



«АККРЕДИТТЕУ ЖӘНЕ РЕЙТИНГТИҢ
ТӘУЕЛСІЗ АГЕНТТІГІ» КЕМ

НУ «НЕЗАВИСИМОЕ АГЕНТСТВО
АККРЕДИТАЦИИ И РЕЙТИНГА»

INDEPENDENT AGENCY FOR
ACCREDITATION AND RATING

REPORT

on the results of the work of the external expert commission
on the assessment of compliance with the requirements
of the standards of program accreditation
1-79 01 08 "Pharmacy"
of the educational institution "Belarusian State Medical University"
from "07" to "09" December 2021

INDEPENDENT ACCREDITATION AND RATING AGENCY
External Expert Commission

Addressed to
IAAR Accreditation
Council



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Minsk

"09" December 2021

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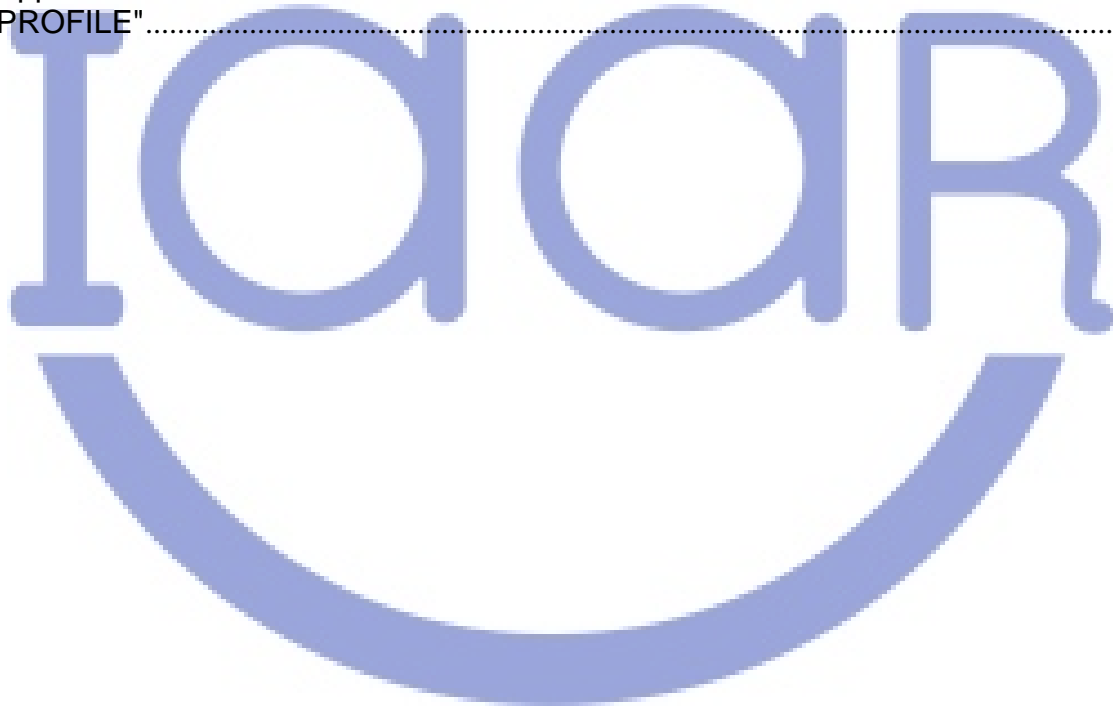
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(I) LIST OF DESIGNATIONS AND ABBREVIATIONS

BRFFR	– Belarusian Republican Foundation for Fundamental Research
BSMU	– Educational institution "Belarusian State Medical University"
CBL	– case-based learning
CDPH	– Central department of public health
EP	– educational program
ES HE	– educational standard of higher education
ME RB	– Ministry of Education of the Republic of Belarus
MH RB	– Ministry of Health of the Republic of Belarus
PBL	– problem-based learning
QMS	– quality management system
RB	– Republic of Belarus
RBL	– research-based learning
RUE "Pharmacy"	– republican unitary enterprise "Pharmacy"
RW	– research work
SRW	– student research work
TS	– teaching staff

(II) INTRODUCTION

The basis for the external evaluation of BSMU is the order of IAAR on the EEC No. 170-21-OD dated 15.11.2021, the IAAR Standards for International Accreditation of Basic medical and Pharmaceutical Education abroad (based on the WFME/AMSE standards) "Mission and results", "Educational Program", "Student Assessment", "Students", "Academic Staff/Teachers", "Educational resources", "Evaluation of the educational program", "Management and administration", "Constant updating" (approval No. 68-18/1-OD of 25.05.2018).

Members of 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 for Advanced Training of Doctors", 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, 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

BSMU was established in 1930 on the basis of the Medical Faculty of Belarusian State University (opening date - 1921) as Belarusian State Medical Institute, which in 1947 was renamed to Minsk Medical Institute. In 1971, 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. The founder of the University is the Ministry of Health of the Republic of Belarus. 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 the order of the Ministry of Education of the Republic of Belarus dated 17.05.2021 No. 377; certificate No. 0001105 on state accreditation of the educational institution in five specialties of higher education of the I stage, seven specialties of higher education of the II 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 the order of the Ministry of Education of the Republic of Belarus dated 17.05.2021 No. 377.

The University trains graduate students in 42 specialties, doctoral students in 36 specialties, and carries out continuing professional education in the profile "Healthcare" and the direction "Prevention, diagnosis, treatment, rehabilitation and health care organization". The University has 29 scientific and pedagogical schools, 9 specialized thesis defense councils.

The University has a wide international recognition. It has 120 existing agreements on academic and scientific cooperation with partners from 26 countries, and over the past three years there has been an increase in the export of educational services. BSMU was included in the database of the World Directory of Medical Schools under the auspices of the World Health Organization in 2018. In 2021, the accreditation process was completed and the recognition of Sri Lanka Medical Council (SLMC) was received.

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); 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.

EP 1-79 01 08 "Pharmacy" is implemented at the Faculty of Pharmacy (domestic students) and the Faculty of Medicine for foreign students. The implementation of EP 1-79 01 08 "Pharmacy" has been carried out at BSMU since 2011.

The implementation of EP 1-79 01 08 "Pharmacy" is carried out in full-time education for 5 years and in correspondence - 5.5 years, which is determined by the ES of the Republic of Belarus.

The number of students enrolled in accredited EP in full-time education as of 01.10.2021: citizens of the Republic of Belarus - 387 people, foreign citizens - 32; in correspondence education - 252 people.

