



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТІҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

of the Independent Agency for Accreditation and Rating
on the results of the work of the external
expert commission on the assessment
of compliance with the requirements of the standards of the international
program accreditation of the educational program
1-79 01 01 "General Medicine"
of Belarusian State Medical University,
from the 6th to the 9th of December 2021

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to:
IAAR Accreditation
Council



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Minsk

December 9, 2021

CONTENTS

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS	3
(II) INTRODUCTION	4
(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION	4
(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE	5
(V) DESCRIPTION OF THE EEC VISIT	6
(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS.....	6
<i>Standard 6.1. "Mission and results"</i>	6
<i>Standard 6.2. "Educational program"</i>	8
<i>Standard 6.3. "Student assessment"</i>	12
<i>Standard 6.4. "Students"</i>	13
<i>Standard 6.5. "Academic staff/Teachers"</i>	15
<i>Standard 6.6. "Educational resources"</i>	18
<i>Standard 6.7. "Evaluation of the educational program"</i>	20
<i>Standard 6.8. "Management and administration"</i>	21
<i>Standard 6.9. "Continuous updating"</i>	24
(VII) OVERVIEW OF STRENGTHS/BEST PRACTICES FOR EACH STANDARD	26
(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS	27
(IX) REVIEW OF RECOMMENDATIONS FOR THE DEVELOPMENT OF THE ORGANIZATION OF EDUCATION	27
Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"	28

(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

AMS – administrative and managerial staff
BSMU - Belarusian State Medical University
WHO - World Health Organization
EEC - external expert commission
MD – Doctor of Medical Sciences
APE - additional postgraduate education
Ph.D. - Candidate of Pharmaceutical Sciences
ME - Ministry of Education
IARA - independent accreditation and rating agency
RW - research work
RWS - research work of students
RDDW - Research, development and development work
SMC - Scientific and Methodological Council
EO - educational organization
UN – United Nations
EP - educational program
OSCE - Objective Structured Clinical Examination
PD - professional development
TS – teaching staff
RB - Republic of Belarus
Mass media – mass media
CIS - Union of Independent States
SSC - student scientific circle
SSS - Student Scientific Society
AIDS - acquired immunodeficiency syndrome
USSR – Union of Soviet Socialist Republics
US - University standards
IHE - institution of higher education
FSBEI- federal state budgetary educational institution
ARES -Academic Ranking of World Universities: European Standard
CBL- case-based learning, a method of learning by a specific example, case
IAAR - independent agency for accreditation and rating
International colleges & Universities – international colleges and universities
PBL – problem-based learning
RBL – research-based learning
SLMC - Sri Lanka Medical Council
Ranking Web of Universities - ranking of universities
TBL – team-based learning

(II) INTRODUCTION

The external expert assessment of BSMU was implemented on the grounds of the IAAR's Order on the EEC No. 170-21-od dated 15.11.2021 and IAAR's standards according to which an external assessment of BSMU is carried out: "Mission and results", "Educational program", "Student assessment", "Students", "Academic staff/Teachers", "Educational resources", "Evaluation of the educational program", "Management and administration", "Continuous updating".

Members of the EEC:

1. **Chairman of IAAR** - Ion Bologan, MD, N. Testemitsanu State University of Medicine and Pharmacy (Republic of Moldova)
2. **Foreign expert of IAAR** - Kiseleva Elena Aleksandrovna, MD, Professor "Novokuznetsk State Institute of Advanced Training of Doctors" – affiliate branch of the Russian Medical Academy of Continuing Professional Education of the Ministry of Health of Russia (Russian Federation)
3. **Foreign expert of IAAR** - Zhankalova Zulfiya Meyrkhanovna, MD, gastroenterologist, Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan)
4. **National expert of IAAR** - Natalia Lapova, Ph.D., Associate Professor, Dean of the Faculty of Pharmacy of Vitebsk State Medical University (Republic of Belarus)
5. **Employer of IAAR** - Koroyed Elena Alexandrovna, Director of the Sante Medical Center (Republic of Belarus)
6. **Student of IAAR** - Protsenko Alesya Aleksandrovna, student of the educational program "General Medicine" of Grodno State Medical University (Republic of Belarus)
7. **Observer of IAAR** - Saydulayeva Malika Akhyadovna, project Manager of IAAR (Republic of Kazakhstan).

(III) PRESENTATION OF THE EDUCATIONAL ORGANIZATION

Belarusian State Medical University was established in 1930 on the basis of the Medical Faculty of the Belarusian State University, which was established in 1921 as the Belarusian State Medical Institute and renamed to the Minsk Medical Institute in 1947. The founder of the University is the Ministry of Health of the Republic of Belarus. In 1971, the Minsk Medical Institute was awarded the Order of the Red Banner of Labor by the Presidium of the Supreme Soviet of the USSR for its services in personnel training, development of healthcare and medical science.

BSMU is a legal entity, non-profit organization, institution of higher education. By Decision No. 1325 of the Minsk City Executive Committee dated 30.06.2004 BSMU was registered in the Unified State Register of Legal Entities and Individual Entrepreneurs under No. 100582412 (Certificate No. 0102149 on state registration of a non-profit organization issued 07.07.2004).

BSMU has a license for the right to carry out educational activities:

- Certificate No. 0010758 on state accreditation for compliance with the declared type of profile University issued on the basis of Order No. 377 of the Ministry of Education of the Republic of Belarus dated 17.05.2021;
- Certificate No. 0001105 on state accreditation of educational institutions in five specialties of higher education of the Ist stage, seven specialties of higher education of the IInd stage, four specialties of retraining of managers and specialists with higher education, and one specialty of retraining of managers and specialists with secondary specialized education, issued on the basis of Order No. 377 of the Ministry of Education of the Republic of Belarus dated 17.05.2021.

The University enjoys wide international recognition, as evidenced by the export of educational services (over the past three years, the number of foreign students has been 24-26%); 120 signed agreements on academic and scientific cooperation with partners from 26 countries; the inclusion of BSMU in 2018 into the database of the World Directory of Medical Schools under the auspices of the World Health Organization. The University is represented in the following international rating systems: Ranking Web of Universities (5th place among Belarusian HEIs and 3601st place in the world); 4 International colleges & Universities (5th place among Belarusian HEIs and 1380th place in the world); ARES (1st place among medical HEIs of the Republic of Belarus and 3rd among 29 Belarusian HEIs). The University also has profiles in the rating systems U-Multirank and QS.

The University has 29 scientific and pedagogical schools, 9 specialized dissertation defense councils.

The total number of students at the Ist and IInd stages of higher education is 6845 (of which 1688 are foreign students). 389 trainees are trained in clinical residency at BSMU, of which 211 are citizens of the Republic of Belarus and 178 are foreign citizens.

FGM and MFIS are structural divisions of BSMU, providing educational and scientific activities, educational and methodological work within the framework of the profile of education L "Health care", the direction of education 79 "Prevention, diagnosis, treatment, rehabilitation and health care organization", specialty 1-79 01 01 "General Medicine" and thus ensuring the acquisition of the qualification "Doctor". Admission to FGM has been organized since 1921. Since 1964, foreign citizens have been studying in the specialty "General Medicine". For their high-quality training, the Medical Faculty for International Students (MFIS) was opened.

In their activities, FGM and MFIS are guided by the Code of the Republic of Belarus on Education, the Regulations on the Institution of Higher Education, regulatory documents and instructional materials of the Ministry of Education of the Republic of Belarus, the Ministry of Health of the Republic of Belarus, the Charter of BSMU, Mission, Quality Policy, QMS standards of BSMU, other legislative acts, as well as by the decisions of the University Council, Rector's orders, orders of vice-rectors, orders and instructions of the faculty deans. FGM consists of 19 departments, and MFIS comprises 3 departments. The governing bodies of FGM and MFIS are Faculty Councils, Discipline Methodological Commissions, and the Students' Council. The duration of training at FGM and MFIS is 6 years. The number of students in the specialty 1-79 01 01 "General Medicine" by academic years is shown in Table 1.

Table 1 Dynamics of the student contingent in the specialty "General Medicine"

Number of students	2017/2018	2018/2019	2019/2020	2020/2021	2021/2022
- FGM (full-time education)	2158	2117	2072	2039	2036
- MFIS (full-time education)	925	1020	878	1108	1294
Total number	3083	3137	2950	3147	3330

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

External assessment on the accreditation of the Educational Program of higher professional education in the specialty 1-79 01 01 "General Medicine", for the 6-year course of study, provided by Belarusian State Medical University was conducted for the first time.

(V) DESCRIPTION OF THE EEC VISIT

External expert work on the assessment of compliance with the requirements of the standards of program accreditation of specialty 1-79 01 01 "General Medicine" of BSMU was organized in accordance with the IARA's Guidelines for the external evaluation of educational organizations and educational programs according to the approved program and schedule. The work of external experts began with a preliminary meeting of the EEC and the delegation of responsibility to the experts, as well as with solving organizational issues.

To obtain objective information on the expert assessment by the members of the EEC, the following methods were used:

- interview with management and administrative staff,
- interview with students, observation, study of the website,
- interviewing employees of various structural divisions, teachers,
- survey of teachers and students,
- visiting clinical bases,
- review of resources in the context of the implementation of accreditation standards,
- study of educational and methodological documents both before the visit to the University and during the visit to the University.

The BSMU staff ensured the presence of all persons specified in the visit program according to the lists of interview participants.

The itinerary for the period of 3 days is presented in detail in the Visit Schedule, which is part of the IARA's documentation and is attached in the appendix to this report. In the course of their work the EEC experienced no technical difficulties. The staff of BSMU provided all the required documents, and the members of the EEC received answers to all their questions. The communicativeness and openness of the employees were noted.

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

Standard 6.1. "Mission and results"

The Evidentiary Part

BSMU carries out its activities on the basis of the University's Charter, in accordance with the Code of the Republic of Belarus on Education, the State Program "Education and Youth Policy" for 2021-2025 and other legal acts regulating the activities of the education system and the healthcare system of the Republic of Belarus.

The mission of the University allows them "To train competitive specialists with higher medical and pharmaceutical education, highly qualified researchers with an active life position, with modern knowledge, practical skills, innovative thinking, who are in demand in the labor market, implementing the principles of a system of continuing professional education, the level of which allows solving problems of health protection and improving the quality of life of the population in the Republic of Belarus and all over the world."

Based on the approved mission, BSMU defined the Vision: "Belarusian State Medical University is a world-class center for educational, scientific and medical activities."

The University has also defined the Mission of the EP "General Medicine" for 6 years: The mission of the EP is "to train competitive specialists with higher medical education in the specialty "General Medicine", highly qualified researchers with an active life position, based on the principles of continuing professional education, for the sake of solving the problems of health protection and improving the quality of life of the population in the Republic of Belarus and all over the world, by way of preserving and multiplying the achievements of the national medical school."

The deans of the faculties are engaged in the development, updating and analysis of the Mission of the EP with the direct participation of the staff of the departments and students in accordance with paragraph 5.2 of the Quality Manual of the Educational Institution "Belarusian State Medical University" and STU P 1-02 "Strategic and operational planning, managerial analysis of the quality management system and continuous improvement". In the context of the educational institution "Belarusian State University", the understanding of the needs and expectations of the stakeholders who are members of the FGM Council (faculty councils) is reflected, which is taken into account at the stage of preparation and discussion of the document. The draft document is posted on the INTRANET of the University for discussion and suggestions. After receiving feedback, the project is supplemented, changed, and then submitted for consideration and approval at a meeting of faculty councils. The current wording of the EP Mission was approved at the meeting of the FGM Council on 30.09.2021, Protocol No. 7.

The mission is communicated to all the stakeholders (posted on the University's website and internal network, in students' personal accounts), and the future employers, i.e. leaders of healthcare organizations, are also informed. The mission, policy and vision are posted on the University's website; on information stands in all structural divisions, as well as on the departments' clinical bases. There is information in the media (Facebook, Instagram, etc.).

