



«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 an External Expert Commission
to Assess Compliance with the Requirements of Standards for
International Primary Accreditation of Basic
Medical and Pharmaceutical Educational Programs
(based on WFME/AMSE/ESG)

INDEPENDENT AGENCY FOR ACCREDITATION AND RATING
External Expert Commission

***Addressed to
Accreditation
Board of IAAR***



REPORT

**on the Results of the Work of an External Expert Commission
to Assess Compliance with the Requirements of Standards for
International Primary Accreditation of Basic
Medical and Pharmaceutical Educational Programs
(based on WFME/AMSE/ESG)**

091301.01.6 Nursing

Erebuni Medical Academy Foundation

during the period from June 7 to 9, 2023

Yerevan, 2023

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(I) LIST OF SYMBOLS AND ABBREVIATIONS

AMSE	Association of Medical Schools of Europe
CJSC	Closed Joint Stock Company
ED	Elective Disciplines
EEC	External Expert Commission
EI	Educational Institution
ELO	Expected Learning Outcomes
EMAF	Erebuni Medical Academy Foundation
EP	Educational Program
ESG	Standards and Guidelines for Quality Assurance “Ecology, Social Policy and Corporate Governance”
HR	Human Resources
IAAR	Independent Agency for Accreditation and Rating
IC	Interim Certification
JSC	Joint-Stock Company
LLC	Limited Liability Company
LO	Learning Outcomes
MC	Medical Center
MESCS	Ministry of Education, Science, Culture and Sports
MoH	Ministry of Health
QA	Quality Assurance
RA	Republic of Armenia
SC	Student Council
SFC	State Final Certification
TS	Teaching Staff
USA	United States of America
USMLE	United States Medical Licensing Examination
WFME	World Federation of Medical Education

(II) INTRODUCTION

In accordance with Order No. 100-23-PA issued on March 27, 2023 of the Independent Agency for Accreditation and Rating, from June 7 to June 9, 2023, an external expert commission assessed the compliance of the educational program 091301.01.6 Nursing Erebuni Medical Academy Foundation (EMAF) with standards according to international primary accreditation of basic medical and pharmaceutical education programs (based on WFME/AMSE/ESG) No. 150-22-PA issued on December 21, 2022, third edition).

The report of the external expert commission (EEC) contains an assessment of the IAAR criteria presented by the educational program (EP), recommendations of the EEC for further improvement of the EP and profile parameters of the EP.

Composition of the EEC:

- 1) **EEC Chair** – Elena Sergeyevna Tulupova, Ph.D., Institute of Public Health and Medical Law, First Faculty of Medicine, Charles University (Czech Republic): *Offline participation.*
- 2) **IAAR Expert** – Professor Zulfiya Meirkhanovna Zhankalova, D.M.Sc., Department of General Medical Practice No. 1, Asfendiyarov Kazakh National Medical University (Republic of Kazakhstan): *Offline participation.*
- 3) **IAAR Expert** – Aizat Ashimkhanovna Seydakhmetova, C.M.Sc., JSC “South Kazakhstan Medical Academy” (Republic of Kazakhstan): *Online participation.*
- 4) **IAAR Expert, Employer** – Narine Khachatryan, Head of the Product Certification Body, Ministry of Health (MoH) of the Republic of Armenia (RA): *Offline participation.*
- 5) **IAAR Expert, Student** – Anna Nahapetyan, a fourth-year student specializing in “General Medicine”, Armenian Medical Institute (RA): *Offline participation.*
- 6) **IAAR Coordinator** – Malika Akhyadovna Saidulayeva, Project Manager, Independent Agency for Accreditation and Rating (Republic of Kazakhstan): *Offline participation.*

(III) PRESENTATION OF THE EDUCATIONAL INSTITUTION

The “Erebuni” Medical Academy Foundation (EMAF) is a non-profit organization established through voluntary contributions from its founder, operating without membership. It was founded on May 2, 2019, and operates in full compliance with the RA Constitution, the RA Civil Code, the Armenian Law on Foundations, international treaties of RA, the charter of the Academy, and other relevant legal provisions. The Foundation is recognized as a legal entity and is considered to be established by the law from the moment of its state registration. The Foundation holds a license authorizing it to engage in activities related to secondary and higher professional education.

1. Secondary professional education program, License No. 0144, issued by the Ministry of Education, Science, Culture and Sports RA (MESCS RA), with an indefinite term starting from 08-Jul-2019
2. Higher medical education: N 0071, series M
3. Higher nursing education: N 0071, series M

Management bodies of the Foundation:

1. Board of Trustees of the Foundation, hereafter referred to as the “Board”
2. Executive Director of the Foundation, hereafter referred to as the “Rector”

The vision of EMAF is to establish itself as an educational institution (EI) of excellence, offering high-quality medical education; and to elevate national education to international benchmarks, providing students with education finely tuned to contemporary demands. This commitment will foster mobility and recognition of the equivalence of diplomas.

The Academy offers a continuous and integrated EP in “General Medicine,” and starting from the 2023-2024 academic year, it is planned to introduce a bachelor’s degree program in “Nursing”.

All the aforementioned programs are offered based on secondary/complete/general education, both for local and international students.

Relevant, objective, and unbiased information about the EPs and qualifications offered by the Academy is regularly shared in the form of photographs, video slides, and videos on the Academy’s

website: www.erebuniacademy.am. Moreover, there are active online groups for both faculty and students of the Academy, where a diverse range of informative materials regarding the educational process is accessible. Through a feedback system, every teacher, student, and parent has the opportunity to raise questions, share opinions, provide suggestions, or file complaints which are discussed and solutions are proposed by the respective department heads within the Academy.

As a result of the founder's investments, the Academy has established modern and comfortable conditions for effective educational processes. This includes the renovated and well-equipped classrooms of the Academy, the development of a solid material-technical infrastructure, the enhancement of laboratory facilities with necessary equipment and mannequins, and the establishment of a simulation room. To deliver the EPs, a highly experienced teaching staff (TS) with academic degrees is engaged.