In accordance with the legislation of the Republic of Belarus, graduates of EP 1-79 01 08 "Pharmacy" are sent for internship as intern pharmacists to healthcare organizations. After completing the internship, the intern pharmacist passes the qualification exam. A person who has successfully passed the qualification exam is transferred by the organization to the position of a pharmacist-specialist in the received specialty.

The implementation of EP 1-79 01 08 "Pharmacy" is carried out by three specialized departments: pharmaceutical technology, pharmaceutical chemistry and pharmacy organization with a total staff of 32 employees, 44% of the staff members have PhD and DSc. degrees.

Research work is carried out by the staff of the departments within the framework of three BRFFR topics. Student research work is carried out by 46 students (12%) on 18 topics.

Academic mobility of students enrolled in EP 1-79 01 08 "Pharmacy" in 2016-2019 was 3.2-3.8%, since 2020 it has not been carried out.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international program accreditation of specialty 1-79 01 08 "Pharmacy" according to IAAR standards is held at BSMU for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC within the framework of the visit to BSMU for the program evaluation of EP 1-79 01 08 "Pharmacy" was organized in accordance with the Guidelines for the external evaluation of educational organizations and educational programs of IAAR according to the approved program and schedule.

The work of external experts began with a preliminary meeting of the EEC and the distribution of responsibility among experts, as well as solving organizational issues.

The program of the EEC visit has been implemented to a full extent. To obtain objective information, the members of the EEC used the following methods:

- interviews (with the Rector of BSMU S.P. Rubnikovich, vice-rectors, heads of structural divisions, deans, heads of departments, employers and graduates, representatives of the teaching staff of departments of the Pharmaceutical Faculty, as well as students of the Pharmaceutical Faculty);

- attending classes (at the Department of Pharmaceutical Technology in the discipline "Pharmacy technology of medicines" with 3rd year students and at the Department of Pharmacy Organization in the disciplines "Pharmacognosy" and "Organization and Economics of Pharmacy" also with 3rd year students);

- visit to the practice base, pharmacy No. 109 RUE "Belpharmacy" at the address Minsk, Yesenina str., 10;

- study of the documents on certain criteria of the International Standard of IAAR both before and during the visit to the University.

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

The sequence of the visit within 3 days is presented in detail in the Program of the visit, which is in the documentation of IAAR and in the annex to this report.

(VI) COMPLIANCE WITH PROGRAM ACCREDITATION STANDARDS

Standard 6.1. "Mission and results"

Evidence-based part

The mission of EP 1-79 01 08 "Pharmacy" is defined as follows: "To train competitive specialists with higher pharmaceutical education in the specialty 1-79 01 08 "Pharmacy" with an active life position, possessing high social and personal competencies, up-to-date knowledge, practical skills, innovative thinking, in demand on the job market, able to promptly and efficiently solve the tasks of providing the population of the republic with safe and effective medicines."

The mission of EP 1-79 01 08 "Pharmacy" takes into account modern requirements of practical pharmacy to pharmaceutical specialists.

The mission of EP 1-79 01 08 "Pharmacy" is posted on the University's website and on information boards in all structural divisions.

The mission of EP 1-79 01 08 "Pharmacy" is based on the opinion of all stakeholders by discussing the project at the meeting of the Council of the Faculty of Pharmacy (Protocol No. 7 dated 09/22/2021), which consists of 27 people, 6 of whom are students, 1 person is a representative of a non-university organization (RUE "Belpharmacy").

The documents developed by the University, such as STU P 1.02, STU P 1.04, STU P 1.06, STU P 1.16, STU P 1.17, STU P 1.18, STU P 1.19, STU P 1.20, STU D 1.27, STU D 1.28, STU D 1.29, STU D 1.31, STU D 1.32 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 IAAR accreditation standards.

The main proof of mastering the EP is the achievement by graduates of the final learning outcomes, which is demonstrated by them at state exams (final certification). The absolute academic performance of graduates over the past three years has been 100%, which is given in Appendix 16 to the self-report.

The Faculty of Pharmacy provides an educational trajectory consisting of disciplines within which students acquire the necessary competencies that are defined by the ES of higher education. The EP includes several forms of assessment of acquired competencies: a state exam, a course exam, a graded credit, a credit, etc., which is indicated in the curricula.

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

Analytical part

The mission of EP 1-79 01 08 "Pharmacy" is aimed at serving society through the training of competitive specialists who are able to promptly and efficiently solve the tasks of providing the population of the republic with safe and effective medicines based on the integration of education, science and practice, which meets the requirements for the accreditation standard "Mission and results" of IAAR.

At the same time, the participation of all stakeholders is necessary to establish the Mission and the final results of training, not only by representatives of the Council of the Faculty of Pharmacy, but also by representatives of a wider range of stakeholders with the preparation of relevant documentation as evidence of the work done (for example, protocols, extracts, other documents).

The competencies mastered by students in EP 1-79 01 08 "Pharmacy" are sufficient for subsequent activities in the specialty.

It should be noted that the Faculty of Pharmacy uses the results of the assessment of graduates' competencies as a feedback tool to improve EP 1-79 01 08 "Pharmacy" (reflected in

the self-report), which contributes to improving the acquisition of competencies and mastering the final outcomes by students.

In the SWOT analysis of the first standard, 24 strengths were noted during self-reporting, while, in fact, they were achieved specifically to the required extent, which corresponds to a satisfactory position. At the same time, the weaknesses of the SWOT analysis indicate "Insufficiently active participation of stakeholders (employers) in the formation of the Mission and EP 1-79 01 08 "Pharmacy"

Strengths/Best practices

Strengths or best practices according to the "Mission and Results" standard in the EP 1-79 01 08 "Pharmacy" are absent.

EEC Recommendations

1. Ensure participation of all stakeholders in the formulation of the mission of EP 1-79 01 08 "Pharmacy".

The conclusions of EEC according to the criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)

According to the "Mission and Results" standard, 24 criteria are disclosed, of which 0 has a strong position, 24 – satisfactory and 0 - suggesting improvements.

Standard 6.2. "Educational program"

Evidence-based part

When implementing EP 1-79 01 08 "Pharmacy", innovative forms and methods of training are actively used: PBL, TBL, CBL, RBL, which is described in detail in the self-assessment report.

The educational process is based on the joint activity of students and teachers, while a significant role in this process belongs to the student himself as an equal subject of the learning process.

In order to form more in-depth competencies, students have the opportunity to study elective courses and elective disciplines (the list was presented when visiting BSMU).