The documents developed by the University, such as STU P 1.04, STU D 1.32, STU P 1.06, STU D1.10, STU P 1.07, STU P 1.08, STU P 1.38 prove that BSMU has institutional autonomy in the development, compilation and implementation of the EP, which is carried out in accordance with the requirements of the IAAR's accreditation standards.

The program reflects all stages of education of BSMU starting from Bachelor's Degree and ending with Clinical Internship (and from the next year clinical internship will be replaced by residency) and as for the scientific direction - from bachelor to doctor of sciences.

The use of modern educational technologies and teaching methods (PBL, TBL, CBL, RBL, training in simulation centers) leads to the preparation of competitive graduates of the University, which is the leader of domestic education.

The main proof of mastering the EP is the presence of competencies acquired by the graduate – the ability to apply the acquired knowledge and skills in practice, which is stipulated in each of the EP presented, and is demonstrated by the graduate at the final exams.

The University, represented by deans, provides an educational trajectory consisting of disciplines within which students acquire the necessary competencies. The EP provides for the presence of several forms of control of the competencies acquired by students: a state exam, a course exam, workplace practical training in the discipline, etc.

The competencies of University graduates correspond to the National Qualifications Framework of Higher Education of the Republic of Belarus, the requirements of practical health care and allow them to find a job in accordance with Article 56 of the Law of the Republic of Belarus No. 2435-XII dated 18.06.1993 "On Health Care".

All of the above was also confirmed as a result of interviews with the teaching staff, employers, students, graduates and other stakeholders.

Analytical part

The mission of the EP "General Medicine" (6 years), as well as BSMU, is aimed at serving society through the training of competitive specialists in the treatment, preservation and strengthening of human health, improving the healthcare sector based on the integration of education, science and clinics, which meets the requirements for the accreditation standard "Mission and Results" of the Independent Accreditation and Rating Agency.

The participation of all stakeholders (teaching staff, employers, students, graduates, etc.) plays an important role in the development, establishment of the Mission and final results, as well as the development and execution of the relevant documentation as evidence of the work carried out (supporting protocols, extracts, other documents).

As a result of familiarization with the report, the catalog of elective disciplines, as well as after interviewing stakeholders, the members of the EEC Commission revealed incomplete

coverage of the main disciplines of the course by elective courses, as well as a small number of elective disciplines. When preparing the elective component, more detailed work is needed, taking into account the requests of each student about the necessary needs for mastering additional material and providing diversity and increasing the number of elective discipline programs - increasing the disciplines included in the elective catalog, which will allow achieving the final results for additional inclusion of disciplines.

It should be noted that BSMU uses the results of the assessment of graduates' competencies as a feedback tool to improve the educational program, which is reflected in the self-report of this medical educational organization, which also contributes to improving the acquisition of competencies and mastering the final results by students at all levels of University education.

In the SWOT analysis, it is necessary to write only the best practices, and not to state the requirements for the organization of education, passing them off as strengths. So, in the presented SWOT analysis at the end of the first standard there are 12 strengths, which in fact are not. Although the weaknesses of the SWOT analysis contain "The need for further improvement of the system of formation of educational programs, taking into account the opinions of students and graduates"

Strengths/Best practices

There are no strengths or best practices according to the first standard "Mission and Results" in BSMU.

Recommendations of the EEC

1. Improving the formation of educational programs, taking into account the opinions of students and graduates, by the 2022-2023 academic year.
2. Coverage of all stakeholders in the formulation of the mission of the EP "General Medicine", by the 2022-2023 academic year.

Conclusions of the EEC by criteria:

Strong – 0

Satisfactory – 23

Suggest improvements - 0

Unsatisfactory – 0

Standard 6.2. "Educational program"

The Evidentiary Part

The training of specialists in the EP specialties implemented at BSMU is carried out on the basis of the ESHE and TEP approved by the Ministry of Education of the Republic of Belarus, in accordance with the Code on Education of the Republic of Belarus, the Regulations on HEI. The graduate is issued a diploma of higher medical education with the qualification "doctor" and an extract from the test and examination sheet indicating the list of studied academic disciplines with grades, the amount of academic hours and the number of credits (Appendices 6, 7). The form of education documents and the procedure for their issuance is established by Resolution No. 194 of the Ministry of Education of the Republic of Belarus "On education documents, appendices to them, gold, silver medals and training documents" dated 27.07.2011, Instructions on the procedure for recording, issuing and storing diplomas of higher education and appendices to them, their duplicates in the educational institution "Belarusian State Medical University" approved by Order No. 13 dated 05.01.2018.

Since the 2021-2022 academic year, the University has been training 1st-year students according to an EP of the new generation developed on the pattern of a modular system. Preparation in the EP "General Medicine" is carried out for 6 years, the labor intensity of the EP is 360 credits, which corresponds to 12,722 hours (12,294 hours for the new generation EP). The organization of training of the EP "General Medicine" is regulated and set out in the curriculum, indicating the terms and duration of semesters, practical training, examination sessions and

vacations. The methodology for calculating credit units is regulated by the Instructions for calculating the labor intensity of educational programs of higher education using the system of credit units.

Starting from the first year of study, classes are held not only in classrooms, but also in healthcare institutions (HI) (BSMU has 69 signed contracts with healthcare institutions), which allows for an early introduction of the student into the specialty. In the learning process, situational tasks, role-playing games, and classes in PTL are widely used.

A component of the innovative approach to learning is certification in the form of an objective structured clinical examination (OSCE), which requires from a student to master practical skills in a qualitative way.

The University exercises a combination of the in-class work and independent work of students. Supervised independent work (SIW) of students has been introduced into the educational process, the rules of which are defined by the "Methodological recommendations for the organization of independent work of students (military students, trainees) in the educational institution "Belarusian State Medical University".

The employment of the uniform EP confirms the principle of equality between domestic and foreign students in the learning process. All foreign students are taught in accordance with the ESHE in Russian or English at their choice. At the time of the visit by the members of the EEC, 2,037 Belarusian students were studying at BSMU in the EP "Medical Business" (of which 1,533 female students, 503 male students, 11 students have varying degrees of loss of health. 1,360 students are studying at the expense of the republican budget, 677 under contracts for a paid form of education), 1,294 foreign students from 52 countries (489 of them are female students, 805 male students).

At the University as a whole, and at the FGM and MFIS, the implementation of the EP is carried out using teaching and learning methods based on the modern theory of adult education, the main principle being the joint activity of students and teachers. More than 200 University teachers are involved in the implementation of the program of additional adult education, of which more than 60% have the academic title of associate professor; more than 20% have the academic title of professor.

The EP stipulates an active use of a scientific approach to the development of disciplines. The scientific thinking of students is encouraged and developed as early as in the first years through active involvement in research. The University creates all conditions for engaging in scientific activities (research laboratories, electronic library, educational and experimental sites) stimulating the development of cognitive activity of students at all levels of education.

The members of the commission noted that the participation of students of FGM and MFIS in scientific research is fully encouraged, 75 SSCs functioning in BSMU. Over 5 years, 804 scientific papers have been presented by students, of which 19 have been awarded the title of Laureate of the Contest, 168 have been awarded the first category, 279 scientific papers have been awarded the second category, and 203 have been awarded the third category.

According to the results of the annual Republican Contest of Student Works, Laureates and students who have been awarded Category I Diplomas with high academic performance are included in the Database of Gifted Youth. In the 2020/21 academic year, 77 students of the Faculty of General Medicine were enrolled in the Database.

The members of the Commission noted the desire to form healthy lifestyle skills among students by maintaining and strengthening their own health, as well as involving them in volunteer work on the formation of healthy lifestyle and educational work with the population, actively involving them in activities to form healthy lifestyle skills among the population and promoting knowledge under the supervision of the head of practice at clinical bases during practical training.

The University's EP is reviewed annually taking into account the wishes of the stakeholders. The content of the discipline curriculum includes the findings of the latest scientific research projects. The list of recommended basic and additional literature is constantly updated.

The EP includes socio-humanitarian, natural science, and special disciplines, as well as optional and elective disciplines, i.e. electives. The sequence of studying disciplines is determined by the continuity of the acquired competencies.

Vertical integration of disciplines can be traced from basic to general professional and special disciplines.

At the University level, the management of the EP is carried out by the Rector's Office, the University Council, the SMC, the First Vice-Rector, the Vice-Rector for International Affairs, educational and methodological departments. At the faculty level - faculty councils, methodological commissions of disciplines, deans, heads of departments. The coordinator of the work is the Rector.

Management (planning, development, organization and quality control) the EP in the specialties of the first stage of higher education is carried out according to the approved educational and program documentation developed in accordance with the requirements of state and local regulatory, administrative and methodological documents, such as the Procedure for the development and approval of curricula for the implementation of the content of educational programs of higher education of the first stage, the Procedure for the development and approval of curricula and practical training programs for the implementation of the content of educational programs of higher education, the Concept of optimizing the content, structure and scope of social and humanitarian disciplines in institutions of higher education, the Rules for the certification of students, military students, trainees on the acquisition of the content of educational programs of higher education, Regulations on the making up of classroom work by students (military students, trainees), Methodological recommendations for the organization of independent work of students (military students, trainees), etc.

Quality control of specialists' training is regulated by Regulation No. 334 On intra-University control in the educational institution "Belarusian State Medical University" approved by Order No. 748 dated 19.12.2020

The self-assessment report contains links in the form of appendices to the report, as well as the appendices themselves according to the citation in the text. The text also contains references to internal and external regulatory legal acts regulating the development, planning, control of the educational process at all levels and stages of the educational process, which confirms the fact that the requirements for writing and implementing the standard "Educational Program" are met. Confirmation of the description of the standard "Educational Program" is available on the University's website, as well as obtained during interviews with participants of the standard "Educational Program".

The Analytical Part

The development and control of the implementation of the EP is carried out by deans together with the Educational and Methodological Department in accordance with regulatory documents. The University actively uses active forms and methods of teaching: PBL, TBL, CBL, RBL, training in simulation centers, they contributing to the development of competencies and the acquisition of professional skills. Throughout the entire period of study, students have the right to choose the disciplines studied for the implementation of an individual educational trajectory.

In order to form more in-depth competencies, students have the opportunity to study elective courses, elective disciplines.

The educational process is based on the joint activities of students and teaching staff, who only guide and help to study the discipline independently in depth, to search for knowledge in the direction necessary for mastering. An important role in this process belongs to the student himself as an equal actor of the learning process.

The EP stipulates an active use of a scientific approach to the development of disciplines. The University creates all conditions for scientific activity (research laboratories, electronic

library, educational and experimental sites), which stimulate the development of scientific thinking among students.

The University's EP is reviewed annually taking into account the wishes of stakeholders. The content of the discipline includes the findings of the latest scientific research projects. The list of recommended basic and additional literature is constantly updated.

There are 69 different clinical bases in BSMU, which contribute to the acquisition of clinical skills by students directly at the patient's bedside allowing them to fully master the EP, which reflects changes in the needs and demands of practical healthcare.

The structure of the EP consists of the duration of specialist training, qualifications awarded after mastering the EP, the schedule and plan of the educational process (educational cycles, academic disciplines indicating the volume of the total number of training hours and classroom hours, current certification and the number of credits), practical sessions and workplace practical training, their volume, forms of final certification.

The EP includes socio-humanitarian, natural science, general professional and special disciplines, as well as optional and elective disciplines. The sequence of studying disciplines is determined by the continuity of the acquired competencies.

Vertical integration of disciplines can be traced from basic to general professional and special disciplines.

An important role is also played by the desire to form students' healthy lifestyle skills by maintaining and strengthening their own health (playing sports, participating in various types of sports events, etc.), as well as involving them in volunteer work on the formation of healthy lifestyle and educational work with the population.

More than 200 University teachers are involved in the implementation of the program of additional adult education, of which more than 60% have the academic title of associate professor, and more than 20% have the academic title of professor.

