational program and teaching methods				
24	1	2.1.1	The medical organization of education must define an educational program, including an integrated model based on disciplines, systems of organs, clinical problems and diseases, model based on modular or spiral design.		+		
25	2	2.1.2	The medical education organization must determine the teaching and learning methods used to encourage, prepare and support students to take responsibility for their learning.		+		
26	3	2.1.3	The medical organization of education must ensure that the educational program develops the students' ability to learn throughout life.		+		
27	4	2.1.4	The medical education organization must guarantee that the educational program is carried out in accordance with the principles of equality.		+		
28	5	2.1.5	The medical organization of education follows the use of the networks of teaching and learning, based on the modern theory of adult learning.			+	
		2.2	Scientific method				
		2.2.1	The medical organization of education must, throughout the entire training program, teach students:				

29	6		Principles of scientific methodology, including methods of analytical and critical thinking;		+		
30	7		scientific research methods in medicine;		+		
31	8		evidence-based medicine,		+		
32	9		which require the appropriate competence of teachers and will be a mandatory part of the educational program.		+		
33	10	2.2.2	The medical organization of education should include in the educational program elements of scientific research for the formation of scientific thinking and application of scientific methods of research.		+		
34	11	2.2.3	Medical education organizations should encourage students to participate in or participate in research projects.		+		
			Basic biomedical sciences				
			The medical educational organization shall define and include in the educational program:				
35	12	2.3.1	achievement of basic biomedical sciences, for the formation of students' understanding of scientific knowledge;		+		
36	13	2.3.2	concepts and methods that are fundamental to the acquisition and application of clinical scientific knowledge.		+		
			The medical organization of education should in the educational program adjust and introduce new achievements of biomedical sciences for:		+		
37	14	2.3.3	scientific, technological and clinical developments;		+		
38	15	2.3.4	Current and anticipated needs of society and the health system.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The Medical Education Organization shall define and include in the educational program the achievements of:				
39	16		<i>behavioural sciences;</i>		+		
40	17		<i>Social sciences;</i>		+		
41	18		<i>Medical ethics;</i>		+		
42	19		<i>medical jurisprudence, which will provide the knowledge, concepts, methods, skills and attitudes necessary to understand the socio-economic, demographic and cultural context of the causes, spread and consequences of health problems, as well as knowledge about 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.</i>		+		
		2.4.2	The medical organization of education should adjust and introduce new achievements in behavioural and social sciences and also medical ethics in the educational program for:		+		
43	20		scientific, technological and clinical developments;		+		
44	21		The current and expected needs of society and the health system;		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			The medical organization of education must in the educational program identify and implement the achievements of clinical sciences and ensure that students:				
46	23	2.5.1	Acquire sufficient knowledge and clinical and professional skills to assume responsibility, including activities related to health promotion, disease prevention and patient care;		+		

47	24	2.5.2	carry out a reasonable part (one third) of the program in the planned contacts with patients, including consideration of the purpose, the appropriate number and their sufficiency for training in the relevant clinical bases;		+		
48	25	2.5.3	Carry out health promotion and prevention activities.		+		
49	26	2.5.4	The medical organization of education must set a certain amount of time for training in the main clinical disciplines, including internal diseases, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	27	2.5.5	The medical organization of education must organize clinical training with appropriate attention to the patient's safety, including supervision of the student's actions in the conditions of clinical bases.		+		
			The medical organization of education should adjust and introduce new achievements of clinical sciences in the educational program for:		+		
51	28	2.5.6	scientific, technological and clinical developments;		+		
52	29	2.5.7	Current and anticipated 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 their gradual involvement in the care of the patient, including responsibility for the examination and/or treatment of the patient under supervision, which is carried out in the relevant clinical bases.		+		
54	31	2.5.9	The medical organization of education should structure the different components of clinical skills training according to the specific stage of the curriculum.		+		
		2.6	Structure of the educational programme, content and duration				
55	32	2.6.1	The medical organization of education must give a description of the content, volume and sequence of courses and other elements of the educational program, in order to guarantee compliance with the appropriate ratio between the basic biomedical, behavioural, social and clinical disciplines.		+		
			The medical organization of education follows in the educational programme:				
56	33	2.6.2	Ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	Ensure vertical integration of clinical sciences with basic biomedical, behavioural and social sciences;		+		
58	35	2.6.4	provide the opportunity for elective content (electives) and determine the balance between the compulsory and elective part of the educational program, including a combination of mandatory elements and electives or special components of choice;			+	
59	36	2.6.5	Determine the relationship with complementary medicine, including non-traditional, traditional or alternative practices.		+		
		2.7	Program management				
60	37	2.7.1	The medical organization of education shall determine the structural subdivision responsible for educational programs, which, under the management of the academic management, shall be responsible and empowered to plan and implement the educational program, including the allocation of allocated resources for the planning and implementation of teaching and learning methods, the evaluation of students and the evaluation of the		+		