In EP 1-79 01 08 "Pharmacy", a scientific approach to the development of disciplines is actively used, which is implemented through problem-centered learning based on the principles and information of evidence-based medicine, the use of special tasks in practical classes related to such areas as pharmacoepidemiology, pharmacoconomics, unfavourable drug reactions, principles of pharmacosurveillance and pharmacoccontrol.

The development of scientific thinking in students is carried out already in the first years by their active involvement in research. Students complete four term papers during the study period; 18-30% of them complete diploma papers, of which 80-100% are defended with honors.

EP 1-79 01 08 "Pharmacy" includes 11 basic medical sciences necessary for the formation of basic scientific knowledge, skills and analytical thinking. Studying behavioral and social sciences (12 disciplines) allows students to form social thinking, master the principles of pharmaceutical ethics and deontology.

A set of specialized pharmaceutical disciplines provides the needs of practical pharmacy in certain knowledge, skills and abilities of graduates of EP 1-79 01 08 "Pharmacy".

The structure of EP 1-79 01 08 "Pharmacy" is set out in the curriculum and consists of the number of years of specialist training, qualifications awarded after mastering the EP, the form of training, the schedule of the educational process by years of study and the plan of the educational process, which specifies educational modules (cycles), academic disciplines indicating the total number of academic hours and in-class hours (including the number of lectures and practical classes), current certification and the number of credits, educational and work place practices, their volume, forms of final certification. In addition, the 2021 curriculum includes a matrix of competencies.

The EP includes socio-humanitarian and natural sciences, 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.

Within the framework of EP 1-79 01 08 "Pharmacy", both vertical integration of disciplines from basic to general professional and special disciplines and horizontal integration are implemented.

The implementation of specialized pharmaceutical disciplines within the framework of EP 1-79 01 08 "Pharmacy" is carried out by three specialized departments: pharmaceutical technology, pharmaceutical chemistry and pharmacy organization with a total staff of 32 employees, 44% with research degrees, 2 persons (6%) have the title of professor.

The University has 24 specialized classrooms equipped with the necessary technical aids. To gain experience in practical pharmaceutical activity, students undergo different types of practical training: pharmacy technology practice; pharmacy organization and management; pharmacological; controlling analytical; industrial technology practice. All this allows them to fully master the EP, which reflects the changing needs and demands of practical healthcare.

The University provides an opportunity for postgraduate education of pharmacists within the framework of the Master's degree program 1- 79 80 30 "Pharmacy". The training of highly qualified staff is carried out according to the programs of training scientific and pedagogical personnel in postgraduate and doctoral studies in the specialty 14 04 01 - "Pharmacy technology. Pharmaceutical chemistry, pharmacognosy. Organization of pharmaceutical care".

EP 1-79 01 08 "Pharmacy" is reviewed annually taking into account the wishes of interested parties. The educational program of the discipline includes the data from the latest scientific research, changes in legislation in the field of circulation of medicines, the list of recommended basic and additional literature is updated.

Communication with practical pharmacy on the implementation of the EP 1-79 01 08 "Pharmacy" and satisfaction with the quality of graduates is carried out, which makes it possible to respond to the real needs of the practical sector in a timely manner.

The self-assessment report contains references to the report in the form of appendices, 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 "Educational Program" standard is available on the University's website, it was also obtained during interviews with participants of the "Educational Program" standard.

Analytical part

As follows from the evidence-based part, the standard "Educational Program" meets all the requirements of the IAAR standard, which is confirmed in the appendices to the self-report, the University's website and the conducted interviews with the participants of this standard.

On the basis of the presented catalog of elective disciplines, an insufficient choice of disciplines offered for elective study was revealed: 4 throughout the whole educational process from the first to the last year.

In the SWOT analysis of the second standard, 43 strengths were noted during self-reporting, while, in fact, they were performed specifically to the required extent, which corresponds to a satisfactory position. Also, the SWOT analysis of the self-report presents 3 weaknesses, one of which is "Insufficient interaction with employers when making changes and periodically adjusting the content of the final learning outcomes in the specialty 1-79 01 08 "Pharmacy".

Strengths/Best practices

There are no strengths or best practices according to the standard "Educational program" in EP 1-79 01 08 "Pharmacy".

EEC Recommendations

1. Develop and implement monitoring and analysis of EP 1-79 01 08 "Pharmacy" with the

involvement of employers;

2. Expand the catalog of elective and optional disciplines in EP 1-79 01 08 "Pharmacy".

The conclusions of EEC according to the criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)

According to the standard "Educational program" 43 criteria are disclosed, of which 0 has a strong position, 43 - satisfactory and 0 - suggests improvements

Standard 6.3. "Student assessment"

Evidence-based part

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 of educational achievements is carried out according to a 10-point scale, taking into account the rating system. The current certification is carried out in accordance with the requirements of the curriculum in the form of a credit, a graded credit, an exam, and defense of a course work. The final certification is in the form of three state examinations and defense of a diploma paper.

The state examination commission includes experienced professors and associate professors of departments, as well as representatives of practical pharmacy (at least 50% of specialists).

Based on the requirements of the BSMU rating system, current certification takes into account student's work in the classroom, his independent work, participation in the scientific work of the department, which ensures the objectivity of the assessment.

Students are informed about the methods and forms of assessment during the first classes, as well as on the Internet pages of departments and on the University's website. The latter makes it possible to ensure the openness of evaluation methods for external experts. In addition, the electronic journals of academic performance available at the faculty are freely available not only for students, but also for their parents.

For any type of assessment, the student has the right to appeal. The appeal has to be considered on the day of submission of the application by the appeal commission consisting of at least three persons including the teacher who issued an unsatisfactory mark.

The forms and methods of evaluation are determined by the department. Additionally, methods and forms of student assessment in the relevant disciplines are discussed at meetings of the Faculty Council and the methodological commission of the faculty.

Within the framework of EP 1-79 01 08 "Pharmacy", methods of assessing knowledge, skills and abilities are used, which provide objective assessment of students taking into account the specifics and final results of individual disciplines.

The knowledge assessment system ensures the achievement of the goal of EP 1-79 01 08 "Pharmacy" in training highly qualified and competitive specialists, which is confirmed by the results of the final certification of students.

At the Pharmaceutical Faculty of BSMU, students are regularly questioned in order to determine their satisfaction with the organization of the educational process, based on which the ways to improve methods of teaching and forms of assessment are discussed.

All of the above is confirmed in the self-assessment report on EP 1-79 01 08 "Pharmacy", as well as by the results of questionnaires, interviewing students, teaching staff, heads of departments, dean, etc.