The majority of the Academy's TS consists of highly qualified, English-speaking professionals actively engaged in scientific research. The selection and professional development of the teaching faculty are considered integral components of strategic planning efforts.

To promote research activities among the TS, a variety of measures are taken. These include lectures, discussions, seminars, online webinars, and scientific conferences on highly relevant topics. These events are conducted by globally recognized educators from the Global Educational Development Institute (GEDI) in the United States.

The Chairman of the Academy's Board of Trustees, Dr. A. Kushkyan, a World Health Organization expert and a fellow of the American Honor Society of Nursing SIGMA THETA TAU, plays a pivotal role in fostering active collaboration between the Academy and these prestigious organizations.

Practical classes take place at various medical facilities within the city of Yerevan, with a particular focus on the Erebuni Medical Center – a multidisciplinary medical center located close to the Academy. This close collaboration stands as a prominent asset of our institution.

Within the Academy, there is an internal working group on Quality dedicated to fostering a culture of quality assurance. The effectiveness of their efforts is exemplified by the "Trust Rating" award from the National Trust Council in 2022, recognizing the Academy as a "Reliable Medical Institution." Additionally, in 2023, the Academy received the "Golden Laurel" award in the category of "Medical Academy of the Year."

The Academy places great importance on strengthening feedback loops with both internal and external stakeholders, conducting analyses of opinions, recommendations, and the satisfaction levels of graduates and employer organizations.

In the academic year 2022-2023, the Academy will graduate its first cohort of students in the field of "General Medicine."

Practical classes will be conducted in various medical facilities within the city of Yerevan, and in the Erebuni multidisciplinary medical center, which is located in close proximity and close cooperation with the Academy; this is one of the advantages of the Academy for conducting and strengthening practical skills directly at the patient's bedside, consolidating theoretical knowledge, received at the Academy. And at the Erebuni polyclinic, together with family doctors, students will participate in home calls, which will provide an opportunity to develop practical skills, direct communication with patients and their relatives, patient education, and education in the field of a healthy lifestyle. This will allow developing teamwork skills.

Corresponding cooperation agreements have been signed with medical facilities. Of no small importance is the agreement with "Alpha-Beta" Palliative Care Center, where students will be involved in the process of caring for seriously ill patients. This will provide an opportunity to develop ethical, deontological and psychological skills among students. The Academy has three departments: biomedical subjects, clinical subjects, social and humanitarian subjects.

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

International accreditation of EP 091301.01.6 Nursing at the EMAF is conducted held for the first time.

(V) DESCRIPTION OF THE EEC VISIT

The work of the EEC was conducted in accordance with the approved Visit Program of the expert commission for programmatic accreditation of EPs at EMAF in the period from June 7 to 9, 2023.

In order to coordinate the work of the EEC, an orientation meeting was held on June 6, 2023. During this meeting, responsibilities were assigned among the commission members, the visit schedule was refined, and consensus was reached on the selection of assessment methods.

To obtain objective information about the quality of EPs and the overall university infrastructure, as well as to clarify the content of self-assessment reports, meetings were held with the university rector, vice-rectors of various areas of activity, heads of structural units, deans of faculties, heads of departments, instructors, and learners. A total of 52 representatives participated in these meetings (Table 1).

Table 1 – Information about staff and learners who participated in the meetings with IAAR EEC

Participant Category	Quantity
Rector	1
Vice-Rectors	2
Heads of Structural Units	8
Deans of Faculties	3
Heads of Departments	2
Instructors	36
Total	52

During the excursion, the EEC members got acquainted with: 1st floor – library, conference hall, biochemical laboratory, gym, dining room, classrooms 101 and 105, 2nd floor – Administrative block: reception, rector’s office, office of vice-rectors for academic and scientific affairs, HR department office, financial department office, deans’ offices for the faculties of “General Medicine” and “Nursing”, quality control working group office, career center office, first-aid room, classrooms; 3rd floor – anatomy room, physiology room, pathology room, pharmacology and clinical pharmacology room, microbiology room, preclinical rooms for pediatrics, obstetrics and gynecology, internal medicine, surgery, foreign language classroom, general chemistry laboratory, “Nursing” department office, simulation room, classrooms 301, 302, 303, and 304.

At the meeting between the IAAR EEC and the EMAF’s task groups, the focus was on refining the university’s policy implementation mechanisms and providing further details on the specific information presented in the university’s self-assessment report.

During their work, the EEC members visited the following internship bases: “Erebuni” Medical Center, “Erebuni” Polyclinic, “Grigor Narekatsi” Medical Center, “Alpha-Beta” Palliative Care Center.

In line with the accreditation procedure, a survey of 36 faculty members was conducted.

To verify the information presented in the Self-assessment report, external experts requested and thoroughly analyzed the university’s working documentation.

As part of the scheduled program, recommendations for improving EMAF accredited EPs, developed by the EEC based on assessment results, were presented at a meeting with management on 09-Jun-2023.

(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS

6.1. Standard: “Mission and Values”

Evidence Section

The Mission and Values of the Academy have been defined and developed. The philosophy of the EP “Nursing” corresponds to the mission of the Academy as a whole.

The RA government first approved the bachelor's degree in nursing in April 2023. This made it possible to apply for the implementation of an EP and undergo accreditation. There were prerequisites, background and experience for this – the Chairman of the Academy's Board of Trustees Dr. Alina Maximovna Kushkyan, being the chief specialist in nursing education at the RA MoH, being the director of the Erebuni State Medical College, together with the Erebuni Hospital and international partners signed an agreement to conduct this program, and in 1999, the first dissertation on nursing was defended in the RA.

A license from MESCS RA for permission to conduct training in accordance with EP was received on April 11, 2023. An important place was given to the mission of the Academy's EP: training of the new generation nurse leaders, managers, clinical nurses of a wide range, nurse instructors who will successfully complete the EP and SFC and will be ready to take on new healthcare challenges. The draft mission was discussed and approved by the Academy's Board of Trustees.