			curriculum and courses of study to ensure the achievement of educational outcomes.				
61	38	2.7.2	The medical organization of education must guarantee representation from teachers and students in the structural unit responsible for educational programmes.		+		
62	39	2.7.3	The medical organization of education should, through the structural unit responsible for educational programs, plan and implement innovations in the educational program.		+		
63	40	2.7.4	The medical organization of education should include representatives from other relevant stakeholders in the structural unit of the medical organization of education responsible for educational programmes, including other participants of the educational process, representatives from clinical bases, graduates of medical organizations of education, health professionals involved in the process of training or other teachers of the university faculties.		+		
		2.8	Relationship with medical practice and the health system				
64	41	2.8.1	The medical organization of education shall provide an operational link between the educational program and the subsequent stages of vocational training (internship, specialization, CPD/CME) or the practice to which the student begins after graduation, including the identification of health problems and the determination of the required educational outcomes, national, regional and global conditions, as well as feedback for/from the health sector and the participation of teachers and students in the team of health care professionals.		+		
			The medical organization of education should guarantee that the entity responsible for the educational programme:				
65	42	2.8.2	Takes into account the peculiarities of the conditions in which graduates are to work and, accordingly, modify the educational program;			+	
66	43	2.8.3	considers modification of the educational program on the basis of feedback to the public and society as a whole.			+	
			<i>Total</i>				
		3.	STUDENT APPRAISAL	0	39	4	0
		3.1	Evaluation methods				
			The medical education organization shall:				
67	1	3.1.1	Define, approve and publish the principles, methods and practices used to evaluate students, including the number of examinations and other tests, the balance between written and oral examinations, the use of evaluation methods based on criteria and reasoning, and special examinations (OSKE or Mini-clinical exam), as well as the criteria for establishing passing points, grades and number of permitted repeats;		+		
68	2	3.1.2	Ensure that evaluation encompasses knowledge, skills and attitudes to learning;		+		
69	3	3.1.3	Use a wide range of assessment methods and formats, depending on their "utility evaluation", which includes a combination of validity, reliability, impact on training, acceptability and effectiveness of evaluation methods and format;			+	
70	4	3.1.4	Ensure that evaluation methods and results avoid conflict of interest;		+		
71	5	3.1.5	Ensure that the evaluation process and methods are open (accessible) for external expertise;			+	
72	6	3.1.6	Use a system of review.		+		

			The medical organization of education should:				
73	7	3.1.7	<i>Document and assess the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;</i>			+	
74	8	3.1.8	Introduce new methods of assessment according to need;			+	
75	9	3.1.9	Use the system to appeal against evaluation results.		+		
		3.2	Relationship between evaluation and training				
			Medical organization of education should use the principles, methods and practice of assessment, including educational achievements of student's assessment of knowledge, skills, professional values of relationships, which:				
76	10	3.2.1	Clearly comparable to teaching methods, teaching and learning outcomes;		+		
77	11	3.2.2	guarantee that students achieve the final results of their studies;		+		
78	12	3.2.3	contribute to the education of students;		+		
79	13	3.2.4	provide an appropriate balance between formative and summary grades to manage learning and assess the student's academic progress, which requires establishing rules for assessing progress and their relationship to the assessment process.			+	
			The medical organization of education should:				
80	14	3.2.5	<i>To regulate the number and nature of inspections of the various elements of the educational program with a view to promoting knowledge acquisition and integrated learning; and to avoid a negative impact on the learning process and eliminate the need to study the excessive amount of information and the overload of the educational program;</i>		+		
81	15	3.2.6	Ensure that students receive timely, specific, meaningful and fair feedback based on evaluation results.		+		
			Total	0	10	5	0
		4.	STUDENTS				
		4.1	Admission and selection policy				
			The medical education organization shall:				
82	1	4.1.1	Define and implement admission policies, including a clearly defined provision for the student selection process;		+		
83	2	4.1.2	To have a policy and practice of admitting students with disabilities in accordance with the laws and regulations in force in the country;		+		
84	3	4.1.3	have a policy and implement the practice of transferring students from other educational programs and medical organizations.		+		
			The medical organization of education should:				
85	4	4.1.4	establish a relationship between student selection and the mission of the medical organization of education, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	Periodically review admissions policies, based on relevant data from the public and professionals, in order to meet the health needs of the general population and society at large, including a review of student enrolments based on gender, ethnicity and language; and the potential need for a special admission policy for students from low-income families and national minorities;		+		
87	6	4.1.6	Use the system to appeal admission decisions.		+		
		4.2	Enrollment				