Analytical part

Based on the above, it follows that the standard "Student Assessment" meets the criteria of this standard. The presentation of this standard includes evidence of the available forms and methods of assessment.

The assessment system within the framework of EP 1-79 01 08 "Pharmacy" is adequate, contributes to the motivation of students to obtain the highest score during a particular type of work.

The process of questioning and interviewing confirmed the students' knowledge of the

evaluation criteria. The first lesson begins with informing students about the assessment criteria used and the possibilities of obtaining the highest score in the study of disciplines. There are no inconsistencies with the EP criteria of the "Student Assessment" Standard.

In the SWOT analysis of the third standard, 14 strengths were noted during self-reporting, while, in fact, they were performed specifically to the required extent, which corresponds to a satisfactory position. The position requiring improvement is noted: "to introduce new assessment methods in accordance with the need."

Strengths/Best practices

Strengths or best practices according to the "Student Assessment" standard in the EP 1-79 01 08 "Pharmacy" are absent.

EEC Recommendations

1. Develop and implement new assessment methods that correspond to the applied innovative teaching methods.

Conclusions of EEC according to the criteria: (strong/ satisfactory/suggesting improvements/ unsatisfactory)

According to the "Student Assessment" standard, 15 criteria are disclosed, of which 0 has a strong position, 15 - satisfactory and 0 - suggests improvements

Standard 6.4. "Students"

Evidence-based part

Admission and selection of persons for higher education of the first stage is regulated by the Republican and local regulatory legal acts.

Persons with visual, hearing, musculoskeletal disorders, disabled children under the age of 18, disabled people of group I, II or III, in the absence of medical contraindications for learning, can participate in a competition for obtaining higher education.

Transfer and reinstatement to BSMU within the established number of students, as well as transfer from BSMU is carried out after the end of the semester / year of study, during the holidays before the beginning of classes.

The number of students accepted per year is determined at the level of the Ministry of Health of the Republic of Belarus, taking into account the needs of practical pharmacy and BSMU facilities.

In each academic group of students of 1-3years of study, a tutor from among the teaching staff is appointed.

Also, in order to support and advise students, to facilitate integration into University education, orientation in choosing the most appropriate options for educational, cultural and social programs at the University, assistant tutors are appointed from among senior students, whose purpose is to help first-year students adapt to student environment.

BSMU has a system of student support: moral incentives (University gratitude letter, Honor board, sending thank you letters to parents), financial incentives (nominal scholarships (scholarship of the President of the Republic of Belarus, nominal scholarship of F.Scaryna, personal scholarships of the University Council), payment of allowances to scholarships.

Students of the paid form of education with high rates of educational activity can receive discounts for education up to 60%.

The University sanatorium helps to improve the health of the University students.

The University has a system of psychological support for students, as well as various clubs and circles that allow students to organize their leisure and implement their creative potential.

The University has 8 dormitories for nonresident students.

The faculty has a student self-government council, information about the composition and activities of which is posted on the University's website.

A volunteer group "Ecopharm" has been created at the faculty, the purpose of which is to teach the population how to properly store and dispose of medicines.

This was reflected in the self-report, on the University's website, and was revealed during the survey and interviews of students and graduates.

Analytical part

Thus, the "Students" standard meets the IAAR requirements for its writing. The educational process on the implementation of EP 1-79 01 08 "Pharmacy" is organized at a high level.

The University management provides all kinds of support and encouragement to students, starting from the first year of study to graduation with qualification.

One of the advantages is the presence of a student self-government council and a volunteer group functioning at the faculty.

In the SWOT analysis of the fourth standard, 16 strengths were noted during self-reporting, while, in fact, they were performed specifically to the required extent, which corresponds to a satisfactory position.

Strengths/Best practices

1. The presence of student self-government, which allows training specialists who are able to be responsible for their actions, for the acquisition of knowledge and skills.

EEC Recommendations

There are no recommendations.

The conclusions of the EEC according to the criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)

According to the "Students" standard, 16 criteria are disclosed, of which 0 has a strong position, 16 – satisfactory and 0 - suggests improvement.

Standard 6.5. "Academic staff / Teachers"

Evidence-based part

The composition of the teaching staff is planned based on the needs of the educational process, the standard of the teaching load on the teacher and the number of students. In the recruitment policy of qualified personnel, BSMU is guided by the Republican and local regulatory legal acts: the Labor Code of the Republic of Belarus, the Code of the Republic of Belarus on Education, the Unified Qualification Directory of positions of employees "Positions of employees engaged in Education", Regulations and Resolutions of the Republic of Belarus.

The number of teachers with research degrees at three specialized departments implementing the EP 1-79 01 08 "Pharmacy" is 44%.

Qualification requirements, rights and duties of an employee are defined by job descriptions.

The teaching staff of the Faculty of Pharmacy carries out research through participation in research projects on topical issues of pharmaceutical science within the framework of agreements with Belarusian Republican Foundation for Basic Research.

To improve their qualifications, the teaching staff takes advanced training courses and/or participates in scientific conferences and seminars in the specialty.

The average salary of teaching staff for 2020 is 191.25% of the average salary for the education sector in the country.

The personnel policy of BSMU guarantees adequate assessment and recognition of all types of teaching staff activities. Various methods of material and non-material stimulation, motivation and promotion of the teaching staff are used.

Information on the results of work evaluation and recognition of achievements in all types of teaching staff activities is presented at the University Council, in the University newspaper "BSMU Newsletter", on the University's website.

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

Analytical part

Based on the above, it follows that the standard "Academic staff/Teachers" meets the criteria of the standard.

BSMU has defined and implemented a policy for the selection of employees, which contains criteria for a particular position.

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

BSMU provides training, support and evaluation of the activities of all teaching staff.

The University takes into account the ratio of "teacher-student", which, according to the standard, is 7-8 students per teacher.

But at the same time, it should be noted that only a small number of teachers of the Faculty of Pharmacy have completed advanced training courses in pedagogy. The submitted documents do not provide information on the implementation of research topics in the field of pharmaceutical education. There are a small number of publications on this topic (abstracts and conference materials).

In the SWOT analysis of the fifth standard, 12 strengths were noted during self-reporting, while, in fact, they were performed specifically to the required extent, which corresponds to a satisfactory position. At the same time, as part of the self-report, the problem of increasing average age of the teaching staff is shown.

Strengths/Best practices

1. Strong human resources, competent and capable of further improvement.

EEC Recommendations

1. to improve the training of teachers of specialized pharmaceutical departments, as well as freelance teaching staff in pedagogical competencies;
2. to increase the volume of research in the field of pharmaceutical education with the introduction of innovative technologies in the educational process.