A working group was created, which included instructors, methodologists, foreign colleagues, employers, members of the quality center, career center coordinator, and interested members of the Association of Nursing Organizers, who discussed all the steps to create a successful EP. Cutting-edge ideas and innovations have always inspired the administration, instructors and students of the Academy; the EI is in a dynamic process and is committed to introducing innovative programs and teaching methods that contribute to the development of continuing nursing education. As a result of the implementation of the EP, future nursing leaders in the RA will be formed.

One of the most important strategic issues of the Academy is the effective relationship between educational and research processes. The Academy's quality policy is aimed at ensuring the Academy's high competitiveness in the international market of educational services, creating a modern educational system that is focused on the introduction of innovative teaching methods and technologies.

In accordance with the Academy's Quality Policy, the EP being implemented has institutional autonomy for development and implementation in terms of student admission, assessment and hiring of staff, research, and resource allocation. The EP "Nursing" was developed by working groups including members of the Academic Council, instructors of departments, and employers.

The learning outcomes (LO) were developed based on previous experience at Erebuni College and generally accepted international standards, as well as instructions and recommendations from international partners. In the 2023-2024 academic year, the Academy plans to conduct the first intake of students in the EP "Nursing"; during the training process, measures will be developed to evaluate and improve the EP based on a real evidence base.

The Academy guarantees that students fulfill all obligations regarding appropriate standards of behavior with instructors, communication skills with patients and their relatives, the professional community, in accordance with the Code of Ethics and Code of Conduct.

Analytical Section

Experts note that based on materials presented by department employees, information posted on the official website of the Academy, meetings with focus groups, they can conclude that the implementation of the EP "Nursing" meets the requirements of the Standard.

The Academy's development strategy is aimed at ensuring the quality and effectiveness of all activities – educational, scientific, clinical and managerial for successful integration into the European Higher Education Area. The interests of the Academy are expressed in the form of goals and objectives presented in the Strategic Plan. The main objectives of the Academy's Strategic Plan were selected and approved considering the requirements of the Academy's mission and the possibilities for their implementation.

Experts are convinced that at the current stage of activity the Academy's management system is focused on the development of strategic planning, the use of modern management methods, and multilateral internal quality assessment.

However, the EP does not formulate the LOs that students must achieve upon completion of training in accordance with the program documents. The expected learning outcomes (ELO) of the EP are not posted on the Academy website. Since the Bologna Process defines three levels of education, which must be connected and consistent in the NEP, the EP does not define the connection between the LOs required upon completion and those required in postgraduate education.

When developing LOs, consideration must be given to the intended LOs related to global health.

When conducting interviews with focus groups, it was not possible to find out from stakeholders about the mission of the EP and the ELOs.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

1. Before the new 2023-2024 academic year, the management of the University and the EP should determine the ELOs that students must achieve upon completion of their studies.
2. The management of the University and the EP should publish the expected results of the EP's training on the Academy's website starting from the new academic year.
3. In the 2023-2024 academic year, the EP managers will determine and coordinate the connection between the LOs required upon completion and those required in postgraduate training.
4. In the 2023-2024 academic year, the EP managers should pay attention to the ELOs related to global health.
5. In the 2023-2024 academic year, the EP managers should communicate the mission and ELOs to all stakeholders and the healthcare sector.

EEC Conclusions based on Criteria

- *Strong* – 0
- *Satisfactory* – 8
- *Suggesting Improvement* – 5
- *Unsatisfactory* – 0

6.2. Standard: “Educational Program”

Evidence Section

The elaborated EP is a set of documents regulating the content of the educational process, the conditions for implementation and assessment of the quality of graduate training. The choice of teaching and learning methods in various departments of the Academy depends on the goals of the EP and is characterized as a means to achieve the goal.

The LOs of the learning process are described, which will be achieved by the teaching methods, learning methods, skills and abilities, and assessment methods described in the EP.

The EP is implemented in accordance with the principles of equality: equal treatment of staff and students regardless of gender, ethnicity, religion, sexual orientation, socio-economic status and taking into account physical abilities. Examinations at the Academy are conducted by two or more examiners, the examinations are recorded on video, and student profiles are analyzed on issues of advocacy, impartiality, ethnicity and religion.

One of the most important strategic issues of the Academy is the effective relationship between educational and research processes. The curriculum “Nursing” in the discipline “Scientific Research in Nursing” reflects the goals, objectives and the need to conduct and implement the results of research into practice.

The Academy applies the principles of scientific methodology, including methods of analytical and critical thinking, methods of research in healthcare and evidence-based medicine. The Nursing curriculum includes core biomedical subjects that provide the foundation for the acquisition and application of clinical scientific knowledge.

Starting from the 3rd year, students study clinical areas: nursing process in therapy, surgery, pediatrics, obstetrics and gynecology. Practical classes are conducted in various multidisciplinary medical centers of the capital, which are the training bases of the Academy and agreements have been concluded with them. During practical exercises at the patient's bedside, students perform various manipulations under the supervision of leading experienced doctors and instructors.

Starting from the 4th year, students study highly specialized disciplines, such as nursing process in neurology, psychiatry, eye diseases, infectious diseases, geriatrics, palliative care, public health, management and leadership, scientific research in nursing, statistics. Pre-graduate internship is carried

out under the direct supervision of senior and chief nurses, with the aim of deepening skills and abilities in the field of management and organization of nursing.

The structure, content and duration of the EP, the number of credits allocated for the study of basic clinical disciplines is reflected in the curriculum. Students undergo theoretical and practical training.

The curriculum provides the following sequence of courses: a training block of humanities and social science courses, biomedical courses, and clinical courses.

The EP includes elective disciplines (ED): ethics and deontology, palliative medicine, sports medicine, geriatrics and gerontology.

The educational process of senior year students will be organized within specialized departments located in multi-profile clinics: nervous diseases, where there are centers for epileptology and stroke care, ENT, endocrinology, chemotherapy and other departments, at the “Nairi” Medical Center, and the Dermatology and Venereology Dispensary, infectious diseases hospital, the “Alpha-Beta” Palliative Care Center, the Psychiatric Hospital, and the Practical Center for Forensic Medicine.