88	7	4.2.1	The medical organization of education must determine the number of accepted students in accordance with material and technical possibilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for human resources in the health sector, in the event that medical organizations of education do not control the number of students enrolled, then their commitments should be demonstrated, by explaining all the relationships, paying attention to the consequences of the decisions taken (the imbalance between the enrollment of students and the material-technical and academic potential of the university).		+		
89	8	4.2.2	The medical organization of education should periodically review the number and number of admissions of students in consultation with relevant stakeholders responsible for the planning and development of human resources in the health sector, also with experts and organizations on global aspects of human resources for health (such as insufficient and uneven distribution of health resources, migration of doctors, opening of new medical universities) and to regulate to meet the health needs of the population and society as a whole.		+		
		4.3	Student counselling and support				
			The medical education organization shall:				
90	9	4.3.1	to have a system of academic consulting of its students, which includes questions related to the choice of electives, preparation for postgraduate training, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;		+		
91	10	4.3.2	Offer a student support program aimed at social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial problems, access to medical care, Immunization and health insurance programs and financial assistance services in the form of grants, scholarships and loans;		+		
92	11	4.3.3	allocate resources to support students;		+		
93	12	4.3.4	Ensure confidentiality regarding advice and support.		+		
			The medical organization of education should provide advice that:				
94	13	4.3.5	Based on the monitoring of student progress and focused on the social and personal needs of students, including academic support, support regarding personal problems and situations, health problems, financial issues;				+
95	14	4.3.6	Includes counselling and career planning.		+		
		4.4	Student representation				
96	15	4.4.1	The Medical Education Organization must define and implement a policy of student representation and their respective participation in the definition of the mission, development, management and evaluation of the educational program, and other issues related to students.		+		
97	16	4.4.2	Medical education organization should support and facilitate student activities and organizations, including providing technical and financial support to student organizations.		+		
			Total	0	15	1	0
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				
			The Medical Education Organization must define and implement a selection and recruitment policy that:				

98	1	5.1.1	defines their category, responsibility and balance of academic staff/teachers of basic biomedical sciences, behavioural and social sciences and clinical sciences for the adequate implementation of the educational program, including a proper balance between medical and non-medical teachers, full-time or part-time teachers, and a balance between academic and non-academic staff;		+		
99	2	5.1.2	Contains criteria on scientific, pedagogical and clinical merits of applicants, including an appropriate balance between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	Defines and monitors the responsibilities of the academic staff/professors of basic biomedical sciences, behavioural and social sciences and clinical sciences.		+		
			The medical organization of education should take into account such criteria as:		+		
101	4	5.1.4	attitude to its mission, significance of local conditions, including sex, nationality, religion, language and other conditions related to the medical organization of education and the educational program;		+		
102	5	5.1.5	<i>Economic opportunities that take into account the institutional environment for staff funding and efficient use of resources.</i>		+		
		5.2	Development policy and staff performance				
			The medical organization of education must define and implement a policy of activity and development of employees, which:				
103	6	5.2.1	Balances teaching, scientific and service functions, which include setting time for each activity, taking into account the needs of the medical organization of education and the professional qualifications of teachers;		+		
104	7	5.2.2	Guarantees recognition of academic activities with appropriate emphasis on pedagogical, research and clinical qualifications and is carried out in the form of awards, promotions and/or remuneration;		+		
105	8	5.2.3	Ensures that clinical activities and research are used in teaching and learning;		+		
106	9	5.2.4	Ensures that each employee has sufficient knowledge of the educational programme, which includes knowledge of teaching/learning methods and the general content of the curriculum, and other disciplines, and subject areas, with a view to promoting cooperation and integration;			+	
107	10	5.2.5	<i>Includes teacher training, development, support and evaluation, which involves all teachers, not only new recruits, but also teachers recruited from hospitals and clinics.</i>			+	
			The medical organization of education should:				
108	11	5.2.6	Consider the ratio of "teacher-student" according to the different components of the educational program;		+		
109	12	5.2.7	Develop and implement employee promotion policies.		+		
			Total	0	10	2	0
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			The medical education organization shall:				
110	1	6.1.1	to have sufficient material and technical base for teachers and students, allowing to ensure adequate implementation of the educational program;	+			
111	2	6.2.2	Provide a safe environment for employees, students, patients and their caregivers, including the provision of necessary information and protection from harmful		+		