Conclusions of the EEC according to the criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)

According to the "Academic Staff / Teachers" standard, 12 criteria have been disclosed, of which 0 has a strong position, 12 are satisfactory and 0 suggests improvements.

Standard 6.6. "Educational resources"

Evidence-based part

The total area occupied for the provision of the educational process at the University is 91669.64 m². Classrooms and laboratories are provided with modern equipment necessary for the educational process in the EP 1-79 01 08 "Pharmacy". The number of seats in classrooms and specialized laboratories corresponds to the established sanitary norms and rules.

The University has 8 dormitories for students to live in.

The University has a significant number of technical training facilities, WI-FI is available. Students living in dormitories are provided with free access to the educational resources of the University.

There are cooperation agreements with all RUE "Pharmacy", CDPH regional executive committees, holding "Belpharmprom" for the adequate implementation of EP 1-79 01 08 "Pharmacy".

Information support for educational and research activities is provided by the library, which is equipped with the necessary equipment, computer equipment, communication means, has free access to the Internet and provides a variety of library and information services, following the principles of their openness and accessibility.

Scientific research at the Faculty of Pharmacy is carried out within the pharmaceutical branch of science, training of highly qualified scientific personnel is carried out.

Issues of research methodology are included in a number of academic disciplines.

More than 10% of students of the Faculty of Pharmacy take an active part in student

research.

Expertise in the field of education is carried out in accordance with the Republican regulatory legal acts.

The teaching staff of Pharmacy Faculty actively cooperates with representatives of educational organizations of the near and far abroad, mainly in the scientific field.

Academic mobility of students was about 10% in 2017-2019, and has not been implemented since 2020.

Analytical part

Based on the above, it follows that the standard "Educational Resources" meets the criteria of the standard.

BSMU has sufficient material and technical base for the implementation of EP 1-79 01 08 "Pharmacy", available for teachers and students.

Information and communication technologies are used in the EP, access to network or other electronic media is provided.

At the same time, it is important to pay attention to the academic mobility of students and teaching staff, including the involvement of teachers from foreign countries in conducting lectures and classes, providing this area with appropriate resources.

In the SWOT analysis of the sixth standard, 30 strengths were noted during self-reporting, while, in fact, 29 of them were performed specifically to the required extent, which corresponds to a satisfactory position.

Strengths/Best practices

1. Strengths/best practice 1. Cooperation in the implementation of EP 1-79 01 08 "Pharmacy" with practical pharmacy in order to attract them as bases of production practices and conduct practical classes in specialized disciplines;

2. Cooperation with educational organizations of the near and far abroad countries on the basis of cooperation agreements;

3. Availability of an educational field site for growing and harvesting medicinal plants for the implementation of EP 1-79 01 08 "Pharmacy" and scientific purposes.

EEC Recommendations

1. Increase the number of University students and staff participating in academic mobility programs.

Conclusions of EEC according to the criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)

According to the standard "Educational Resources", 30 criteria have been disclosed, of which 1 has a strong position, 29 - satisfactory and 0 - suggests improvements

Standard 6.7. "Evaluation of the educational program"

Evidence-based part

Evaluation of EP 1-79 01 08 "Pharmacy" is carried out continuously and consists of external and internal evaluation. External evaluation of the EP is carried out by the Department of Quality Control of Education (questionnaire). The internal evaluation of the EP is multilateral and takes into account the opinion of several stakeholders (students, teaching staff, employers).

Students have the opportunity to make suggestions on any of the disciplines to the teachers, heads of departments or during questioning. In addition, students are members of collegial bodies (for example, the Faculty Council), where they can make their suggestions and evaluate the EP at that level.

Heads of departments provide an extract from the meeting of the department with proposals for changing the EP to the Faculty Council. The proposals are then submitted to higher authorities and, after reviewing them, corrections to the EP are made.

After each session, the results of the implementation of the EP are summed up at the Faculty Council and the University Council, an analysis of the progress of students is carried out, where

the results of the current certification are analyzed. The reports of the chairmen of the state examination commissions at the University Council outline weaknesses and recommendations for improving the EP are made.

Monitoring and evaluation of the EP quality includes feedback from employers, feedback on the quality of training and work of graduates.

Work is being carried out to evaluate the EP, which, within the results of the questionnaires, is presented in the appendices to the self-assessment report on EP 1-79 01 08 "Pharmacy".

Analytical part

Based on the above, it follows that the standard "Evaluation of the educational program" meets the criteria of the standard.

Within the framework of EP 1-79 01 08 "Pharmacy", mechanisms for assessing EP are provided, which is confirmed by the data of the appendices 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 that lead to insufficient achievement of the expected final learning outcomes are identified and considered, information about the identified shortcomings and problems is used as feedback for corrective actions to improve the EP and individual academic disciplines.;

The University has an internal audit system, a list of auditors has been determined in accordance with the established requirements.

In the SWOT analysis of the seventh standard, 22 strengths were noted during self-reporting, while, in fact, they were performed specifically to the required extent, which corresponds to a satisfactory position.

Strengths/Best practices

There are no strengths or best practices according to the standard "Evaluation of the educational program" in EP 1-79 01 08 "Pharmacy".

EEC Recommendations

There are no recommendations.

The conclusions of the EEC according to the criteria: (strong/ satisfactory/ suggest improvements/ unsatisfactory)

According to the standard "Evaluation of the educational program", 24 criteria are disclosed, of which 0 has a strong position, 24 - satisfactory and 0 - suggests improvements.

Standard 6.8. "Management and administration"

Evidence-based part

The head of the University is the Rector, who is appointed and dismissed by agreement with the President of the Republic of Belarus. The main self-governing body is the University Council, which is chaired by the Rector. The direct management of the Faculty of Pharmacy is carried out by the dean appointed by the Rector of the University. The main body of self-government is the Faculty Council, which includes heads of departments, teaching staff, students, and a representative of employers.

The Faculty of Pharmacy consists of 5 departments. The department is managed by the head of the department. The powers of the University employees who are members of the administrative staff are determined by the Provisions of the University, are available in Appendices and posted on the official website of BSMU.

The Faculty of Pharmacy, as part of the University, annually allocates resources for the implementation of EP 1-79 01 08 "Pharmacy".

The certification of academic leadership is carried out in accordance with the Republican regulatory legal acts.

Since 2011, QMS has been implemented at BSMU. Currently, QMS processes have been defined, such as STU P 1.02, STU P 1.04, STU P 1.06, STU P 1.16, STU P 1.17, STU P 1.18, STU P 1.19, STU P 1.20, STU D 1.27, STU D 1.28, STU D 1.29, STU D 1.31, STU D 1.32,

which relate to the life cycle, management responsibility, documentation management, resource provision, which is confirmed on the official website of the University and was presented to the members of the commission when visiting BSMU.