Analytical Section

During the visit, experts carried out a detailed analysis of the EP Nursing for compliance with the requirements of the modern education market, principles and methods of organizing educational and scientific-research processes focused on meeting the interests of learners and all participants in the educational process of the EP.

The content and form of the EP and the decisions made by the management of the EP are mainly consistent with the strategic documents of the university and regulatory documents. According to materials received at the request of an EEC expert, the newly developed competencies of students coincide with the ongoing reforms of the nursing service. Modernization of EPs involves high-quality training of competitive specialists, through the integration of the best global practices in education, science and clinical practice.

However, according to materials received at the request of EEC experts, the curriculum is structured in the form of a sequence of courses and subjects, whereas it is necessary, according to the requirements of higher education, to draw up a curriculum based on a modular or spiral structure, with a focus on achieving LOs. Traditional teaching methods are used, while the requirement is to use student-centered teaching and learning methods that stimulate, prepare and support learners to take responsibility for the learning process.

The curriculum “Nursing” includes only one discipline – “Scientific research in nursing” – while it is necessary to include methods of analytical and critical thinking in the EP; research methods in healthcare and evidence-based medicine. During the visit, the experts did not see the organization of the safety of the learning environment and patients, including observation of the actions performed by the student in clinical/industrial settings.

The curriculum does not comply with the appropriate relationship between basic biomedical, behavioral, social and clinical/profile disciplines; only the disciplines themselves are described, there is no modular structure. There has been no horizontal integration of related sciences and disciplines, or vertical integration of clinical/profile sciences with basic biomedical and behavioral and social sciences.

The self-assessment report states that the EP includes EDs: ethics and deontology, palliative medicine, sports medicine, geriatrics and gerontology. When conducting interviews with focus groups, it turned out that the discipline of palliative care is not elective, but mandatory, and the balance between the mandatory and elective parts of the EP has not been determined.

The Academy does not have a body or committee responsible for planning and implementing EP to ensure that expected learning outcomes are achieved. For the successful implementation of the EP, it is necessary to ensure the representation of instructors, students, representatives from other interested parties, including representatives from clinical, production bases, health care professionals involved in the training process, as members of the committee responsible for the EP.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

1. In the 2023-2024 academic year, the EP managers should develop a curriculum based on a modular or spiral structure, with a focus on achieving learning outcomes.
2. In the 2023-2024 academic year, the EP managers should use student-centered teaching and learning methods that stimulate, prepare, and support students in taking responsibility for their learning process.
3. In the 2023-2024 academic year, the EP managers should integrate methods of analytical and critical thinking, research methods in healthcare, and evidence-based medicine into the EPs.
4. In the 2023-2024 academic year, the University's leadership and the EP managers should organize training with due consideration for the safety of the learning environment and patients, including the observation of students' actions in clinical/production settings.
5. In the 2023-2024 academic year, the EP managers should outline the content, scope, and sequence of disciplines/modules, ensuring an appropriate balance between basic biomedical, behavioral, social, and clinical/professional disciplines.
6. In the 2023-2024 academic year, the EP managers should facilitate horizontal integration of related sciences and disciplines.
7. In the 2023-2024 academic year, the EP managers should ensure vertical integration of clinical/specialized sciences with basic biomedical, behavioral, and social sciences.
8. In the 2023-2024 academic year, the University's leadership and the EP managers should provide opportunities for elective content and determine the balance between mandatory and elective components of the EPs.
9. In the 2023-2024 academic year, the University's leadership and the EP managers should establish a committee under academic leadership responsible for planning and implementing the EPs to ensure the achievement of expected learning outcomes.
10. In the 2023-2024 academic year, the University's leadership and the EP managers should include faculty, students, and representatives from other stakeholders, including clinical and production bases and healthcare professionals responsible for the educational process, in the EI committee.
11. In the 2023-2024 academic year, the University's leadership and the EP managers should provide the opportunity to plan and implement innovations in the EPs through the committee responsible for the programs.

EEC Conclusions based on Criteria

- *Strong* – 0
- *Satisfactory* – 17
- *Suggesting Improvement* – 11
- *Unsatisfactory* – 0

6.3. Standard: “Learner Assessment Policy”***Evidence Section***

The Academy has introduced a procedure for assessing the knowledge, skills and abilities of students. The assessment policy corresponds to the mission of the Academy and is brought to the attention of all stakeholders: students, instructors, parents.

The current assessment of knowledge, skills and abilities will be carried out in theoretical and practical classes in the form of testing, performing the practical part using checklists, and solving situational problems developed by employees of the relevant departments.

Interim certification will be assessed in the form of exams and tests after the end of the cycle of disciplines. After completion of the EP, a state examination of students is carried out and graduates are awarded the qualification of a bachelor's nurse.

The number and timing of examinations and tests are established by the curriculum of the specialty, the composition of the examination commissions is approved by the rector of the Academy. The Academy is developing a process for introducing an electronic version of exams. This will help ensure the objectivity and reliability of the assessment.

Students who fail the test and exam have the right to retake the intermediate certification twice within the period established by the rector. Students who have passed all exams and practices provided for in the curriculum are admitted to the SFC. Candidates for chairpersons of state final certification and qualification commissions are approved by the RA MESCS.

The rector approves the composition of the commissions, which include representatives of the Academy's TS. At the end of the academic year, the principles and methods of assessing students' knowledge, as well as the structures of exam papers, tests and situational tasks will be analyzed.

Assessment methods used within the educational process are selected in accordance with certain types of final results. Evaluation is carried out using a 0-to-10 rating scale.

The first- and second-year students study humanities and biomedical disciplines, the main assessment methods of which are testing and oral exams.

The third- and fourth-year students study clinical disciplines, the assessment methods of which are tests, testing of practical skills, oral exams with the inclusion of situational tasks. The practical portion of the clinical examination is conducted at the bedside, during which the student develops a plan of care and the student's communication skills are assessed.

When preparing test tasks, the number of tests, structure and wording of questions are of great importance. Monitoring the correct execution of test tasks and situational tasks is carried out by the relevant departments. The methods used to assess knowledge, skills, abilities and communication allow students to be adequately assessed. Students are introduced to the assessment criteria as part of their rights and responsibilities.