			substances, micro-organisms, compliance with safety regulations in the laboratory and in the use of equipment.				
112	3	6.1.3	The medical organization of education should improve the learning environment of students by regularly updating, expanding and strengthening the material and technical base, which should correspond to the development of teaching practices.		+		
		6.2	Resources for clinical training				
			The medical education organization must provide the necessary resources for students to acquire adequate clinical experience, including, sufficient:				
113	4	6.2.1	Number and categories of patients;		+		
114	5	6.2.2	Number and categories of clinical bases, which include clinics, outpatient services (including PHC), primary health-care facilities, health-care centers and other health-care facilities, as well as centers/laboratories of clinical skills, which allow for clinical training, utilizing the capacity of clinical bases and ensuring the rotation of major clinical disciplines;		+		
115	6	6.2.3	supervision of the clinical practice of students.		+		
116	7	6.2.4	Medical educational organizations should study and evaluate, adapt and improve resources for clinical training in order to meet the needs of the population served, which will include compliance and quality for clinical training programs regarding clinical bases, equipment, number and category of patients and clinical practice, supervision as supervisor and administration.		+		
		6.3	Information technology				
117	8	6.3.1	The medical organization of education must define and implement policies that aim at the effective use and evaluation of relevant information and communication technologies in the educational program.			+	
118	9	6.3.2	Medical education organization must provide access to online or other electronic media		+		
			The medical organization of education should provide teachers and students with opportunities to use information and communication technologies:				
119	10	6.3.3	for self-study;		+		
120	11	6.3.4	Access to information;		+		
121	12	6.3.5	patient management;		+		
122	13	6.3.6	health care work.		+		
123	14	6.3.7	The medical organization of education should optimize students' access to relevant patient data and health information systems.		+		
		6.4	Medical research and scientific achievements				
			The medical education organization shall:				
124	15	6.4.1	have medical research and scientific achievements as the basis for the educational program;		+		
125	16	6.4.2	Identify and implement policies that promote the relationship between research and education;		+		
126	17	6.4.3	to provide information on the research base and priority directions in the field of scientific research of the medical organization of education;		+		
127	18	6.4.4	Use medical research as the basis for the curriculum		+		
			Medical education organizations should ensure that the relationship between research and education:		+		
128	19	6.4.5	is taken into account in teaching;		+		
129	20	6.4.6	Encourages and prepares students to participate in medical research and development.		+		
		6.5	Expertise in education				
			The medical education organization shall:				

130	21	6.5.1	Have access to educational expertise where necessary and provide expertise that examines the processes, practices and problems of medical education and can involve doctors with research experience in medical education, psychologists, and sociologists in the field of education, or by involving experts from other national and international institutions.		+		
			The medical educational organization must define and implement a policy on the use of expertise in the field of education:				
131	22	6.5.2	in the development of the educational program;			+	
132	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.			+	
			The medical organization of education should:				
133	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education for the development of potential workers;		+		
134	25	6.5.5	give due attention to the development of expertise in the evaluation of education and research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
135	26	6.5.6	To promote the desire and interests of employees in research in medical education.		+		
		6.6	Educational exchange				
			The medical education organization must define and implement policies for:				
136	27	6.6.1	Cooperation at the national and international levels with other medical universities;		+		
137	28	6.6.2	<i>transfer and netting of educational credits, which includes consideration of limits of the scope of the educational program, which can be transferred from other educational organizations and which can be facilitated by agreements on mutual recognition of the elements of the educational program, and active coordination of programs between health education organizations and the use of a transparent system of credit units and flexible course requirements.</i>		+		
			The medical organization of education should:				
138	29	6.6.3	Promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		
139	30	6.6.4	To ensure that the exchange is organized in accordance with the objectives, needs of employees, students, and ethical principles.		+!		
			Total	1	26	3	0
		7.	CURRICULUM EVALUATION				
		7.1	Programme monitoring and evaluation mechanisms				
			Medical education organization should				
140	1	7.1.1	To have a programme to monitor processes and results, including the collection and analysis of data on key aspects of the educational programme, to ensure that the educational process is carried out appropriately and to identify any areas requiring intervention, and data collection is part of the administrative procedures for admitting students, evaluating students and completing their studies.		+		
141	2	7.1.2	Monitor that relevant evaluation findings have an impact on the curriculum		+		
			The medical organization of education shall establish and apply mechanisms for the evaluation of the educational program, which:				