Analytical part

Based on the above, it follows that the standard "Management and Administration" meets the criteria of the standard.

The Faculty of Pharmacy at BSMU has administrative and management personnel and management for the implementation of EP 1-79 01 08 "Pharmacy", ensuring proper management and administration.

EP 1-79 01 08 "Pharmacy" is implemented in accordance with the requirements of the Republican and local regulatory legal acts. The University has implemented and operates a quality management system.

For structural divisions, their responsibility is defined. The University ensures transparency of the management system and the decisions taken, which are posted on the official website of the University, are included in the protocols for review and execution.

The University allocates the resources necessary for the implementation of EP 1-79 01 08 "Pharmacy". To ensure a good level of functioning of the EP and all types of activities, BSMU has an administrative staff, including their number and composition in accordance with qualifications.

In the SWOT analysis of the eighth standard, 17 strengths were noted during self-reporting, while, in fact, 15 of them were fulfilled specifically to the required extent, which corresponds to a satisfactory position.

Strengths/Best practices

1. Excellent constructive interaction with the practical pharmacy sector, which has an official status through cooperation agreements.

EEC Recommendations

There are no recommendations.

Conclusions of EEC according to the criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)

According to the Management and Administration standard, 17 criteria have been disclosed, of which 2 have a strong position, 15 are satisfactory and 0 suggest improvements.

Standard 6.9. "Constant updating"

Evidence-based part

BSMU is an educational institution whose main purpose is to train medical and pharmaceutical personnel. The University is constantly updating all existing processes that contribute to the development of quality education based on 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. In 2021, BSMU passed state accreditation for compliance with the declared type of profile University, including EP 1-79 01 08 "Pharmacy".

BSMU is constantly updating the provision of departments, structural units of the University involved in educational activities, material, technical, information, human resources.

The University is constantly updating its resources: improving the educational process, its material, educational and methodological support; development of the University educational portal of continuing medical and pharmaceutical education.

The proof of the continuous renewal process is putting into operation the laboratory building, which houses three specialized departments for the implementation of EP 1-79 01 08 "Pharmacy".

The process of constant updating and improvement is also carried out through the introduction of new learning technologies.

In order to ensure professional growth, administrative staff, teaching staff and other employees of the University regularly upgrade their qualifications according to the annual plan.

The QMS will contribute to the achievement of the established quality goals. Implementing the Mission of EP 1-79 01 08 "Pharmacy", the Faculty of Pharmacy strives to become a center of educational and scientific activity corresponding to the world level.

Analytical part

Based on the above, it follows that the "Constant Updating" standard meets the criteria of the standard.

BMU regularly reviews the content, the final results of training, eliminates the detected shortcomings, draws up and monitors a corrective action plan, for which resources are constantly allocated.

Revision of the final learning outcomes of graduates of EP 1-79 01 08 "Pharmacy" in accordance with the needs of postgraduate education environment is constantly carried out, including practical skills in accordance with the responsibilities assigned to the pharmacist-specialist.

At BSMU, there is a constant process of updating the development of evaluation principles and methods of conducting exams and their number in accordance with changes in the final results of training and methods of teaching and learning; the policy of admitting students, the policy of recruiting the academic staff of the University is constantly being revised in connection with changing needs.

At BSMU, the organizational structure and management principles are being improved due to changing circumstances and needs to meet the interests of various groups of stakeholders.

In the SWOT analysis of the first standard, 14 strengths were noted during self-reporting, while, in fact, 13 of them were fulfilled specifically to the required extent, which corresponds to a satisfactory position.

Strengths/Best practices

1. The University allocates resources for continuous development of the Faculty of Pharmacy as the main structure responsible for the implementation of EP 1-79 01 08 "Pharmacy".

EEC Recommendations

There are no recommendations.

Conclusions of EEC according to the criteria: (strong/ satisfactory/ suggesting improvements/ unsatisfactory)

According to the "Constant Updating" standard, 14 criteria are disclosed, of which 1 has a strong position, 13 are satisfactory and 0 suggests improvements.

(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": not revealed.
- ✓ According to standard 3 "Assessment of students": not revealed.
- ✓ According to standard 4 "Students":
 1. The presence of student self-government, which allows training specialists who are able to be responsible for their actions, for the acquisition of knowledge and skills.
- ✓ According to standard 5 "Academic staff/teachers":
 1. Strong human resources, competent and capable of further improvement.
- ✓ According to standard 6 "Educational environment and resources":
 1. Cooperation in the implementation of EP 1-79 01 08 "Pharmacy" with practical pharmacy in order to attract them as bases of production practices and conduct practical classes in specialized disciplines;
 2. Cooperation with educational organizations of the near and far abroad countries on the basis of cooperation agreements.;
 3. Availability of an educational field site for growing and harvesting medicinal plants for the implementation of EP 1-79 01 08 "Pharmacy" and scientific purposes.
- ✓ According to standard 7 "Evaluation of the educational program": not revealed.
- ✓ According to standard 8 "Management and Administration":
 1. Excellent constructive interaction with the practical pharmacy sector, which has an official status through cooperation agreements.
- ✓ According to Standard 9 "Continuous improvement":
 1. The University allocates resources for continuous development of the Faculty of Pharmacy as the main structure responsible for the implementation of EP 1-79 01 08 "Pharmacy".

(VIII) OVERVIEW RECOMMENDATIONS FOR QUALITY IMPROVEMENT

- ✓ According to standard 1 "Mission and final results":
 1. Ensure participation of all stakeholders in the formulation of the mission of EP 1-79 01 08 "Pharmacy".
- ✓ According to standard 2 «Educational program»:
 1. Develop and implement monitoring and analysis of EP 1-79 01 08 "Pharmacy" with the involvement of employers;
 2. Expand the catalog of elective and optional disciplines on EP 1-79 01 08 "Pharmacy".
- ✓ According to standard 3 "Assessment of students":
 1. Develop and implement new assessment methods that correspond to the applied innovative teaching methods.
- ✓ According to the standard 4 "Students": not revealed.
- ✓ According to standard 5 "Academic staff/teachers":
 1. Increase the training of teachers of specialized pharmaceutical departments, as well as freelance teaching staff in pedagogical competencies;
 2. Increase the volume of research in the field of pharmaceutical education with the introduction of innovative technologies in the educational process.
- ✓ According to standard 6 "Educational environment and resources":
 1. Increase the number of University students and staff participating in academic mobility programs.
- ✓ According to standard 7 "Evaluation of the educational program": not revealed.
- ✓ According to standard 8 "Management and Administration": not revealed.
- ✓ According to Standard 9 "Continuous improvement": not revealed.