The self-assessment report contains links in the form of appendices to the report, as well as the appendices themselves according to the citation in the text. The text also contains references to internal and external regulatory legal acts regulating the development, planning, control of the educational process at all levels and stages of the educational process, which confirms the fact that the requirements for writing and implementing the standard "Educational Program" are met. Confirmation of the description of the standard "Educational Program" is available on the University's website, as well as obtained during interviews with participants of the standard "Educational Program".

Strengths/Best practices

Strengths /best practice according to the standard "Educational program":

1. BSMU in EP "General Medicine" promotes the involvement of students in carrying out or participating in research projects.
2. BSMU in EP "General Medicine" defines and implements the achievements of clinical sciences and ensures that students carry out work on health promotion and prevention.

Recommendations of the EEC

1. Expand the number of elective disciplines in all specialties of training at BSMU by the 2022-2023 academic year.

Conclusions of the EEC by criteria:

- Strong – 2
- Satisfactory – 41
- Suggest improvements - 0
- Unsatisfactory – 0

Standard 6.3. "Student assessment"

The Evidentiary Part

Assessment of students' learning outcomes is carried out in accordance with the external and internal regulatory legal acts of the Republic of Belarus and BSMU: Rules for the certification of students, military students, trainees on the acquisition of the content of higher education approved by Resolution No. 53 of the Ministry of Education of the Republic of Belarus dated 29.05.2012, STU D 1.27-2021 "Regulations on the certification of students, military students, trainees on the acquisition of the content of educational programs of higher education". The assessment is executed by grading in points on a ten-point scale according to the Criteria established by the Ministry of Education of the Republic of Belarus for evaluating the results of educational activities.

The forms of evaluation of students' academic achievements, evaluation tools are determined by the curriculum of the specialty and the curricula of the disciplines:

- current certification in the form of credit, graded credit, exam;
- final certification in the form of a state exam (Regulations on the final certification of students of the educational institution "Belarusian State Medical University" studying in the specialty 1-79 01 01 "General Medicine");
- in the course of practical, laboratory, seminar classes, an intermediate assessment of the level of knowledge, skills and abilities of students is carried out during the semester by testing, oral questioning, control work, laboratory work, during the discussion of the topic, etc. In special and clinical disciplines, the design of outpatient/inpatient study cards, laboratory measurement protocols, diaries of practical skills, as well as skills of solving situational tasks are evaluated;
- since 2018, the OSCE has been introduced to certify the level of mastery of practical skills, the order of organization of which is established by the Regulation on the organization of an objective structured clinical exam approved by Order No. 289 of the Ministry of Health of the Republic of Belarus of 17.03.2021, the Regulation on the organization of an objective structured clinical exam approved by Rector's Order No. 648 of 07.09.2021.

FGM and MFIS employ both formative and summative forms of assessment. The Faculty Deans are involved in regulating the balance between formative and summative assessment. The rating system provides an appropriate balance between formative and summative assessment aimed at learning management and evaluation of the student's academic progress.

The examiners are experienced professors and associate professors of departments, as well as representatives of practical healthcare (at least 50% of specialists of healthcare institutions and employees of scientific organizations).

The final grade in the discipline depends on the assessment of the student's work in the classroom, his independent work, participation in the scientific work of the department.

The student is informed in a timely manner about the methods and forms of assessment in the first classes, as well as on the Internet pages of the departments. Students are granted the right to retake an exam with an unsatisfactory grade twice in accordance with the approved schedule. For re-attestation, a commission is created from among the teaching staff of the department with the mandatory participation of the examiner who conducted the previous attestation.

The objectivity of the assessment is also ensured by the fact that the exam is taken by an independent teacher at the department level, while final state examinations are administered by a commission with the membership of external experts – healthcare specialists.

The assessment process and methods at the University are open to audit by external experts. Local regulations on the organization of the educational process and the attestation procedure, the conditions for admission to the current attestation, the procedure for eliminating academic debt are posted on the University's website. The electronic journal of academic performance is freely available not only for students, but also for their parents. On the part of the

Ministry of Education of the Republic of Belarus, an independent control cross-disciplinary assessment of the level of knowledge of students is carried out according to the procedure and methods provided by the University.

The student has the right to appeal against any type of control. Consideration of the appeal is carried out on the day of filing the application by the appeal commission in the number of at least three people including the examiner who gave an unsatisfactory grade.

At BSMU, students are regularly surveyed in order to determine their satisfaction with the organization of the educational process, according to the results of which, within the framework of the discipline, correction is carried out in the methods and forms of assessment, and the quality of the educational process is analyzed.

During the visit and in the process of interviewing representatives of BSMU, the members of the EEC did not find clarity in maintaining a balance between written and oral exams.

The Analytical Part

The members of the EEC noted that the evaluation of students' learning outcomes is carried out in accordance with the external and internal regulatory legal acts of the Republic of Belarus and BSMU. The assessment system at BSMU is adequate; the principles correspond to and contribute to the motivation of students to obtain the highest grade during a particular type of work.

The process of questioning and interviewing confirmed the students' knowledge of the evaluation criteria even before studying the discipline according to the schedule. The first lesson begins with informing about these criteria and the possibilities of obtaining a higher grade when studying the disciplines of the educational program. However the members of the EEC did not find clarity in maintaining a balance between written and oral exams.

Strengths/Best practices

There are no strengths/best practices according to the "Student Assessment" standard

Recommendations of the EEC

1. BSMU should develop principles for maintaining a balance between written and oral exams by the 2022-2023 academic year.

Conclusions of the EEC by criteria:

- Strong – 0
- Satisfactory – 14
- Suggest improvements - 1
- Unsatisfactory – 0

Standard 6. 4. "Students"

The Evidentiary Part

Admission and selection of persons for higher education of the first stage is regulated by the Rules of admission of persons for higher education of the first stage approved by Decree of the President of the Republic of Belarus No. 80 of 07.02.2006; by the Procedure for admission to the educational institution "Belarusian State Medical University".

Persons with disabilities who do not have contraindications for training can participate in the competition for enrollment in the University. In accordance with the Regulation on the procedure for transferring, reinstating and expelling students approved by Resolution of the Council of Ministers No. 780 of 15.06.2011, the University implements the transfer and reinstatement as students of BSMU.

The control figures for admission to the course for training at the expense of the republican budget are approved by the Ministry of Health of the Republic of Belarus in coordination with the Ministry of Education of the Republic of Belarus. The admission figures for enrollment on a

paid basis are approved by the Rector of the University in coordination with the Ministry of Health of the Republic of Belarus and the Ministry of Education of the Republic of Belarus.

Enrollment for the 1st year of study at the University is carried out by competition in accordance with the total amount of points indicated in the certificates of centralized testing in the Belarusian or Russian language, chemistry, biology, and the average score of the certificate of secondary education.

Applicants who disagree with the decision of the subject examination commission may appeal.

The FGM annually reviews and suggests the number and contingent of students in the process of consultations with the Ministry of Health of the Republic of Belarus, taking into account the demand in the regions of the country, as well as in order to meet the health needs of the population and society as a whole.

In order to support and advise students, to facilitate integration into University education, a curatorial movement has been created at the faculty. From among the senior students, assistant curators are appointed, whose purpose is to help adaptation of first-year students in the student environment. Besides, in each study group of students of the 1st-3rd year, a curator from among the teaching staff is appointed.

To support economically unprotected categories of students each semester social grants are assigned to in accordance with the Instructions on the conditions, the procedure for the granting and payment of stipends and other payments to students approved by Resolution of the Ministry of Education of Belarus and the Ministry of Finance of the Republic of Belarus No. 261/96 of 22.09.2011.

Students who pay for tuition are eligible for discounts from the set tuition fee for training and may qualify for transfer from the paid form of training to the form of training at the expense of the Republican budget.

BSMU has a valid Regulation on the provision of financial assistance to students, which regulates the grounds and amount of financial assistance.

BSMU has a system of student support: moral stimulation - awarding with the University gratitude, the Honor Board, sending letters of thanks to parents. Financial incentives include a scholarship of the President of the Republic of Belarus, personal scholarships of F.Skoriny, and personal scholarships of the University Council.

Students of the paid form of education receive discounts for training.

In order to improve the health of students at the University, there is a sanatorium-dispensary, which is visited annually by more than 1,100 people.

The University has a system of psychological support for students. Every year, about 900 individual psychological consultations (anonymously, confidentially) are conducted by educational psychologists. The University has various sections, various associations, circles that allow students to provide leisure time.

For students not residing in Minsk, the University has 8 dormitories, the provision of places in which is 100%.

To realize the creative abilities of students, to involve them in various types of socially significant activities, there are 12 amateur art groups, two of them having the title of "People's", the club association "Young Family", 17 national communities and the club "Internationalist". About 60% of students are involved in regular physical education and sports every year. The sports club has 29 sports sections.

The University has a student self-government system (SSGS) where students show themselves from leadership positions, organizers of various projects of the Youth Parliament at the National Assembly of the Republic of Belarus, city and republican competitions "Student of the Year", "Volunteer of the Year", etc.

The Analytical Part

The Commission got acquainted with the regulatory legal acts of the Republic of Belarus and BSMU on the admission and selection of students for higher education including applicants with disabilities. Students of BSMU are participants in a fairly well-organized educational process. The Commission also noted that BSMU, including the University management, provides all types of support (psychological, social, material) to students in need of it, starting from the first year of study and up to graduation with qualification.

BSMU has all the conditions (clinical bases, simulation center, dormitory, library, etc.) for the preparation of highly competitive, in-demand graduates of the country. The positive side is the presence of its own sanatorium-dispensary, which annually allows improving the health of about 1100 students.

The members of the EEC noted the motivation and support of applicants and students with disabilities. The members of the Commission also stressed the presence of student self-government in BSMU, which trains future leaders of the country in the field of healthcare, which is important for medical education in the Republic of Belarus.

Strengths/Best practices

There are no strengths/best practices according to the "Students" standard

Recommendations of the EEC.

There are no recommendations of the EEC on the "Students" standard.

Conclusions of the EEC by criteria:

- Strong – 0
- Satisfactory – 16
- Suggest improvements - 0
- Unsatisfactory – 0

Standard 6.5. "Academic staff/Teachers"***The Evidentiary Part***

Teaching staff of departments that train students in the specialty "General Medicine" is the most significant resource, thanks to which the University organizes high-quality training of competitive specialists in demand in the labor market, possessing modern skills and knowledge. The University considers the continuous development of resource potential a priority, which is confirmed by the Program and development plan of the educational institution "Belarusian State Medical University" for 2020-2025, approved by Order No. 328 of the Ministry of Health of the Republic of Belarus dated 03/29/2021.

The contingent of the teaching staff is formed on the basis of the recruitment needs aiming at the implementation of the educational process and taking into account the need to fulfill the EP in compliance with the staffing table. The size of teaching staff is determined in accordance with the workload standards, the number of students pursuant to the requirements of STU P 1.16-2017 "Staffing, retraining and advanced training of personnel".

The policy of selection and recruitment of the teaching staff at the University is carried out in accordance with the Labor Code of the Republic of Belarus, the Code of the Republic of Belarus on Education and other laws and regulations of the Republic of Belarus. The selection of candidates for the positions of teaching staff is prescribed by the Regulation "On the procedure for competition to fill the positions of pedagogical staff included into the academic teaching staff of the institutions of higher education in the Republic of Belarus", approved by Resolution No. 806 of the Council of Ministers of the Republic of Belarus dated 21.06.2011. Qualification requirements for the employment in teaching staff positions are defined by Issue 28 of the Unified Qualification Directory of Office Positions "Positions of employees engaged in education" approved by Resolution No. 69 of the Ministry of Labor and Social Protection of the Republic of Belarus dated 29.07.2020 and by job descriptions.

Requirements for employees of clinical departments performing medical work are regulated by Resolution No. 175 of the Ministry of Health of the Republic of Belarus dated 22.12.2010 "On requirements for holding positions of managers, specialist doctors, specialist pharmacists".

The composition of the academic staff of the FGM departments is reflected in Table 2.