Students are assessed using formative and summative methods. Data on the assessment of students' knowledge is recorded in student progress and attendance logs. The results of the intermediate certification are reflected in the grade books.

At the Academy, the assessment of practical skills will be carried out in a simulation room on simulator dolls, as well as various types of dummies, depending on the practical task. A scale for assessing students' practical skills has been developed, from communication skills and deadlines to the number of materials used and in accordance with the algorithm.

Analytical Section

Having analyzed the work of the EP according to this standard, the commission notes that the Academy has a system for assessing EP, based on the use of various methods of collecting, processing and analyzing information in the context of the EP and the Academy as a whole. Data is provided indicating the involvement of TS, students and university staff in the process. All standard procedures and assessment processes are prescribed and followed.

A survey of students and employers is being conducted in traditional formats (paper questionnaires, oral conversation), which was confirmed by focus group participants. The results, which contain an assessment of EPs, are heard at meetings with the participation of heads of practical healthcare organizations.

In general, the Academy monitors educational and other processes, for which appropriate procedures and regulations have been developed. Feedback is maintained between instructors and students, including a survey system on satisfaction with educational and other activities of the university, aimed at improving the EP.

The Academy's policy on assessing students' educational achievements, including the timing of assessment, methods and forms of implementation, is reflected in the work programs. Students' educational achievements (knowledge, abilities, skills) are assessed on a 10-point scale.

However, the Academy does not use criteria-based assessment methods, which include a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format. External experts are not involved in reviewing the assessment methods used. To conduct an assessment, it is necessary to open the procedure and inform students about the developed criteria.

The experts were convinced that the Academy does not use assessment principles, methods and practices that are comparable to the planned EP and teaching and learning methods that guarantee the achievement of planned learning outcomes, promote student learning, and provide an appropriate balance of formative and summative assessment to guide learning and decision making about academic performance.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

1. In the 2023-2024 academic year, the EP managers should use a wide range of criteria-based assessment methods, including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format.
2. In the 2024-2025 academic year, the EP managers should provide for the possibility of providing an examination of the process and assessment methods from external experts.
3. In the 2024-2025 academic year, the EP managers should provide for the possibility of ensuring an open assessment procedure and its results, informing students about the criteria used and assessment procedures
4. In the 2024-2025 academic year, the EP managers should provide for the possibility of documenting and assessing the reliability and validity of assessment methods.
5. In the 2024-2025 academic year, the EP managers should ensure the use of TS principles, methods and assessment practices that are comparable with the planned EP and methods of teaching and learning, guarantee the achievement of planned learning outcomes, promote student learning, ensure an appropriate balance of formative and summative assessment for directions of study and decision-making about academic performance.

EEC Conclusions based on Criteria

- *Strong* – 0
- *Satisfactory* – 5
- *Suggesting Improvement* – 5
- *Unsatisfactory* – 0

6.4. Standard: “Learners”**Evidence Section**

The Academy implements its admission policy based on the procedure approved by the RA Government Decree No. 597 of April 26, 2012. The entrance exam is organized and conducted by the “Assessment and Testing Center”.

The number of students is regulated according to the number of places approved by the licensing commission, based on the available material-technical base. The need for human resources in healthcare and changes in the number and composition of accepted students is regulated with the relevant departments of the RA MoH.

The unified exam is conducted by testing subject programs approved by the RA MESCS. Examination tasks and knowledge assessment criteria are determined by the knowledge testing center. Applicants who pass the unified exam are issued certificates indicating the scores obtained on the unified exams. Entrance exams are assessed on a 0-to-20 rating scale. Scores of 7.5 and above are considered positive on the unified exams. The admission competition is conducted by the Republican Admissions Committee.

The Academy implements a policy for admitting students with disabilities, based on Article 78 of the procedure approved by the RA Government Decree No. 597 of April 26, 2012.

Existing changes in the admission procedure are considered by the scientific and methodological council and approved by order of the rector, in accordance with the procedures for: expulsion/reinstatement of students of a higher EI of the RA in accordance with the order of the Minister of the RA MESCS issued on November 17, 2011 and Decree N1242-N – academic mobility of students in a higher EI of the RA according to the procedure N 1240 issued on August 25, 2011 and approved by the RA Government.

The admission plan for applicants is drawn up by the Academy and sent to the RA MESCS for approval. The Academy’s licensing package contains sufficient information about existing contracts with TS, educational resources, the number of classrooms and laboratories, the library, and practical bases.

To determine the number of accepted students, it is important to have a material-technical base that allows accepting 50 applicants per year. Students who need additional support, guidance, counseling during the academic year can contact the administrative staff (rector, vice-rector, dean, deputy dean, coordinator of the international department and career center).

In studying the educational needs of students, a large place at the Academy is given to the analysis of sociological surveys conducted among them. Surveys are conducted every semester. Every day after 15:00 students can address their problems to the dean and vice-rector.

All dean's office employees are available daily, at any time. If a student is not satisfied with the consultation provided to him, they can contact the rector every Friday from 12:00 to 14:00. During the meetings, questions and problems of interest to students are clarified as much as possible, and solutions are proposed to protect the rights of students. The Academy has a Code of Ethics, the provisions of which ensure confidentiality regarding counseling and support for students.

According to the approved provisions of the Academy, students are actively involved in the activities of management bodies: in the composition of the board of trustees and academic councils. The Academy also has a Student Council (SC), which will include students from the EP "Nursing."

The Academy has created a system for receiving feedback on the problems and needs of students through the "Feedback" system on the website. To increase responsibility for one's own health and build a trajectory of individual development, the TS of the Academy and invited specialists, with their lectures, support social initiatives and student projects to promote a healthy lifestyle, improve communication skills and stress resistance.

The Academy administration provides support to students in providing various documents, academic certificates, diplomas, and diploma supplements.