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

None.

Appendix 1. Evaluation table "PARAMETERS OF THE PHARMACY PROGRAM PROFILE"

№ П\П	№ П\П	№ крит.	EVALUATION CRITERIA	Position of the organization of education			
				Strong	Satisfactory	Suggests improvement	Unsatisfactory
		1.	« MISSION AND RESULTS" Mission definition				
		1.1					
1	1	1.1.1	The medical education organization should define its mission and the mission of the EP and bring it to the attention of stakeholders and the health sector.		+		
			The mission statement should contain goals and an educational strategy to prepare a competent doctor at the level of basic medical education:				
2	2	1.1.2	with an appropriate foundation for a further career in any field of medicine, including all types of medical practice, administrative medicine and scientific research in medicine		+		
3	3	1.1.3	capable of performing the role and functions of a doctor in accordance with the established requirements of the health sector		+		
4	4	1.1.4	prepared for postgraduate study		+		
5	5	1.1.5	with a commitment to lifelong learning, including professional responsibility to support the level of knowledge and skills through performance assessment, audit, study of one's own practice and recognized activities in the NPR/NMO.		+		
6	6	1.1.6	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.		+		
7	7	1.1.7	The medical education organization should ensure that the mission includes aspects of global health and reflects the main international health issues.		+		
		1.2	Participation in the formulation of the mission				
8	8	1.2.1	The medical education organization must ensure that the main stakeholders are involved in the development of the mission of the EP.		+		
9	9	1.2.2	The medical education organization should ensure that the stated mission of the EP is based on the opinions/suggestions of other relevant stakeholders.		+		
		1.3	Institutional autonomy and academic freedom				
			The medical educational organization should have institutional autonomy to develop and implement policies for which the administration and the teaching staff are responsible in relation to:				

10	10	1.3.1	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.		+		
			The medical educational organization should guarantee academic freedom to its employees and students:				
12	12	1.3.3	in relation to the current educational program, which will take into account different points of view in the description and analysis of medical issues;		+		
13	13	1.3.4	will use 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 respect to:				
14	14		their achievements at the basic level in terms of knowledge, skills and abilities;		+		
15	15		the appropriate foundation for a future career in any branch of medicine;		+		
16	16		their future roles in the health sector;		+		
17	17		their subsequent postgraduate training;		+		
18	18		their commitment to lifelong learning;		+		
19	19		the health needs of society, the needs of the health system and other aspects of social responsibility.		+		
20	20	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.		+		
21	21	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		+		
22	22	1.4.4	The medical organization of education should determine the results of the involvement of students		+		

			in conducting research in medicine;				
23	23	1.4.5	The medical organization of education should pay attention to the final results related to global health;		+		
24	24	1.4.6	The medical organization of education should use the results of the assessment of the competencies of graduates as a feedback tool to improve the educational program.		+		
			Total	0	24	0	0
		2	EDUCATIONAL PROGRAM				
		2.1	Educational program model and teaching methods				
25	1	2.1.1	The medical educational organization should develop 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.		+		
26	2	2.1.2	The medical education organization should determine the teaching and learning methods that stimulate, prepare and support students in taking responsibility for their learning process.		+		
27	3	2.1.3	The medical education organization must ensure that the educational program develops students' lifelong learning abilities.		+		
28	4	2.1.4	The medical organization of education must ensure that the educational program is implemented in accordance with the principles of equality.		+		
29	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	The medical organization of education should teach students throughout the entire training program:				
30	6		the principles of scientific methodology, including methods of analytical and critical thinking;		+		
31	7		scientific research methods in medicine;		+		
32	8		evidence-based medicine,		+		
33	9		which require appropriate competence of teachers and will be a mandatory part of the educational program.		+		
34	10	2.2.2	The medical organization of education should include elements of scientific research in the		+		

			educational program for the formation of scientific thinking and the application of scientific research methods.				
35	11	2.2.3	The medical organization of education should promote the involvement of students in carrying out or participating in research projects.		+		
			Basic biomedical sciences				
			The medical organization of education should define and include in the educational program:				
36	12	2.3.1	achievements of basic biomedical sciences for the formation of students' understanding of scientific knowledge;		+		
37	13	2.3.2	concepts and methods that are fundamental for the acquisition and application of clinical scientific knowledge.		+		
			The medical organization of education should adjust and introduce new achievements of biomedical sciences in the educational program for:				
38	14	2.3.3	scientific, technological and clinical developments;		+		
39	15	2.3.4	current and expected needs of society and the healthcare system.		+		
		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:				
40	16		<i>behavioral sciences;</i>		+		
41	17		<i>social sciences;</i>		+		
42	18		<i>medical ethics;</i>		+		
43	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:				
44	20		scientific, technological and clinical developments;		+		
45	21		current and expected needs of society and the healthcare system;		+		

46	22		changing demographic and cultural conditions.		+		
		2.5	Clinical Sciences and Skills				
			The medical organization of education must determine and implement achievements of clinical sciences in the educational program and ensure that students:				
47	23	2.5.1	acquire sufficient knowledge, clinical and professional skills in order to assume appropriate responsibility, including activities related to health promotion, disease prevention and patient care;		+		
48	24	2.5.2	undergo a reasonable part (one third) of the program in planned contacts with patients, including defining their goal, the appropriate number and sufficiency for training at the clinical bases;		+		
49	25	2.5.3	carry out work on health promotion and prevention.		+		
50	26	2.5.4	The medical organization of education should set a certain amount of time for learning basic clinical disciplines, including internal medicine, surgery, psychiatry, general medical practice (family medicine), obstetrics and gynecology, pediatrics.		+		
51	27	2.5.5	The medical educational organization should organize clinical training with appropriate attention to patient safety, including monitoring of the actions performed by the student at the clinical bases.		+		
			The medical organization of education should adjust and introduce new achievements of clinical sciences in the educational program for:				
52	28	2.5.6	scientific, technological and clinical developments;		+		
53	29	2.5.7	current and expected needs of society and the healthcare system.		+		
54	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 supervision, which is carried out at the appropriate clinical bases.		+		