Table 2. The composition of the academic teaching staff at the FGM departments

Number of academics	Qualification category			Academic degree		Academic title	
	2 nd	1 st	Superior	PhD	Doctor of Sciences	Associate Professor	Professor
280	17	33	139	128	39	99	30

The percentage of the members of the teaching staff holding a degree at the FGM departments is 59.65%., MFIS - 59.5%.

When calculating the teaching staff strength, the specifics of training specialists in different specialties are taken into account. In the specialty "General Medicine", the ratio "teacher / student" is set in the range of 6.5-7.0 students per 1 teacher.

The work schedule at the University is determined by the Rules of the Internal Work Schedule. The activities of FGM and MFIS, their place in the structure of the University, relationships with other divisions, internal organizational structure, tasks, functions, rights and responsibilities are defined by STU D 1.31-2021 "Management of regulations on structural units and official (working) instructions of employees".

The activities of the teaching staff are planned and implemented in accordance with the Rector's Order developed on the basis of Order No. 699 of the Ministry of Education of the Republic of Belarus dated 24.11.1999 "On approval of approximate time standards for calculating the volume of academic work and the main types of teaching, research and other work performed by teaching staff of higher educational institutions".

The teaching staff is actively engaged in scientific activities. The results of research and scientific and methodological work of the teaching staff are actively introduced into the educational process and practical activities of healthcare institutions.

The University pays attention to improving the language literacy of the teaching staff. Aiming at the organization of teaching in English, there is a system of language training of the teaching staff and attestation of academics to determine the level of proficiency in a foreign language, which is prescribed by the Regulations on the commission for the attestation of academics delivering in English.

The job descriptions of the heads of the divisions (dean, head of the department) provide for the obligation to monitor the quality of performance of work responsibilities by the employees of the division, and their compliance with labor discipline.

Faculty employees in their activities are guided by the Mission, Vision, Policy and Goals in the field of quality, documents necessary for the functioning of the quality management system in accordance with the requirements of STB ISO 9001. According to the Charter of the University, BSMU is guided in its activities by the Constitution of the Republic of Belarus. FGM and MFIS respect the rights and freedoms of every employee without discrimination based on gender, age, nationality, religion, political preferences, beliefs, etc.

The Commission noted that BSMU has defined and implemented a policy of activity and development of employees, which guarantees recognition of academic activities, with an appropriate emphasis on pedagogical, research and clinical qualifications, and is carried out in the form of awards, promotions and/or remuneration.

The University has sufficient economic facilities to attract the best academic staff. Financing of the University by more than 52% is provided by extra-budgetary activities, which

allows increasing the salaries of academics. The average salary of academics for 2020 is 191.25% of the average salary for the education sector in the country, and that of University employees – 116.89%.

The workload of each academic is regulated by an individual plan, which reflects the distribution of types of all areas of activity differentially depending on the position held.

Recognition of the results of the TS activities is realized through the annual summing up of the TS activities and the formation of the TS rating in accordance with the STU.

Non-material incentives for University employees are expressed in the declaration of gratitude, awarding a Diploma of the University, as well as in the presentation of awards to local authorities, ministries and departments in accordance with the provisions on awarding by the relevant bodies. For outstanding labor merits, BSMU employees can be presented to state awards in accordance with the Law of the Republic of Belarus "On State Awards of the Republic of Belarus", nominated to higher positions, recommended for inclusion in the personnel reserve for a managerial position. Information on the results of labor evaluation and recognition of achievements in all types of activities is presented at the University Council, in the University newspaper "Vesnik BDMU", on the University's website.

The University maintains a rational balance of academic, scientific, medical and other professional qualifications of teachers, which allows ensuring the quality of the educational process.

Every year faculty members defend dissertations for the academic titles of candidates and doctors of sciences. The number of defended dissertations for 2017-2021 is presented in Table 5.2.1 (Appendix 20).

In order to objectively assess the knowledge and professional training of teachers at the University, certification is carried out in accordance with Decree No. 561 of the President of the Republic of Belarus dated December 1, 2011 "On certain issues of training and certification of highly qualified researchers" and with the Regulation "On certification of heads of structural divisions and specialists of the educational institution "Belarusian State Medical University".

Faculty members regularly take professional development courses in accordance with Articles 240-242 of the Code of the Republic of Belarus on Education No. 243-3 dated 13.01.2011, STU P 1.38-2017 "Advanced education of adults", the Regulation "On advanced training of employees" approved by Rector's Order No. 746 dated 12.11.2018 and on the basis of the "Plan for advanced training and retraining of employees" approved by the Rector of the University for a calendar year.

Mandatory periodic professional development of managers and specialists of the healthcare system is carried out at least once every 5 years, provided the implementation of professional improvement programs in the amount of 160 hours. Employees and faculty teaching staff engaged in pedagogical activities include courses of professional development in pedagogy in their working plans once every five years.

The main bases for the PD courses are BelMAPO, Republican Institute of Higher School, the Faculty of Professional Development and Retraining at BSMU.

The University provides all employees with equal opportunities to realize their abilities and career growth.

The Analytical Part

BSMU has defined and implemented a policy for the selection and recruitment of employees, which contains scientific, pedagogical and clinical criteria individually and on merit for each employee.

As a result of the activities of the University staff, a balance is maintained between educational, scientific, methodological, clinical and educational activities, which are reflected in the individual work plan of the teaching staff members and include the calculation of time in hours for each type of activity.

BSMU provides training, development, support and evaluation of the activities of all academics, both newly recruited and teachers attracted from hospitals and clinics.

The University takes into account the ratio of "teacher-student", which is on average 6-7 students per teacher.

Strengths/Best practices

Strengths/best practice according to the "Academic Staff" standard/Teachers":

1. BSMU has defined and implemented a policy of activity and development of employees, which guarantees recognition of academic activities, with an appropriate emphasis on pedagogical, research and clinical qualifications and is carried out in the form of awards, promotions and/or remuneration.

Recommendations of the EEC.

The EEC has no recommendations of on the standard "Academic Staff/Teachers".

Conclusions of the EEC by criteria:

- Strong – 1
- Satisfactory – 11
- Suggest improvements - 0
- Unsatisfactory – 0

Standard 6.6. "Educational resources"

The Evidentiary Part

Students in the specialty "General Medicine" are trained at 41 clinical bases (Table 6.2 Appendix 21), which include outpatient clinics, multidisciplinary hospitals, Republican and Minsk city scientific and practical centers.

The total bed fund of the clinical bases where the students of FGM and MFIS study is 14,775 beds (providing inpatient care to adults and children). The bases of the departments are outpatient clinics that provide 7,332 visits per shift. There are 325 classrooms located at the clinical bases. Practical classes are also conducted directly in medical facilities (reception departments, operating rooms, dressing rooms, manipulation rooms, wards, laboratories, etc.).

In order to improve the practical training of the graduates and increase their readiness for independent medical activity, pursuant to Rector's Order No. 333 dated 02.09.2014 "On the creation of a practical training laboratory" practical training laboratories (PTL) were set up, which occupy 29 premises with a total area of 940 m². During the visit, the members of the Commission had the opportunity to get acquainted with the relevant title documents on gratuitous rent, as well as lease agreements.

The University has a significant number of technical training facilities: more than 1,500 personal computers, 280 laptops, 224 LCD TVs, 162 multimedia projectors, etc. WI-FI is available. Students living in dormitories are provided with free access to the educational resources of the University. As one of the modern forms of training and exchange of experience, the methodology of conducting teleconferences and videoconferences with colleagues from near and far abroad has been worked out and actively used.

The interaction of deans with students is carried out through the "Student's Personal Account", which allows them to promptly bring to the attention of students all the necessary official information. Students can provide feedback and pay for tuition, for unexcused absences and accommodation in dormitories through the electronic journal and their personal accounts.

More than 500 video lectures have been recorded and offered for viewing by University academics, and the number of lectures is constantly increasing.

The University pays great attention to the protection of the patient's personal data. Examinations in the presence of students, direct work "at the patient's bedside" is carried out strictly with the consent of the patient. Filling in a study card of an outpatient or inpatient patient is carried out with the "blinding" of personal data of patients.

Scientific research in the field of natural and medical sciences, fundamental and applied scientific research, clinical approbation of research results and training of highly qualified scientific personnel are conducted at the departments of FGM and MFIS.

The University has 29 scientific and pedagogical schools, most of which are in the departments of FGM.

The BSMU publishes scientific journals "Medical Journal", "Military Medicine", "Emergency cardiology and cardiovascular risks"; a collection of peer-reviewed scientific papers "BSMU - in the vanguard of medical science and practice"; the newspaper "Vesnik BDMU". All publications of the University are available in the public domain. Journals are registered and placed in international databases and catalogs and are a platform for promoting the results of the work of novice student researchers.

Based on the results of the implementation of R&D(T)P over the past 5 years, 325 new methods of medical care have been developed and approved, 394 security documents for industrial property objects have been obtained, 764 innovations have been created and more than 1,900 innovations have been put in practice, of which more than 80% are new methods of medical care. According to the results of R&D(T)P 1,618 deeds of adoption in practical healthcare and 3,229 deeds of adoption in the educational process have been executed.

Every year, scientific conferences of students and young scientists are held at BSMU, where the results of research are reported. Following the results of the conferences, collections of student scientific papers are published.

As necessary, revision, modernization and adjustment of the EP is carried out. Every year, relevant additions and changes are made to the curricula. The curricula are discussed by the teaching staff at the meetings of the departments; internal and external peer reviews are conducted. In 2021, BSMU passed state accreditation in all specialties of the Ist and IInd stages of higher education.

The audit and standard control of the EP is carried out by both external and internal experts: the audit of standard curricula is carried out by the Republican Institute of Higher School; the audit and review of the ESHE is carried out by the chief specialists of the Ministry of Health of the Republic of Belarus and the Ministry of Education of the Republic of Belarus; the audit of the HEI curricula is carried out by the teaching staff of the related departments of the University.

Colleagues from CIS countries, the European Union, and other foreign countries take part in scientific and practical conferences held on the basis of BSMU. Employees of the FGM departments take part in scientific and practical conferences, congresses, forums held abroad; regularly undergo internships on the basis of leading foreign HEIs and HIs.

Within the framework of cooperation with the University of Western Ontario (Canada), for more than 20 years, Canadian specialists have been performing surgical interventions, conducting master classes with University academics and students of BSMU. Every year, the staff of the Department of Cardiology and Internal Diseases of the University, together with Canadian colleagues, organize republican scientific and practical conferences dedicated to the achievements and current problems of modern world cardiology, analyzes international experience and the results of the development of the national cardiology school.

Japanese colleagues have been sharing their experience for more than 25 years: they give lectures and hold seminars, hold teleconferences.

Due to the COVID-19 pandemic in 2020-2021, the mobility programs of teaching staff and employees are limited and depend on the epidemiological situation.

Mobility programs for students in the EP "General Medicine" are implemented with the following HEIs: I.M. Sechenov First Moscow State Medical University (Russia), Kirov State Medical University (Russia), Medical University of Bialystok (Poland).

The Analytical Part

BSMU has a well-equipped material and technical base for teachers and students, which allows for adequate implementation of the educational program "General Medicine". A safe

environment has been created for teaching staff, students, patients, which provides protection from harmful environmental factors and provides the safest possible conditions for work and study. There is a constant process of updating the material and technical support of the educational process at BSMU. 69 clinical bases with the latest equipment provide for acquisition of practical skills and adequate clinical experience.

BSMU has defined and implemented a policy aimed at the effective use and evaluation of information and communication technologies in the educational program, and has provided access to online or other electronic media.

Conditions have also been created and regulatory documents have been developed to facilitate and implement regional and international exchange of employees (academic, administrative and teaching staff) and students, providing appropriate resources.

Strengths/Best practices

Strengths / best practice according to the standard "Educational resources":

1. BSMU has sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program "General Medicine".

2. The University is able to provide a safe environment for employees, students, patients and those who care for them, including provision of the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment.