Self-governance of students at the Academy is carried out through student public organizations. One of such organizations is the SC, which operates based on the Charter approved by the rector and has its own work plan. The most active students representing different courses of the Academy are members of the SC, and the President of the SC is nominated and elected from among their members. The Council discusses issues of interest to students, coordinates student initiatives, protects the rights of students, provides social support, and participates in monitoring the quality of educational services by collecting and analyzing student opinions. Students serve on various boards and commissions of the Academy and participate in the decision-making process.

Analytical Section

Experts note that the Academy creates conditions and encourages the growth of student activity and activity in student cultural organizations. For example, events organized by the SC are provided by the Academy's administration with appropriate territorial, technical and methodological support.

Students are elected to various boards and committees of the Academy and participate in the decision-making process. The career center coordinator has the skills to conduct individual consultations, conversations, and testing to identify the student's personal abilities and preferences. The career guidance working group organizes visits to secondary schools, meetings with graduating students and participation in parent meetings. The Academy has created a unique interethnic environment, tolerance between students, and an atmosphere of respect for cultural and national values.

A SC will be created at the Academy for students in the EP "Nursing"; it is planned to expand opportunities and increase the availability of informing applicants about the unique opportunities of the Academy through the telecommunications and information network "Internet".

It is planned to create a Student Scientific Council, which will support and promote a more in-depth study of various courses, conducting scientific experiments with instructors who have an academic degree and carry out research work. It is planned to publish a scientific journal, which will also include the best research works carried out by students.

However, according to the results of the SWOT analysis, the structure for protecting the rights of students is in the process of being formed. For now, these functions are performed by the academic and administrative staff of the Academy and the SC.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

No recommendations.

EEC Conclusions based on Criteria

- *Strong* – 0
- *Satisfactory* – 16
- *Suggesting Improvement* – 0
- *Unsatisfactory* – 0

6.5. Standard: “Academic Staff/Instructors”***Evidence Section***

The TS is selected according to the appropriate professional education and qualifications, which is considered one of the strategic issues in the selection of TS of the Academy.

Until April 2023, the RA did not have an appropriate legal framework, so there are no instructors with higher education in nursing from among the RA citizens. The Academy plans to involve nurses with higher education from among their foreign colleagues in the educational process. Doctors of Nursing Sciences Sharon Wenstein, Colleen Marzili, Anne Marie Brooks, Alice Khachiyani, Zarmine Nasarchian, and Karen Morin will be invited.

The policy and procedure for organizing competition for filling vacant positions of TS, hiring and dismissal are regulated by the RA Labor Code, orders and regulations of the RA MESCS. This process is also regulated by the Academy’s charter, the Disciplinary Rules document and agreements concluded with the TS.

Instructors with academic degrees and extensive experience in teaching are involved in teaching prerequisite disciplines. To organize clinical and highly specialized disciplines, it is planned to involve nurses with higher education, based on e-Learning.

The personnel policy for the recruitment and selection of TS ensures full equality and the availability of vacant positions at the Academy, guarantees equal opportunities and an objective assessment of professional qualities.

Announcements about competitions are posted in the public domain on the Academy’s website. The selection of scientific personnel who meet the qualification requirements for positions is carried out by the collegial governing body of the Academy – the Academic Council.

In accordance with the RA legislation, teaching activities can only be carried out by specialists with higher education. To conduct the educational process, the TS is formed based on the curriculum, which is confirmed by the staffing table. The number of TS is planned based on the needs of the educational process, the standard teaching load of one teacher and the number of students in the EP.

The balance of TS is maintained and determined in accordance with the curriculum and subject structure, which allows for the successful implementation of EPs.

The quality of the TS is determined by the personnel potential who have an academic degree of Doctor or Candidate of Sciences, and the presence of an appropriate specialist certificate. All professors of clinical departments have specialist certificates.

Classes with students are conducted in Armenian and English. Currently, 50 instructors teach in English.

The rights and responsibilities of the TS are defined in the specialty passports. The EP and its constituent elements (curriculum, subject programs, and assessment methods) are clearly defined and presented to the attention of each teacher. The close relationship between the TS and the dean contributes to the full implementation of the educational process.

Recruitment and selection of TS is carried out through announcements regularly posted on the website and page of the Academy. During selection, the admission of certified specialists is important, because the process of certification of medical workers began in the RA in 2022. Physicians teaching clinical subjects must have relevant credits, training, and participation in international and local conferences. In the process of training highly qualified specialists, external stakeholders collaborating with the Academy and heads of medical institutions with which cooperation agreements have been

concluded and where students undergo clinical courses, practical classes, educational, practical and pre-diploma internships make their contribution.

The Academy maintains a balance of academic and professional qualifications of its TS, which ensures the quality of the educational process. This goal is achieved through the constant development of the quality characteristics of the TS.

Depending on the position held, the working time of instructors includes educational work, including the organization of practical work of students, individual work with students, scientific, research work, clinical activities, as well as other teaching work provided for by job responsibilities.

The activities of instructors are regulated by the “Official Instructions of the Teacher”, approved by the Academic Council of the Academy. The teacher must be familiar with the internal regulations of the Academy, regulatory legal acts of the RA related to the field of education.

The personnel policy implemented by the Academy provides for the assessment of various forms of TS activity, academic, scientific and clinical.

The TS will have the opportunity to publish research results in the scientific journal of the Academy “Medical Bulletin” during the 2023-2024 academic year.

After being hired, instructors undergo an appropriate probationary period and, as novice instructors, they receive the necessary educational and methodological assistance. Having acquired sufficient and necessary professional and pedagogical skills, they are hired for the main job. Over the next 3 years, the educational and methodological part of the Academy will develop the pedagogical and methodological skills of doctoral instructors.

The Academy has a procedure for assessing the effectiveness of instructors. Requests to instructors are regularly reviewed in accordance with educational and pedagogical requirements. Students also participate in the above-mentioned processes by filling out questionnaires regarding the professional and pedagogical abilities of instructors.

To ensure the continuity of the processes of advanced training of TS, the educational and methodological part of the Academy continues and develops periodic training of TS in order to master new educational technologies and introduce them into the educational process of the Academy’s EI, in the direction of introducing e-learning courses and educational reforms. The TS certification system is in the process of implementation.