55	31	2.5.9	The medical organization of education should structure various components of clinical skills training in accordance with the specific stage of the educational program.		+		
		2.6	Structure of the educational program, content and duration				
56	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				
57	33	2.6.2	ensure horizontal integration of related sciences and disciplines;		+		
58	34	2.6.3	ensure vertical integration of clinical sciences with basic biomedical and behavioral and social sciences;		+		
59	35	2.6.4	provide an opportunity for elective content (electives) and 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;		+		
60	36	2.6.5	determine the relationship with complementary medicine, including non-traditional, traditional or alternative practice.		+		
		2.7	Program management				
61	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 distribution of the allocated resources for planning and implementing teaching and learning methods, student assessment, evaluation of the educational program and training courses, in order to ensure the achievement of the final learning outcomes.		+		
62	38	2.7.2	The medical organization of education must guarantee representation from teachers and students in the structural unit responsible for educational		+		

			programs.				
63	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.		+		
64	40	2.7.4	The medical educational organization should include representatives from other relevant stakeholders in the structural unit of the 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 teaching process or other faculty members of the University.		+		
		2.8	Connection with medical practice and the healthcare system				
65	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 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 providing medical care.		+		
			The medical organization of education should ensure that the structural unit responsible for the educational program:				
66	42	2.8.2	takes into account the specifics of the conditions in which graduates will have to work and modify the educational program respectively;		+		
67	43	2.8.3	considers the modification of the educational program based on feedback from the public and society as a whole.		+		
			Total	0	43	0	0

		3.	STUDENT ASSESSMENT				
		3.1	Assessment methods				
			The medical organization of education should :				
67	1	3.1.1	define, approve and publish the principles, methods and practices used to assess students, including the number of exams and other tests, maintaining a balance between written and oral exams, the use of assessment methods based on criteria and reasoning, and special exams (OCE or Mini-Clinical Exam), as well as define criteria for establishing passing scores, grades and the number of allowed 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 assessment methods and results avoid conflicts of interest;		+		
71	5	3.1.5	ensure that the assessment process and methods are open (accessible) for examination by external experts;		+		
72	6	3.1.6	use the system of appeals regarding the assessment results.		+		
			The medical organization of education should:				
73	7	3.1.7	document and evaluate the reliability and validity of assessment 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 assessment results.		+		
		3.2	The relationship between assessment and training				
			The medical educational organization should use the principles, methods and practices of assessment, including students' academic achievements and assessment of knowledge, skills,				

			professional attitudes that:				
76	10	3.2.1	are clearly comparable with the teaching methods 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	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 the 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 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	0	15	0	0
		4.	STUDENTS				
		4.1	Admission and Selection Policy				
			The medical organization of education should:				
82	1	4.1.1	determine and implement the admission policy, including a clearly defined regulation on the student selection process;		+		
83	2	4.1.2	follow the 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	Define the 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 the 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 admitted students in accordance with the material and technical facilities at all stages of education and training, and make a decision on the recruitment of students, which implies the need to regulate national requirements for 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 (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 categories of accepted students in consultation with relevant stakeholders responsible for planning and developing human resources in the health 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 health, migration of doctors, the opening of new medical universities) and regulate this in order to meet the health needs of the population and society as a whole.		+		
		4.3	Counseling and support of students				
			The medical organization of education should :				

90	1	4.3.1	have a system of academic counseling for their students, which includes issues related to the choice of electives, preparation for postgraduate studies, professional career planning, appointment of academic mentors (mentors) for individual students or small groups of students;		+		
91	2	4.3.2	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	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	The medical educational organization should define and implement the 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 of student activities and student organizations, including the provision of technical and financial support for student organizations.		+		
			Total	0	16	0	0
		5.	ACADEMIC STAFF/TEACHERS				
		5.1	Selection and recruitment policy				

			Medical education organization should define and implement the policy for selection and appointment of employees that:				
98	1	5.1.1	determines their category, responsibility and balance between 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 the 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 employment of personnel 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 the policy of activity and development of employees, which:				
104	6	5.2.1	allows maintaining 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 each employee's knowledge 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	includes training, development, support and evaluation of teachers' activities, which involves all involved 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 various components of the educational program;		+		
110	12	5.2.7	develop and implement an employee promotion policy.		+		
			Total	0	12	0	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	provide 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	6.2.3	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	number and categories of patients;		+		
115	5	6.2.2	number and categories of clinical bases, which include clinics, outpatient services, 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 facilities 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 in terms of clinical bases, equipment, number and category of patients and clinical practice, supervision and administration.		+		
		6.3	Information technology				
118	8	6.3.1	The medical organization of education should define and implement the 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	The 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				
			The medical educational organization should :				
125	15	6.4.1	carry out research in the field of medicine and have 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;		+		
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 the policy on the use of expertise in the field of education:				
132	22	6.5.2	for the development of an educational program;		+		
133	23	6.5.3	for 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	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	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 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	1	29	0	0
		7.	EVALUATION OF THE EDUCATIONAL PROGRAM				
		7.1	Monitoring and evaluation mechanisms of the program				

			The medical educational organization should				
141	1	7.1.1	have a program for monitoring processes and results, including data collection and analysis of key aspects of the educational program in order to ensure that the educational process is carried out properly, and identify any areas requiring interventions, and data collection is part of the administrative procedures in connection with the admission of students, assessment of students and completion of studies;		+		
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:				
143	3	7.1.3	are 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	are 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 evaluation 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 the description of the discipline and methods of teaching and learning, clinical rotations and assessment 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 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, frequency of exams and failures, 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	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:				
160	20	7.4.1	teaching staff and students;		+		
161	21	7.4.2	its administration and management.		+		
			The medical organization of education should include 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	Educational 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 education;		+		
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	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				
			The medical educational organization must have appropriate administrative staff, including their number and composition in accordance with the qualifications, in order to:				
177	13	8.4.1	ensure the implementation of the 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 health 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 provide the official status for cooperation with partners in the health sector, which includes the conclusion of formal agreements defining the content and forms of cooperation, joint contracts, creation of a coordinating committee, and joint activities.	+			
			Total	2	15	0	0
		9.	ПОСТОЯННОЕ ОБНОВЛЕНИЕ				
			The medical educational organization should , as 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 the revision of its policies and practices in accordance with previous experience, current activities and future prospects; focus 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 take into account modern theories in education, adult learning methodology, principles of active learning;		+		
189	8	9.1.8	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, so that 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 assessment principles and methods and the 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 system of pre-university education 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 monitoring and evaluation process of the educational program;		+		
195	14	9.1.14	improving the organizational structure and management principles to ensure effective performance in changing circumstances and needs, and, in the long term, meet the interests of various groups of stakeholders.				
			Total	1	13	0	0
			TOTAL IN GENERAL	4	191	0	0