3. The University is provided with the necessary resources for students to acquire adequate clinical experience, including a sufficient number and categories of clinical bases, which include clinics, outpatient services (including PHC), primary health care institutions, health centers and other institutions providing medical care to the population, as well as clinical skills centers/laboratories that allow clinical training using the capabilities of clinical bases and ensure rotation in the main clinical disciplines.

Recommendations of the EEC.

There are no recommendations of the EEC on the standard "Educational Resources".

Conclusions of the EEC by criteria:

- Strong – 3
- Satisfactory – 27
- Suggest improvements - 0
- Unsatisfactory – 0

Standard 6.7. "Evaluation of the educational program"

The Evidentiary Part

The evaluation of the EP "General Medicine" at the University is carried out continuously and consists of an external and internal assessment. External evaluation of the EP is carried out by the Department of Quality Control of Education (questionnaire). The internal audit of the EP is multilateral and its assessment includes the opinion of the students themselves and the discussion at the departments, at the SMC and in the dean's offices. Students directly have the opportunity to make a suggestion on the content of any of the disciplines studied and file it with a member of the teaching staff or the head of the department, or in the course of the student survey. In addition, students are members of the collegial bodies of the University, where they can make suggestions and evaluate the EP at that level. Heads of departments at their own level make a protocol statement with proposals for changing the EP and file them with faculty councils, SMC, and deans. The structures responsible for the EP then submit the documents to higher authorities and, upon revision, make corrections to the EP.

After each session, the Faculty Councils and the University Council summarize the results of the implementation of the EP, analyzing the students' progress for identification and further

correction of the causes that influenced the decline in academic performance. The results of the current attestation are analyzed.

The content of the educational process is regularly analyzed by employees of the educational and methodological department, and the deans. All stakeholders - internal and external consumers - participate in the evaluation of the EP: students, graduates, members of the teaching staff, employers. The reports of the chairmen made at the University Council outline weaknesses and make recommendations for improving the EP.

Monitoring and evaluation of the quality of the EP includes references from employers, employees of other specialized educational institutions, and feedback on the quality of training and work of graduates.

Thus, a lot of work is being done to evaluate the EP. During the visit, the members of the EEC had the opportunity to get acquainted with the relevant documents confirming this work.

The Analytical Part

BSMU has a program for monitoring processes and results, including the collection and analysis of data of the educational program "General Medicine", by all interested parties (questionnaires, minutes of meetings, suggestions and recommendations, etc.)

BSMU provides mechanisms for assessing the EP, which is confirmed by the data of the applications and is proved by the results of questionnaires and interviews. At the University, starting from the lowest collegial level up to the University Council, problems are identified and considered that lead to sufficient achievement of the expected final learning outcomes. Information about the identified shortcomings and problems is used as feedback for corrective actions to improve the educational program and curricula of disciplines.

BSMU has developed the monitoring system of the EP "General Medicine", regulated by local legal acts and brought to the attention of all interested parties. The monitoring results are communicated to interested parties (administration, teaching staff, students, graduates, employers) through feedback, which includes information about the quality of the educational program and the action plan for improving the EP "General Medicine".

Strengths/Best practices

There are no strengths/best practices according to the standard "Evaluation of the educational program".

Recommendations of the EEC.

There are no recommendations of the EEC on the standard "Evaluation of the educational program".

Conclusions of the EEC by criteria:

Strong – 0

Satisfactory – 24

Suggest improvements - 0

Unsatisfactory – 0

Standard 6.8. "Management and administration"

The Evidentiary Part

On part of FGM and MFIS, management is carried out in accordance with the legislation of the Republic of Belarus, the Charter of BSMU, the Regulations on FGM, and the Regulations on MFIS. The dean directly performs management of the activities of the faculty. In various areas of activity, the dean reports to the vice-rectors for supervision, as well as directly to the Rector of the University. The powers of the University staff are determined by the Provisions of the University, are available in Appendices and posted on the official website of BSMU.

The main self-governing body of the faculty is the Faculty Council, which makes decisions on the main issues of the faculty's activities. The term of the Faculty Council is no more than 3 years from the date of approval. However, taking into account the dynamics of the

student contingent, the membership of the Faculty Council is traditionally approved annually. The numerical and personal composition of the Faculty Council is approved by Rector's Order. The quantitative composition of the FGM Council is formed in the following proportion: 75% of representatives are heads of structural divisions, teaching staff, other employees and 25% are representatives of the FGM studentship. The members of the EEC got acquainted with the minutes of the Council meetings, which include the decisions of the Council, the materials discussed, reports, and abstracts of speeches.

The Dean coordinates the activities of the faculty in various areas of activity with other divisions of the University: provision of personnel for the EP; provision of financial resources for educational and other processes in collaboration with the Department of Accounting, Economics and Reporting; management of material and technical resources in collaboration with the Department of Market Research of Goods and Material Support; legal support of all types of activities in collaboration with the Law Department. Moreover, the Dean of the Faculty coordinates all stages of the development and implementation of the EP, starting with planning and ending with a report on the implementation and receiving feedback from consumers of educational services. The faculties include departments. The department is managed by the head of the department, who is appointed to the position after his election by the University Council and is dismissed from his post by the Rector. At the departments, deputy heads of the department are appointed for educational and methodological, scientific, therapeutic, and morale building work, they carrying out direct planning and implementation of activities in the fields of concern.

The attestation of academic managerial staff is carried out in accordance with the requirements of the Standard Regulations on attestation of managers and specialists of organizations approved by Resolution No. 784 of the Council of Ministers of the Republic of Belarus dated 25.05.2012 and Regulation No. 82 "On attestation of heads of structural divisions and specialists of the educational institution "Belarusian State Medical University" dated 08.02.2017.

The faculties are part of the University, a budgetary organization financed from the republican budget and income received from entrepreneurial activity and gratuitous (sponsorship) assistance of legal entities, individual entrepreneurs, which is received in accordance with the procedure established by law. The budget estimates and estimates of income and expenditure of extra-budgetary funds received as a result of entrepreneurial activity are compiled separately for each type of activity in accordance with the Budget Code of the Republic of Belarus, the Resolution of the Council of Ministers of the Republic of Belarus, the Resolution of the Ministry of Finance of the Republic of Belarus. The resources necessary for the implementation of the EP are allocated annually. The procedure for allocating resources is prescribed by the Regulation on the procedure for the formation of extra-budgetary funds, the implementation of expenses related to income-generating activities, directions and procedure for the use of funds remaining at the disposal of a budget organization, approved by Resolution of the Council of Ministers of the Republic of Belarus No. 641 dated 07/19/2013. The amount of resources allocated is proportional to the volume and role of the faculty in the structure of the University. The University has full autonomy to determine priorities in the allocation of extra-budgetary funds and the necessary autonomy in the allocation of budgetary funds within the allocated budgetary appropriations. The system of financing of the University in general and faculties in particular ensures the effective implementation of priority development trends of the University. The Commission took into account that the growth rate of employees' salaries in 2020 amounted to 116.9% compared to 2019, and the teaching staff is awarded annually based on the results of summing up the rating of teachers for achievements in scientific activity, high indicators of publication activity.

In order to ensure professional growth, the management staff and faculty members of the faculties are regularly trained in PD courses in accordance with the professional development plan at least once every 5 years. The faculty has formed a reserve of managerial personnel from the most promising employees of the departments.

Quality control of division activities, their effectiveness and compliance with the requirements of the QMS for various processes is carried out at various levels. An important role in the process of identifying inconsistencies, determining areas for improvement, developing corrective actions is assigned to internal audits of the division, which are conducted in accordance with STU D 1.35-2021 "Internal Audit" and the audit plan, as well as to the managers for quality.

The following QMS processes are defined at the University: life cycle, management responsibility, documentation management, resource provision. Documented procedures for the implementation of QMS processes have been developed and approved, which is confirmed in the appendices and on the official website of the University.

Interaction with the healthcare sector is carried out in accordance with Order No. 236 of the Ministry of Health of the Republic of Belarus dated 30.03.2006 "On approval of the Regulations on Clinical Healthcare Organizations", Resolution No. 28 of the Council of Ministers of the Republic of Belarus dated January 20, 2020 "On the specifics of labor regulation of certain categories of teaching staff", the cooperation agreement between the Health Committee of the Minsk City Executive Committee and the University, the cooperation agreement between clinical healthcare organizations and the University.

The principle of receiving feedback from representatives of the training customer is implemented through joint medical activities, practice management, employer questionnaires, involvement of representatives of practical healthcare in the development of the EP, in the work of the SEC.

For the successful activity of the departments providing training in the EP "General Medicine", cooperation agreements and contracts for the gratuitous use of non-residential premises have been concluded with healthcare organizations that are in communal and republican ownership (Appendix 21).

12 University employees work as chief external experts of the Ministry of Health of the Republic of Belarus, 7 – at the Health Committee of the Minsk City Executive Committee.

Since January 1, 2011, in accordance with Order No. 594 of 04.06.2010, on-site medical consultations by the teaching staff of clinical departments have been organized at the request of the State Institution "Republican Center for the Organization of Medical Response". In 2020, 1093 patients were visited and consulted.

In order to provide organizational and methodological assistance, by a joint order of the Health Committee of the Minsk City Executive Committee and BSMU, employees of therapeutic departments of FGM are assigned to outpatient polyclinic institutions in the districts.

Professors and associate professors of clinical departments of BSMU have been appointed as chairmen and deputy chairmen of qualification commissions of the Health Committee of the Minsk City Executive Committee.

Telemedicine counseling is conducted in accordance with Order No. 1250 of the Ministry of Health of the Republic of Belarus dated 31.10.2017 "On some issues of telemedicine counseling in the Republic of Belarus" and BSMU Order No. 564 dated 30.08.2018 "On some issues of telemedicine counseling in the Republic of Belarus". In 2020, the teaching staff of the University carried out 156 telemedicine consultations. Compared to 2019, the number of telemedicine consultations increased 2.8 times.

A professorial consulting center has been organized and operates at BSMU (Rector's Order No. 117 dated 04.04.2011).

The Analytical Part

BSMU has well-selected administrative and managerial personnel and management for the implementation of the educational program "General Medicine" ensuring proper management and administration.

The EPs in "General Medicine" are implemented at the University in accordance with the regulatory requirements regarding admission, educational process, assessment and planned learning outcomes. The University has implemented and operates a quality management system.

The main self-governing body of the faculty is the Faculty Council, which includes academics, students and other interested parties.

The University ensures transparency of the management system and the decisions made, they being posted on the University's website and included in the protocols for review and execution.

The University allocates the resources necessary for the implementation of the educational program "General Medicine" and distributes educational resources in accordance with the needs.

The financial and economic system is based on the principles of efficiency, priority, transparency, responsibility, differentiation and independence of all budget levels: state and extra-budgetary financing. The allocation of resources takes into account scientific achievements in the field of medicine and the health problems of society and their needs.

BSMU has an administrative staff, the number and qualification of which contributes to ensuring a good level of functioning of the EP "General Medicine".

Strengths/Best practices

Strengths/best practice according to the standard "Management and Administration":

1. The University allocates the resources necessary for the implementation of the educational program "General Medicine" and assigns educational resources according to the needs.

2. The BSMU financing system is based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all budget levels.

3. The University provides sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes.

4. When allocating resources, BSMU takes into account scientific achievements in the field of medicine and the health problems of society and its needs.

5. BSMU has constructive interaction with the healthcare sector, with related sectors of the healthcare society and the 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.

6. BSMU has an official status of cooperation with partners in the health sector, which includes the conclusion of official contracts with the definition of the content and forms of cooperation and the conclusion of a joint contract for joint activities.

Recommendations of the EEC

There are no recommendations of the EEC on the standard "Management and Administration".