The “teacher-student” ratio is determined by the regulatory documents of the RA MESC. To train quality specialists who are proficient in the latest technologies of modern medicine, if sufficient funds are available, it is planned to conduct training in groups of up to 8 people or even in the form of individual lessons.

To introduce international experience, specialists from abroad were invited – Anaid Ananiyan, teacher of public health, Sharon Weinstein, director of the GEDI, USA. They can give lectures on a remote platform.

To encourage beginning instructors and ensure their professional growth, the Academy operates a “School of Beginning Instructors.” Individual methodological work is carried out with beginning instructors. Tutorials and open sessions are held to share best practices, learn and reinforce the latest techniques.

Analytical Section

The TS of the departments is represented by 50 instructors teaching in English.

When selecting TS, priority is given to specialists with clinical experience, more energetic, and trained in the latest innovations in modern medicine. The Academy provides an atmosphere of mutual respect and trust, a free, stimulating environment for professional development and teamwork.

The Academy operates a “Beginner Teacher” school, where beginning instructors undergo pedagogical and methodological training in accordance with the work plan approved by the Vice-Rector for Academic Affairs.

Experienced instructors with basic nursing education are invited from abroad to give lectures, use simulation techniques, perform resuscitation, and care for patients.

To implement the strategic objectives of the Academy, TS are motivated through a rating system for monitoring the quality of instructors’ activities. Instructors with high marks are presented to the Pedagogical Council and are awarded the “Best Teacher of the Year” award by the Chairman of the Board of Trustees.

The information provided by the university on this standard allows us to conclude that the qualitative and quantitative composition of the Academy's TS ensures the full organization and conduct of the educational process, and the training of specialists meets the requirements of the standard. EP "Nursing" has the necessary human resources for nursing in pedagogical and scientific areas. Instructors have undergone advanced training, but not all instructors have advanced training in nursing, research in nursing for further professional development in nursing on an ongoing basis.

When conducting interviews with heads of departments and instructors, it turned out that they do not know and do not reflect individually the relationship between teaching and research activities. The policy of activities and personnel development, which is aimed at career growth of personnel, was not demonstrated.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

1. In the 2023-2024 academic year, the University's leadership and the EP managers should take into account the criteria for scientific, educational and clinical achievements of TS and employees, including the relationship between teaching, research activities and "service" functions.
2. In the 2023-2024 academic year, the University's leadership and the EP managers should determine for instructors the balance of opportunities between teaching, research and "service" functions, ensure recognition of worthy academic activities with due emphasis on teaching, research and professional qualifications.
3. Starting from the new academic year, the University's leadership and the EP managers should ensure that instructors undergo advanced training in nursing, research in nursing, for further professional development in nursing on an ongoing basis.
4. In the 2023-2024 academic year, the University's leadership will develop and implement a policy for the activities and development of personnel, which is aimed at the career growth of personnel.

EEC Conclusions based on Criteria

- *Strong* – 0
- *Satisfactory* – 4
- *Suggesting Improvement* – 4
- *Unsatisfactory* – 0

6.6. Standard: "Educational Resources"

Evidence Section

In accordance with the requirements, the educational, laboratory and auxiliary premises of the Academy fully comply with the area standards stipulated by the licensing requirements for one student; there is the necessary equipment, materials and property that provide modern and mandatory requirements and conditions for the organization of education. The Academy carries out its educational activities on its own premises, which is an important factor in the effective organization and implementation of the educational process.

According to the requirements of the EP in the specialty "Nursing", the necessary educational environment has been created at the Academy: classrooms and laboratories are equipped with the necessary equipment, teaching aids and teaching materials in accordance with modern requirements; On the territory of the Academy there is a gym equipped with various exercise machines, sports equipment, an assembly hall, a computer class, a library, and a reading room. The Academy's library contains about 60,000 pieces of literature in both native and foreign languages. Academy students can also use the library of the National Institute of Health the RA; laboratories with modern material-technical base; There is a simulation room-laboratory where the level of students' mastery of skills is checked using the "Rescue Anne" simulator.

The Academy has a medical center. Health and safety services are available throughout the year. Annual fluorography examinations of Academy employees are carried out with mandatory registration in health books. There is a student canteen.

Internal order is strictly controlled by a security officer through security systems and cameras at the Academy. The Academy organizes evacuation, training and implementation of fire safety measures, mandatory compliance with labor and safety regulations in laboratory rooms.

The Academy's classrooms and laboratories have new computers, mini-computers, displays, a laptop, a projector, a screen with the Internet, mannequins, devices, and equipment.

The Academy has a fire safety system, evacuation schemes for natural disasters and emergencies, and there are several exits in the building, which complies with safety regulations. First aid training for various natural disasters is regularly conducted among students and TS.

It is envisaged: the creation of new simulation laboratories, replenishment of the library with modern professional literature in foreign languages, continuous equipping of the Academy's laboratories with modern equipment, the creation of an electronic library, electronic journals, in the 2023-2024 academic year it is planned to open student dormitories for students from remote regions and foreign students.

The basis for the planned improvements is the analysis of social surveys conducted among students and instructors, and the results of feedback available on the Academy's website.

Medical organizations that are the clinical bases of the Academy have the necessary modern material-technical base for the development and application of the entire complex of techniques and methods, instruments, means, including high technologies, used to provide planned, emergency, urgent and palliative, preventive and rehabilitative medical care, assistance and care for the sick. Students will be provided with ample opportunities, as clinical bases such as Erebuni MC, Nairi MC are the leading clinics in the RA, equipped with the latest equipment, operating according to international standards. The management of both clinics is aware of the importance of the role of nurses in the organization of qualified medical care and is an interested party in the training of qualified personnel.

The creation of local computer networks, a website, corporate e-mail and regulation of the organization of access to mail and its information resources are in the process of development. The administration is provided with 15 computers with access to the Internet and local network, copier and scanning machines. Classes are held with laptops and projectors; the library has access to global Internet resources (Henderson Library), as well as local electronic resources (National Library of the RA) and internal library resources of the Academy.