142	3	7.1.3	Aims at the educational programme and its main components, including the educational programme model, the structure, content and duration of the educational programme, and the use of compulsory and elective parts;			+	
143	4	7.1.4	are aimed at the student's progress;			+	
144	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:				
145	6	7.1.6	<i>the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical organization of education;</i>			+	
146	7	7.1.7	<i>special components of the educational program, which include the description of the discipline and methods of teaching and learning, clinical rotations and evaluation methods;</i>			+	
147	8	7.1.8	Overall outcomes, which will be measured by national examinations, international examinations, career choices and post-graduate learning;			+	
148	9	7.1.9	Health education organizations should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
149	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.		+		
150	11	7.2.2	The medical organization of education should use the feedback to improve the educational program.			+	
		7.3	Student achievement				
			Medical organization of education should analyze the educational achievements of students:				
151	12	7.3.1	<i>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 choice, as well as interviews with students for follow-up courses, and interviews with students who leave the program;</i>		+		
152	13	7.3.2	Educational program;		+		
153	14	7.3.3.	resource endowment.		+		
			The medical organization of education follows the educational achievements of students regarding:		+		
154	15	7.3.4	Their previous experiences and conditions, including social, economic and cultural conditions;		+		
155	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:		+		

156	17	7.3.6	student selection;		+		
157	18	7.3.7	planning of the educational program;		+		
158	19	7.3.8	student counselling.		+		
		7.4	Stakeholder engagement				
			The medical organization of education shall involve in its monitoring program and measures for the evaluation of the educational program:		+		
159	20	7.4.1	Teaching staff and students;		+		
160	21	7.4.2	its administration and management.		+		
			Medical organization of education follows for other stakeholders, 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:		+		
161	22	7.4.3	Provide access to course and curriculum evaluations;		+		
162	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;			+	
163	24	7.4.5	collect and study feedback from them in the educational program.			+	
			Total	0	15	9	0
		8.	MANAGEMENT AND ADMINISTRATION				
		8.1	Managing				
164	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:		+		
165	2	8.1.2	Academic staff representatives;		+		
166	3	8.1.3	students;		+		
167	4	8.1.4	<i>Other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the public.</i>		+		
168	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.		+		
		8.2	Academic leadership				
169	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.		+		
170	7	8.2.2	The medical organization of education should periodically conduct evaluation guidance on the achievement of its mission and learning outcomes.			+	
		8.3	Training budget and resource allocation				
			The medical education organization shall:				
171	8	8.3.1	Have clear terms of reference and authority to provide the educational programme with resources, including a dedicated training budget;		+		
172	9	8.3.2	Allocate the resources necessary for the implementation of the educational programme and allocate educational resources according to their needs.		+		
173	10	8.3.3	The system of financing the medical organization is based on the principles of efficiency, effectiveness, priority, transparency, responsibility, delimitation and autonomy		+		

			of all levels of budgets.				
			The medical organization of education should:				
174	11	8.3.4	Provide sufficient autonomy in the allocation of resources, including adequate remuneration for teachers to achieve learning outcomes;		+		
175	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.		+		
		8.4	Administrative staff and management				
			The medical education organization shall have an appropriate administrative staff, including their number and composition, in accordance with qualifications, in order to:		+		
176	13	8.4.1	To ensure the introduction of an educational program and related activities;		+		
177	14	8.4.2	Guarantee good governance and resource allocation.		+		
178	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.			+	
		8.5	Engagement with the health sector				
179	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.		+		
180	17	8.5.2	The medical organization of education should be formalized as 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	0	15	2	0
		9.	CONTINUOUS UPDATE				
			The medical organization of education should be a dynamic and socially responsible institution:				
181	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;			+	
182	2	9.1.2	Allocate resources for continuous improvement.		+		
			The medical organization of education should:				
183	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;		+		
184	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:		+		
185	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
186	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.				
187	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.			+	
188	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.		+		
189	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.			+	
190	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.		+		
191	11	9.1.11	Adapting recruitment and academic staffing policies to changing needs.		+		
192	12	9.1.12	Updating educational resources to meet changing needs, such as student intake, number and profile of academic staff, educational program.		+		
193	13	9.1.13	Improving the monitoring and evaluation of the education program.			+	
194	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.			+	
			Total	0	9	5	0
			TOTAL	1	158	35	0