Conclusions of the EEC by criteria:

- Strong – 6
- Satisfactory – 11
- Suggest improvements - 0
- Unsatisfactory – 0

Standard 6.9. "Continuous updating"

The Evidentiary Part

The members of the EEC noted that the University applies the principles of continuous monitoring, evaluation, analysis and improvement of educational services, taking into account the requirements of legislation, requirements and expectations of stakeholders, contributing to the development of quality education based on a competency-based approach and learning outcomes.

In 2020, the University passed a certification audit for compliance with the requirements of the national standard STB ISO 9001:2015 and the German standard DIN EN ISO 9001:2015. The University annually conducts internal and external audits, comprehensive inspections.

In 2021, BSMU passed the state accreditation procedure.

The management of the FGM and MFIS annually implement a number of measures to review internal procedures, assess the level of achievement of the EP Mission, goals of strategic development and plans.

During the visit, the Commission was able to make sure that the main directions of using the University's resources are the development and modernization of the educational process, the development of scientific processes based on scientific research, the organization of training in EPs and their material and educational support, the acquisition of technical means for the qualitative implementation of EPs and the widespread introduction of IT, the development of the University educational portal of continuing medical education, material support for expanding the possibilities of using simulation technologies for training students.

The process of EP updating is based on the constant study of trends in medical science, in the field of medical education, on the participation of academics and heads of departments in conferences, seminars, webinars, on the training and professional development of the teaching staff in higher school pedagogy, on accreditation and development of new EPs, on the improvement of the quality of education.

The management of the faculties updates the EP taking into account the development of biomedical, behavioral, social and clinical sciences, as well as the needs of the healthcare system and society.

In 2021, the EPs of all specialties with a detailed description of competencies and specific end results for each discipline were updated. Elements of distance learning technologies are being introduced to assess and monitor the EP.

The Analytical Part

BSMU conducts a regular review and revision of the content, the final results of training / competence, assessment and learning environment, structure and functions, documents and eliminates the detected shortcomings, draws up and monitors the corrective action plan of the educational program "General Medicine". Resources are constantly allocated for this, and these resources are used for their intended purpose.

The University reviews its policy and practices in accordance with previous experience, current activities and prospects for the future; directing the updating process to adapt the mission statement and final results to the scientific, socio-economic and cultural development of society; adapting the model of the educational program and methodological approaches; modification of the final learning outcomes of graduates of the EP "General Medicine" in accordance with the needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the responsibilities assigned to graduates after graduation.

At the level of the faculty, departments responsible for the implementation of the EP "General Medicine", as well as in the whole BSMU, there is a constant process of updating the development of evaluation principles and methods of examination and the number of exams in accordance with changes in the final results of training and methods of teaching and learning; the policy of admission of students, the policy of recruitment and formation of the academic staff of the University in connection with changing needs is constantly being revised.

At the BSMU, at the level of the faculty, departments responsible for the implementation of the EP "General Medicine", the organizational structure and management principles are constantly being improved in conditions of changing circumstances and needs to meet the interests of various groups of stakeholders.

Strengths/Best practices

Strengths/best practices according to the standard "Continuous Updating":

1. At the level of the faculty, departments responsible for the implementation of the EP "General Medicine", as well as in the whole BSMU, procedures are conducted for regular review and revision of the content, results / competence, evaluation and learning environment, structure and functions, shortcomings are documented and eliminated.

2. BSMU allocates resources for continuous improvement of the quality implementation of the EP "General Medicine"

Recommendations of the EEC

There are no recommendations of the EEC on the standard "Continuous updating".

Conclusions of the EEC by criteria:

- Strong – 2
- Satisfactory – 12
- Suggest improvements - 0
- Unsatisfactory – 0

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

✓ According to Standard 1 "Mission and final results": not revealed.

✓ According to Standard 2 "Educational program":

1. BSMU in the EP "General Medicine" promotes the involvement of students in conducting or participating in research projects.

2. BSMU in the EP "General Medicine" defines and implements the achievements of clinical sciences and ensures that students carry out work on health promotion and prevention.

According to Standard 3 "Assessment of students": not revealed.

According to Standard 4 "Students": not revealed.

✓ According to Standard 5 "Academic staff/teachers":

1. BSMU has defined and implemented a policy of activity and development of employees, which guarantees recognition of academic activities with an appropriate emphasis on pedagogical, research and clinical qualifications and is carried out in the form of awards, promotions and/or remuneration.

According to Standard 6 "Educational environment and resources":

1. BSMU has sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program "General Medicine".

2. The University is able to provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment.

3. The University is provided with the necessary resources for students to acquire adequate clinical experience, including a sufficient number and categories of clinical bases, which include clinics, outpatient services (including PHC), primary health care institutions, health centers and other institutions providing medical care to the population, as well as clinical skills centers/laboratories that allow clinical training using the capabilities of clinical bases and ensure rotation in the main clinical disciplines.

✓ According to Standard 7 "Evaluation of the educational program": not revealed.

✓ According to Standard 8 "Management and Administration":

1. The University allocates the resources necessary for the implementation of the educational program "Medical Business" and distributes educational resources in accordance with their needs.

2. The BSMU financing system is based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.

3. The University provides sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes.

4. When allocating resources, BSMU takes into account scientific achievements in the field of medicine and the health problems of society and its needs.

5. BSMU has constructive interaction with the healthcare sector, with related sectors of the healthcare society and the 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.

6. BSMU has an official status of cooperation with partners in the health sector, which includes the conclusion of official contracts with the definition of the content and forms of cooperation and the conclusion of joint contracts for joint activities.

✓ *According to Standard 9 "Continuous updating":*

1. At the level of the faculty, departments responsible for the implementation of the EP "General Medicine", as well as in the whole BSMU, procedures are conducted for regular review and revision of the content, results / competence, evaluation and learning environment, structure and functions, shortcomings are documented and eliminated.

2. BSMU allocates resources for continuous improvement of the quality implementation of the EP "General Medicine"

(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

✓ *According to Standard 1 "Mission and final results":*

1. Improving the formation of educational programs, taking into account the opinions of students and graduates, by the 2022-2023 academic year.

2. Coverage of all stakeholders in the formulation of the mission of the EP "General Medicine", by the 2022-2023 academic year.

✓ *According to Standard 2 "Educational program":*

1. Expand the number of elective disciplines in all specialties of training at BSMU, by the 2022-2023 academic year.

✓ *According to Standard 3 "Assessment of students":*

1. BSMU should develop principles for maintaining a balance between written and oral exams, by the 2022-2023 academic year.

According to the Standard 4 "Students": no recommendations.

✓ *According to Standard 5 "Academic staff/teachers: no recommendations.*

✓ *According to Standard 6 "Educational environment and resources": no recommendations.*

✓ *According to Standard 7 "Evaluation of the educational program": no recommendations.*

✓ *According to Standard 8 "Management and Administration":*

According to Standard 9 "Continuous updating": no recommendations.

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

No.

Appendix 1. Evaluation table "PROGRAM PROFILE PARAMETERS"

№ п\п	№ п\п	№ крит.	EVALUATION CRITERIA	The position of the organization of education			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
		1.	"MISSION AND RESULTS"				
		1.1					
1	1	1.1.1	Mission definition		+		
			A medical education organization should define its mission and the mission of the EP and bring it to the attention of stakeholders and the health care sector.				
2	2	1.1.2	The mission statement should contain goals and an educational strategy to prepare a competent doctor at the level of basic medical education:		+		
3	3	1.1.3	with an appropriate basis for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine.		+		
4	4	1.1.4	able to perform the role and functions of a doctor in accordance with the established requirements of the healthcare sector		+		
5	5	1.1.5	prepared for postgraduate training		+		
6	6	1.1.6	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, audit, study of their own practice and recognized activities in the SPW/CME.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes the achievements of medical research in the field of biomedical, clinical, behavioral and social sciences.		+		

		1.2	The medical education organization should ensure that the mission includes aspects of global health and reflects the main international health issues.				
8	8	1.2.1	Participation in the formulation of the mission		+		
9	9	1.2.2	The medical education organization must ensure that the main stakeholders are involved in the development of the mission of the EP.		+		
		1.3	The medical education organization should ensure that the stated mission of the EP is based on the opinions/suggestions of other relevant stakeholders.				
			The medical organization of education should have institutional autonomy for the development and implementation of policies for which the administration and the teaching staff are responsible in relation to:				
10	10	1.3.1	the development and compilation of the educational program;		+		
11	11	1.3.2	the use of allocated resources necessary for the implementation of the educational program.		+		
			Medical educational organizations should guarantee academic freedom to their employees and students:				
12	12	1.3.3	in relation to the current educational program, in which it will be allowed to rely on different points of view in the description and analysis of medical issues;		+		
12	12	1.3.4	in the possibility of using the results of new research to improve the study of specific disciplines/ issues without expanding the educational program.		+		
		1.4	Final learning outcomes				
		1.4.1	The medical organization of education should determine the expected final learning outcomes that students should show after completion, with relative to:		+		
13	13		their achievements at the basic level in terms of knowledge, skills and abilities;		+		

14	14		the appropriate foundation for a future career in any branch of medicine;		+		
15	15		their future roles in the healthcare sector;		+		
16	16		their subsequent postgraduate training;		+		
17	17		their commitment to lifelong learning;		+		
18	18		the medical and sanitary needs of the health of society, the needs of the health system and other aspects of social responsibility.		+		
19	19	1.4.2	The medical organization of education must ensure that the student fulfills obligations towards doctors, teachers, patients and their relatives in accordance with appropriate standards of conduct.		+		
20	20	1.4.3	The medical organization of education should determine and coordinate the relationship of the final learning outcomes required upon 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 conducting research in medicine;		+		
22	22	1.4.5	The medical organization of education should pay attention to the final results related to global health;		+		
23	23	1.4.6	The medical organization of education should use the results of the assessment of graduates' competencies as a feedback tool to improve the educational program.		+		
			Total	0	23	0	
		2	EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
24	1	2.1.1	A medical educational organization should define an educational program that includes an integrated model based on disciplines, organ systems, clinical problems and diseases, a model based on a modular or spiral design.		+		
25	2	2.1.2	The medical education organization should identify the teaching and learning methods used		+		

			that stimulate, prepare and support students to take responsibility for their learning process.				
26	3	2.1.3	The medical education organization must ensure that the educational program develops students' lifelong learning abilities.		+		
27	4	2.1.4	The medical organization of education must ensure that the educational program is implemented in accordance with the principles of equality.		+		
28	5	2.1.5	The medical organization of education should use teaching and learning methods based on the modern theory of adult education.		+		
		2.2	Scientific method				
		2.2.1	A medical educational organization should have institutional autonomy to develop and implement policies for which the administration and teaching staff are responsible in relation to:				
29	6		development and preparation of an educational program;		+		
30	7		the use of allocated resources necessary for the implementation of the educational program.		+		
31	8		Medical educational organizations should guarantee academic freedom to their employees and students:		+		
32	9		in relation to the current educational program, in which it will be allowed to rely on different points of view when describing and analyzing medical issues;		+		
33	10	2.2.2	the possibility of using the results of new research to improve the study of specific disciplines/issues without expanding the educational program.		+		
34	11	2.2.3	Final learning outcomes		+		
			The medical organization of education should determine the expected final learning outcomes that students should demonstrate after completion, in relation to:				
			their achievements at the basic level in terms of knowledge, skills and abilities;				

35	12	2.3.1	a suitable basis for a future career in any branch of medicine;		+		
36	13	2.3.2	their future role in the health sector;		+		
			his subsequent postgraduate studies;				
37	14	2.3.3	their commitment to lifelong learning;		+		
38	15	2.3.4	the needs of society in the field of healthcare, the needs of the healthcare system and other aspects of social responsibility.		+		
		2.4	Behavioral and social sciences and medical ethics				
		2.4.1	The medical organization of education should determine and include in the educational program the achievements of:				
39	16		behavioral sciences;		+		
40	17		social sciences;		+		
41	18		medical ethics;		+		
42	19		medical jurisprudence,		+		
		2.4.2	The medical organization of education should adjust and introduce new achievements of behavioral and social sciences and also medical ethics in the educational program for:				
43	20		scientific, technological and clinical developments;		+		
44	21		current and expected needs of society and the healthcare system;		+		
45	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			The medical organization of education must identify and implement the achievements of clinical sciences in the educational program and ensure that students:				
46	23	2.5.1	acquire sufficient knowledge and clinical and professional skills in order to assume appropriate responsibility, including activities related to health promotion, disease prevention and patient		+		

			care;				
47	24	2.5.2	conduct a reasonable part (one third) of the program in planned contacts with patients, including consideration of the goal, the appropriate amount and their sufficiency for training in the appropriate clinical bases;		+		
48	25	2.5.3	they carry out work on health promotion and prevention.	+			
49	26	2.5.4	The medical organization of education should set a certain amount of time for the training of basic clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
50	27	2.5.5	A medical educational organization should organize clinical training with appropriate attention to patient safety, including monitoring of the actions performed by the student 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 expected needs of society and the healthcare system.		+		
53	30	2.5.8	The medical organization of education should ensure that each student has early contact with real patients, including his gradual participation in patient care, including responsibility for the examination and/or treatment of the patient under observation, which is carried out in the appropriate clinical bases.		+		
54	31	2.5.9	The medical organization of education should structure the various components of clinical skills training in accordance with the specific stage of the training program.		+		
		2.6	Structure of the educational program, content and duration				
55	32	2.6.1	The medical organization of education should provide a description of the content, scope and sequence of courses and other elements of the		+		

			educational program in order to ensure compliance with the appropriate ratio between the basic biomedical, behavioral, social and clinical disciplines.				
			The medical organization of education should in the educational program:				
56	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
57	34	2.6.3	ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;		+		
58	35	2.6.4	to provide an opportunity for elective content (electives) and to determine the balance between the mandatory and elective part of the educational program, which includes a combination of mandatory elements and electives or special components of choice;		+		
59	36	2.6.5	to determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.		+		
		2.7	Program management				
60	37	2.7.1	The medical organization of education should determine the structural unit responsible for educational programs, which, under the management of the academic leadership, is responsible and has the authority to plan and implement the educational program, including the distribution of allocated resources for planning and implementing teaching and learning methods, student evaluation and evaluation of the educational program and training courses, in order to ensure the achievement of the final learning 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 programs.		+		
62	39	2.7.3	The medical organization of education should plan and implement innovations in the educational program through the structural unit responsible for educational programs.		+		
63	40	2.7.4	A medical educational organization should		+		

			include representatives from other relevant stakeholders in the structural unit of a medical educational organization responsible for educational programs, including other participants in the educational process, representatives from clinical bases, graduates of medical educational organizations, healthcare professionals involved in the learning process or other faculty members of the university.				
		2.8	Connection with medical practice and the healthcare system				
64	41	2.8.1	The medical organization of education should provide an operational link between the educational program and the subsequent stages of professional training (internship, if available, specialization, SPW/CME) or practice, which the student will begin upon graduation, including the definition of health problems and the definition of the required learning outcomes, a clear definition and description of the elements of the educational program and their relationships at various stages of preparation and practice, with due regard to local, national, regional and global conditions, and also feedback for/from the healthcare sector and the participation of teachers and students in the work of a team of specialists in the provision of medical care.		+		
			The medical organization of education should ensure that the structural unit responsible for the educational program:				
65	42	2.8.2	takes into account the specifics of the conditions in which graduates will have to work and accordingly modify the educational program;		+		
66	43	2.8.3	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
			Total	2	41		
		3.	STUDENT ASSESSMENT				
		3.1	Assessment methods				
			Medical educational organization must :				
67	1	3.1.1	to define, approve, and publish the principles, methods and practices used to evaluate students,			+	

			including a number of exams and other tests, the balance between written and oral examinations, the use of assessment methods, based on the criteria and reasoning, and special examinations (OSCE or Mini-clinical examination), and to determine the criteria for establishing passing scores, evaluations and the number of retakes;				
68	2	3.1.2	ensure that the assessment covers knowledge, skills and attitudes to learning;		+		
69	3	3.1.3	use a wide range of assessment methods and formats depending on their "utility assessment", which includes a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format;		+		
70	4	3.1.4	ensure that evaluation methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the evaluation process and methods are open (accessible) for examination by external experts;		+		
72	6	3.1.6	use the system of appealing the evaluation results.		+		
			The medical organization of education should :				
73	7	3.1.7	document and evaluate the reliability and validity of evaluation methods, which requires an appropriate quality assurance process for existing evaluation practices;		+		
74	8	3.1.8	implement new assessment methods in accordance with the need;		+		
75	9	3.1.9	use the system to appeal the evaluation results.		+		
		3.2	The relationship between assessment and training				
			A medical educational organization should use the principles, methods and practices of assessment, including students' academic achievements and assessment of knowledge, skills, professional values of relationships that:				
76	10	3.2.1	clearly comparable to teaching methods, teaching and learning outcomes;		+		
77	11	3.2.2	ensure that students achieve the final learning outcomes;		+		

78	12	3.2.3	promote student learning;		+		
79	13	3.2.4	they provide an appropriate balance between formative and summative assessment in order to manage learning and evaluate the student's academic progress, which requires the establishment of rules for assessing progress and their relationship to the assessment process.		+		
			The medical organization of education should:				
80	14	3.2.5	regulate the number and nature of inspections of various elements of the educational program in order to promote knowledge acquisition and integrated learning, and to avoid a negative impact on the learning process and eliminate the need to study an excessive amount of information and overload of the educational program;		+		
81	15	3.2.6	ensure that timely, specific, constructive and fair feedback is provided to students based on the assessment results.				
		Total			14	1	
		4. students					
		4.1 Admission and Selection Policy					
			The medical organization of education should:				
82	1	4.1.1	define and implement the admission policy, including a clearly defined provision on the student selection process;		+		
83	2	4.1.2	have a policy and implement the practice of admitting students with disabilities in accordance with the current laws and regulatory documents of the country;		+		
84	3	4.1.3	have a policy and implement the practice of transferring students from other educational programs and medical organizations.		+		
			The medical organization of education should:				
85	4	4.1.4	establish a relationship between the selection of students and the mission of the medical organization of education, the educational program and the desired quality of graduates;		+		
86	5	4.1.5	periodically review the admission policy, based		+		

			on relevant data from the public and specialists in order to meet the health needs of the population and society as a whole, including consideration of the recruitment of students taking into account their gender, ethnic origin and language, and the potential need for a special admission policy for students from low-income families and national minorities;				
87	6	4.1.6	use the system to appeal admission decisions.		+		
		4.2	Recruitment of students				
88	7	4.2.1	The medical organization of education should determine the number of accepted students in accordance with the material and technical capabilities at all stages of education and training, and making a decision on the recruitment of students, which implies the need to regulate national requirements for health personnel resources, in the case when medical educational organizations do not control the number of students recruited, then it is necessary to demonstrate their obligations by explaining all the relationships, paying attention to the consequences of the decisions taken (the imbalance between the recruitment 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 contingent of accepted students in consultation with relevant stakeholders responsible for planning and developing human resources in the healthcare sector, as well as with experts and organizations on global aspects of human resources of health (such as insufficient and uneven distribution of human resources of healthcare, migration of doctors, the opening of new medical universities) and regulate in order to meet the health needs of the population and society as a whole.		+		
		4.3	Counseling and support of students				
			A medical educational organization should :				
90	1	4.3.1	have a system of academic counseling for its students, which includes issues related to the choice of electives, preparation for postgraduate studies, professional career planning,		+		

			appointment of academic tutors (mentors) for individual students or small groups of students;				
91	2	4.3.2	to offer a program of student support aimed at social, financial and personal needs, which includes support in connection with social and personal problems and events, health and financial issues, access to medical care, immunization programs and health insurance, as well as financial assistance services in the form of financial assistance, scholarships and loans;		+		
92	3	4.3.3	allocate resources to support students;		+		
93	4	4.3.4	ensure confidentiality regarding counseling and support.		+		
			The medical organization of education should provide counseling that:				
94	5	4.3.5	It is based on monitoring the student's progress and is aimed at the social and personal needs of students, including academic support, support in relation to personal problems and situations, health problems, financial issues;		+		
95	6	4.3.6	includes consulting and professional career planning.		+		
		4.4	Student Representation				
96	7	4.4.1	A medical educational organization should define and implement a policy of student representation and their respective participation in mission definition, development, management and evaluation of the educational program, and other issues relevant to students.		+		
97	8	4.4.2	Medical educational organizations should provide assistance and support to student activities and student organizations, including the provision of technical and financial support to student organizations.		+		
			Total	0	16	0	0
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				
			Medical education organization should define and implement a policy for selection and				

			appointment of employees that:				
98	1	5.1.1	determines their category, responsibility and balance academic staff/teachers of basic biomedical Sciences, behavioral and social Sciences and the clinical Sciences for the adequate implementation of the educational program, including proper ratio of teachers of medical and non-medical profile, the teachers working full-or part-time, as well as a balance between academic and non-academic staff;		+		
99	2	5.1.2	contains criteria for the scientific, pedagogical and clinical merits of applicants, including the proper ratio between pedagogical, scientific and clinical qualifications;		+		
100	3	5.1.3	defines and monitors the responsibilities of academic staff/teachers of basic biomedical sciences, behavioral and social sciences and clinical sciences.		+		
			The medical organization of education should take into account such criteria in its policy on the selection and admission of employees as:				
101	4	5.1.4	the attitude to one's mission, the significance of local conditions, including gender, nationality, religion, language and other conditions relevant to the medical organization of education and the educational program;		+		
102	5	5.1.5	economic opportunities that take into account the institutional conditions for financing employees and the efficient use of resources.		+		
		5.2	Development policy and employee activities				
			The medical organization of education should define and implement a policy of activity and development of employees, which:				
104	6	5.2.1	Allows to maintain a balance between teaching, scientific and service functions, which includes setting the time for each type of activity, taking into account the needs of the medical organization of education and the professional qualifications of teachers;		+		
105	7	5.2.2	guarantees the recognition of academic activity, with an appropriate emphasis on pedagogical, research and clinical qualifications, and is carried	+			

			out in the form of awards, promotions and/or remuneration;				
106	8	5.2.3	ensures that clinical activities and scientific research are used in teaching and learning;		+		
107	9	5.2.4	guarantees the sufficiency of knowledge by each employee of the educational program, which includes knowledge about teaching/learning methods and the general content of the educational program, and other disciplines and subject areas in order to stimulate cooperation and integration;		+		
108	10	5.2.5	It includes training, development, support and evaluation of teachers' activities, which involves all teachers, not only newly hired, but also teachers attracted from hospitals and clinics.		+		
			The medical organization of education should:				
109	11	5.2.6	take into account the ratio of "teacher-student" depending on the various components of the educational program;		+		
110	12	5.2.7	develop and implement an employee promotion policy.		+		
			Total	1	11	0	
		6.	EDUCATIONAL RESOURCES				
		6.1	Material and technical base				
			The medical organization of education should :				
111	1	6.1.1	have sufficient material and technical base for teachers and students to ensure adequate implementation of the educational program;	+			
112	2	6.2.2	to provide a safe environment for employees, students, patients and those who care for them, including providing the necessary information and protection from harmful substances, microorganisms, compliance with safety regulations in the laboratory and when using equipment.	+			
113	3	6.1.3	The medical organization of education should improve the learning environment of students through regular updating, expansion and strengthening of the material and technical base, which should correspond to the development in		+		

			the practice of teaching.				
		6.2	Resources for clinical training				
			The medical organization of education should provide the necessary resources for students to acquire adequate clinical experience, including sufficient:				
114	4	6.2.1	the number and categories of patients;		+		
115	5	6.2.2	the number and categories of clinical bases, which include clinics, outpatient services (including PHC), primary health care institutions, health centers and other institutions providing medical care to the population, as well as clinical skills centers/laboratories that allow clinical training using the capabilities of clinical bases and provide rotation in the main clinical disciplines;	+			
116	6	6.2.3	observation of the clinical practice of students.		+		
117	7	6.2.4	The medical educational organization should study and evaluate, adapt and improve clinical training resources 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 a supervisor and administration.		+		
		6.3	Information technology				
118	8	6.3.1	The medical organization of education should define and implement a policy that is aimed at the effective use and evaluation of appropriate information and communication technologies in the educational program.		+		
119	9	6.3.2	A medical educational organization should 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:				
120	10	6.3.3	for self-study;		+		

121	11	6.3.4	access to information;		+		
122	12	6.3.5	patient management;		+		
123	13	6.3.6	work in the healthcare system.		+		
124	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				
			A medical educational organization should :				
125	15	6.4.1	have research activities in the field of medicine and scientific achievements as the basis for an educational program;		+		
126	16	6.4.2	identify and implement policies that promote the relationship between research and education;		+		
127	17	6.4.3	provide information about the research base and priority directions in the field of scientific research of the medical organization of education;		+		
128	18	6.4.4	use medical scientific research as the basis for the curriculum		+		
			The medical organization of education should ensure that the relationship between scientific research and education:		+		
129	19	6.4.5	is taken into account in teaching;		+		
130	20	6.4.6	encourages and prepares students to participate in scientific research in the field of medicine and their development.		+		
		6.5	Expertise in the field of education				
			The medical organization of education should :				
131	21	6.5.1	have access to expertise in the field of education, where necessary, and conduct expertise that studies the processes, practices and problems of medical education and can involve doctors with experience in conducting research in medical education, psychologists and sociologists in the field of education, or through the involvement of experts from other national and international institutions.		+		

			The medical organization of education should define and implement a policy on the use of expertise in the field of education:				
132	22	6.5.2	in the development of an educational program;		+		
133	23	6.5.3	in the development of teaching methods and assessment of knowledge and skills.		+		
			The medical organization of education should :				
134	24	6.5.4	provide evidence of the use of internal or external expertise in the field of medical education for the development of the potential of employees;		+		
135	25	6.5.5	to pay due attention to the development of expertise in the assessment of education and in research in medical education as a discipline that includes the study of theoretical, practical and social issues in medical education;		+		
136	26	6.5.6	to promote the aspirations and interests of employees in conducting research in medical education.		+		
		6.6	Exchange in the field of education				
			The medical educational organization should define and implement a policy for:				
137	27	6.6.1	cooperation at the national and international levels with other medical universities;		+		
138	28	6.6.2	transfer and offset of educational credits, which includes consideration of the limits of the volume of the educational program that can be transferred from other educational organizations and which can be facilitated by the conclusion of agreements on mutual recognition of elements of the educational program, and active coordination of programs between medical educational organizations and the use of a transparent system of credit units and flexible course requirements.		+		
			The medical organization of education should :				
139	29	6.6.3	promote regional and international exchange of staff (academic, administrative and teaching staff) and students by providing appropriate resources;		+		

140	30	6.6.4	ensure that the exchange is organized in accordance with the goals, taking into account the needs of employees, students, and in compliance with ethical principles.		+		
			Total	3	27	0	0
		7.	EVALUATION OF THE EDUCATIONAL PROGRAM				
		7.1	Monitoring and evaluation mechanisms of the program				
			Medical education organization should				
141	1	7.1.1	have a program monitoring processes and results, including data collection and analysis of key aspects of the educational program in order to ensure that the educational process was carried out accordingly, and to identify any areas requiring interventions, and data collection is part of the administrative procedures in connection with the admission of students, evaluation of students and completion.		+		
142	2	7.1.2	ensure that the relevant assessment results affect the curriculum		+		
			The medical organization of education should establish and apply mechanisms for evaluating the educational program, which are:				
143	3	7.1.3	aimed at the educational program and its main components, including the model of the educational program, the structure, content and duration of the educational program, and the use of mandatory and elective parts;		+		
144	4	7.1.4	aimed at the student's progress;		+		
145	5	7.1.5	identify and consider problems that include insufficient achievement of the expected final learning outcomes, and will assume that the information received about the final learning outcomes, including identified shortcomings and problems, will be used as feedback for activities and corrective action plans to improve the educational program and curricula of disciplines;		+		
			The medical organization of education should periodically conduct a comprehensive assessment of the educational program aimed at:				

146	6	7.1.6	the context of the educational process, which includes the organization and resources, the learning environment and the culture of the medical organization of education;		+		
147	7	7.1.7	special components of the educational program, which include a description of the discipline and methods of teaching and learning, clinical rotations and evaluation methods;		+		
148	8	7.1.8	the overall final results, which will be measured by the results of national exams, international exams, career choices and postgraduate study results;		+		
149	9	7.1.9	Medical education organizations should rely on social responsibility/accountability.		+		
		7.2	Teacher and student feedback				
150	10	7.2.1	The medical organization of education should systematically collect, analyze and provide teachers and students with feedback, which includes information about the process and products of the educational program, and also include information about unfair practices or inappropriate behavior of teachers or students with and/or legal consequences.		+		
151	11	7.2.2	The medical organization of education should use the feedback results to improve the educational program.		+		
		7.3	Academic achievements of students				
			The medical organization of education should analyze the educational achievements of students regarding:				
152	12	7.3.1	its mission and the final learning outcomes of the educational program, which includes information about the average duration of study, academic performance, the frequency of passing and failing exams, cases of successful graduation and expulsion, student reports on the conditions of study in the courses completed, the time spent to study areas of interest, including elective components, as well as interviews with students in repeat courses, and interviews with students who leave the training program;		+		
153	13	7.3.2	educational programs;		+		

154	14	7.3.3.	availability of resources.		+		
			The medical organization of education should analyze the educational achievements of students with respect to:		+		
155	15	7.3.4	their previous experience and conditions, including social, economic, cultural conditions;		+		
156	16	7.3.5	the level of training at the time of admission to the medical organization of education.		+		
			The medical organization of education should use the analysis of students' academic achievements to provide feedback to the structural units responsible for:				
157	17	7.3.6	selection of students;		+		
158	18	7.3.7	planning an educational program;		+		
159	19	7.3.8	advising students.		+		
		7.4	Stakeholder engagement				
			The medical organization of education should involve in its monitoring program and educational program evaluation activities:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			The medical organization of education should be for other interested parties, including other representatives of academic and administrative staff, representatives of the public, authorized bodies for education and healthcare, professional organizations, as well as persons responsible for postgraduate education:				
162	22	7.4.3	provide access to the evaluation results of the course and educational program;		+		
163	23	7.4.4	collect and study feedback from them on the clinical practice of graduates;		+		
164	24	7.4.5	collect and study feedback from them on the educational program.		+		
			Total	0	24	0	0
		8.	MANAGEMENT AND ADMINISTRATION				

		8.1	Management				
165	1	8.1.1	The medical organization of education should determine the management structures and functions, including their relationship with the university, if the medical organization of education is a part or branch of the university.		+		
			The medical organization of education should define structural units in its management structures with the establishment of the responsibility of each structural unit and include in their composition:				
166	2	8.1.2	representatives of academic staff;		+		
167	3	8.1.3	students;		+		
168	4	8.1.4	other stakeholders, including representatives of the Ministry of Education and Health, the health sector and the public.		+		
169	5	8.1.5	The medical organization of education should ensure transparency of the management system and decisions made, which are published in bulletins, posted on the University's website, included in protocols for review and execution.		+		
		8.2	Academic leadership				
170	6	8.2.1	The medical educational organization should clearly define the responsibility of the academic leadership in relation to the development and management of the educational program.		+		
171	7	8.2.2	The medical educational organization should periodically evaluate the academic leadership regarding the achievement of its mission and the final learning outcomes.		+		
		8.3	Training budget and resource allocation				
			The medical organization of education should :				
172	8	8.3.1	have a clear range of responsibilities and powers to provide the educational program with resources, including the target budget for training;		+		
173	9	8.3.2	allocate the resources necessary for the implementation of the educational program and allocate educational resources in accordance with		+		

			their needs.				
174	10	8.3.3	The system of financing the medical organization of education should be based on the principles of efficiency, effectiveness, priority, transparency, responsibility, differentiation and independence of all levels of budgets.	+			
			The medical organization of education should :				
175	11	8.3.4	provide sufficient autonomy in the allocation of resources, including decent remuneration of teachers in order to achieve the final learning outcomes;	+			
176	12	8.3.5	when allocating resources, take into account scientific achievements in the field of medicine and the health problems of society and their needs.	+			
		8.4	Administrative staff and management				
			A medical educational organization must have an appropriate administrative staff, including their number and composition in accordance with qualifications, in order to:				
177	13	8.4.1	ensure the implementation of an educational program and relevant activities;		+		
178	14	8.4.2	ensure proper management and allocation of resources.		+		
179	15	8.4.3	The medical educational organization should develop and implement an internal management quality assurance program, including consideration of needs for improvement, and conduct regular management review and analysis.		+		
		8.5	Interaction with the healthcare sector				
180	16	8.5.1	The medical organization of education should have constructive interaction with the health sector, with related sectors of public health and the government, including the exchange of information, cooperation and initiatives of the organization, which contributes to the provision of qualified doctors in accordance with the needs of society.	+			
181	17	8.5.2	The medical organization of education should be given the official status of cooperation with	+			

			partners in the healthcare sector, which includes the conclusion of formal agreements defining the content and forms of cooperation and/or the conclusion of a joint contract and the creation of a coordinating committee, and joint activities.				
			Total	6	11	0	0
		9.	CONSTANT UPDATING				
			The medical organization of education should be a dynamic and socially responsible institution:				
182	1	9.1.1	initiate procedures for regular review and revision of content, results/competencies, assessment and learning environment, structure and functions, document and eliminate deficiencies;	+			
183	2	9.1.2	allocate resources for continuous improvement.	+			
			The medical organization of education should :				
184	3	9.1.3	base the updating process on prospective studies and analyses and on the results of its own study, evaluation and literature on medical education;		+		
185	4	9.1.4	ensure that the process of renewal and restructuring leads to a revision of its policies and practices in accordance with previous experience, current activities and future prospects; guide the renewal process on the following issues:		+		
186	5	9.1.5	Adaptation of the mission statement and final results to the scientific, socio-economic and cultural development of society.		+		
187	6	9.1.6	Modification of the final learning outcomes of graduates in accordance with the documented needs of the postgraduate training environment, including clinical skills, training in public health issues and participation in the process of providing medical care to patients in accordance with the responsibilities that are assigned to graduates after graduation.		+		
188	7	9.1.7	Adaptation of the educational program model and methodological approaches in order to ensure that they are appropriate and takes into account modern theories in education, adult learning methodology, principles of active		+		

			learning.				
189	8	9.1.8	The adjustment of the elements of the educational program and their interrelation in accordance with the achievements in biomedical, behavioral, social and clinical sciences, with changes in the demographic situation and health status/morbidity structure of the population and socio-economic and cultural conditions, and the adjustment process will ensure the inclusion of new relevant knowledge, concepts and methods, and the exclusion of outdated ones.		+		
190	9	9.1.9	Development of evaluation principles and methods of conducting and number of examinations in accordance with changes in the final results of training and methods of teaching and learning.		+		
191	10	9.1.10	Adaptation of the student recruitment policy and methods of student selection taking into account changing expectations and circumstances, human resource needs, changes in the pre-university education system and the needs of the educational program.		+		
192	11	9.1.11	Adaptation of the recruitment policy and the formation of academic staff in accordance with changing needs.		+		
193	12	9.1.12	Updating educational resources in accordance with changing needs, such as, for example, the recruitment of students, the number and profile of academic staff, the educational program.		+		
194	13	9.1.13	Improving the process of monitoring and evaluation of the educational program.		+		
195	14	9.1.14	Improving the organizational structure and management principles to ensure effective performance in the face of changing circumstances and needs, and, in the long term, to meet the interests of various groups of stakeholders.		+		
			Total	2	12	0	0
			TOTAL IN TOTAL	14	180	1	