It is planned to create a dynamic learning environment of the working platform Zoom and Moodle, Google map, Class room where students will receive tests, assignments, situational tasks according to the appropriate schedule to monitor the assimilation of educational material on each practical topic; monitoring of progress and attendance will become more transparent and objective.

The Academy's electronic information learning environment includes the following components: Official website of the Academy, Official email of the Academy, where students can familiarize themselves with examination questionnaires, send questions and opinions that interest them and receive answers.

The Academy's social page on Facebook contains a wealth of information on various aspects of the Academy's educational process: organization of conversations, open classes, practical classes, photos of exams, videos, live broadcasts, events, remote seminars. Electronic platforms Skype, WhatsApp, VKontakte, Viber, Messenger, Instagram, and Zoom are also active for the purpose of feedback from students and TS. Online meetings of the administration, instructors and students are organized using the Zoom platform, and remote contact work is carried out.

The Academy has a position of a psychologist who can provide psychological support during the educational process.

During educational and pre-graduate practice, students become familiar with and, under the guidance of instructors, work with patient databases using information and communication technologies. For example, when conducting clinical classes at the patient's bedside, students use the personal data of patients, observing the principle of confidentiality.

It is planned to expand the possibilities of using medical information systems in the educational process.

Scientific and TS of the Academy is engaged in research work. Research work will be carried out and introduced into the EPs “Nursing”. The National Institute of Health is engaged in advanced training, organization and coordination of scientific research in the field of health care, in accordance with the RA legislation.

At the founding meeting of the Scientific and Methodological Council, the requirements for research work at the Academy were discussed; priorities and a list of scientific topics were noted.

The Academy has complete independence and autonomy in the distribution of financial resources to support the academic mobility of students and staff of the Academy. The organization of the exchange is carried out in accordance with the goals set by the EP, based on the requirements of the signed agreements.

Analytical Section

During the work of the EEC, familiarization visits were carried out to the structural units declared in the Program: clinical bases: Erebuni MC and Polyclinic, Grigor Narekatsi MC, which are advanced clinics equipped with the latest equipment, operating according to international standards, to provide students with appropriate clinical/practical experience, “Alpha-Beta” Palliative Care Center.

EEC experts state that within the framework of the “Educational Resources” standard, during the work of the EEC, visits to departments, practice sites, analysis of submitted documentation, it was revealed that the material-technical base used to organize the learning process is sufficient and meets the requirements. Auditoriums and scientific laboratories and other premises used in the implementation of EPs comply with established standards. The implementation of EPs at the Academy is ensured by every student’s free access to information resources and library collections.

The EEC confirms the availability of support systems for students, including support through personal appeals to the dean, vice-rector, rector, curator, and mentor. The EEC members believe that the existing material-technical base of the university contributes to the expansion of forms and methods of attracting students to participate in scientific research in the field of nursing and publication activity.

At the same time, students and TS are not involved in academic mobility programs both in the Republic and abroad, scientific and technical programs are not implemented. The capabilities of modern information and communication technologies are not fully used.

In addition, according to the materials received at the request of the EEC expert, the relationship between scientific research and education is not traced, and priority areas in the field of scientific research in Nursing have not been identified. The TS does not have articles with an impact factor.

Strengths/Best Practices

The presence of clinical bases such as the Erebuni MC and Grigor Narekatsi MC, which are advanced clinics equipped with state-of-the-art equipment and operating according to international standards, provides students with appropriate clinical/practical experience. There is also a contract with the Alfa-Beta Palliative Care Center.

EEC Recommendations

1. In the 2023-2024 academic year, the University’s leadership should develop and implement a policy aimed at the effective and ethical use and evaluation of relevant information and communication technologies in the educational process.
2. In the 2024-2025 academic year, the University’s leadership and the EP managers should ensure the widespread introduction of the results of world and domestic medical science into the content of the EP and its components.
3. Starting from the new academic year, the University’s leadership and the EP managers should formulate and implement a policy that will strengthen the relationship between scientific research and education; provide information about the research base and priority areas in the field of scientific research of educational institutions.
4. In the 2024-2025 academic year, the EP managers and TS should ensure in the content of the EP a close relationship between scientific research and education, wide participation of students in conducting scientific research in the field of health care.
5. In the 2024-2025 academic year, the EP managers and TS should develop and implement an

examination policy in the development, implementation and evaluation of the EP, development of teaching and assessment methods.

6. In the 2024-2025 academic year, the EP managers and TS should introduce the practice of national and international cooperation with other educational institutions, including the mobility of staff and students, as well as recognition of academic learning results.
7. In the 2024-2025 academic year, the University's leadership and the EP managers should promote the participation of instructors and students in academic mobility programs in the country and abroad and allocate appropriate resources for these purposes.

EEC Conclusions based on Criteria

- *Strong – 1*
- *Satisfactory – 6*
- *Suggesting Improvement – 7*
- *Unsatisfactory – 0*

6.7. Standard: “EP Assessment”

Evidence Section

The EP was developed by the Academy's faculty, methodologists, the Quality Center, international colleagues, and employers, based upon prior work on the “Nursing” program. In March 2023, the EP received approval from the Academic Council of the Academy and underwent review by the Educational and Methodological Council of the National Institute of Health of the RA. To assess and monitor the EP and its associated learning outcomes at the Academy, a quality assurance system has been established.

The structure, scope, and content of subjects studied within the EP, the extent of self-learning, as well as the requirements for applicants, and the outcomes of graduates' mastery of the EP are closely monitored.

Recommendations for the EP will be discussed during department meetings in May-June of the 2023-2024 academic year and subsequently approved by the Academic Council.

The internal quality assurance system serves as a strong foundation for external quality assurance processes, which align with accreditation criteria and standards set by the institution. The Academy conducts external assessments that encompass the review and evaluation of EPs, as well as the identification and assessment of the needs of Academy beneficiaries.

The Academy is in the process of transitioning towards a student-centered education system, which fosters the development of students' educational preferences, needs, and abilities. This approach provides ample opportunities for the implementation of individualized EPs in accordance with international standards.

The internal quality assurance system offers up-to-date information about the quality of the Academy's operations to both internal and external stakeholders, thus guaranteeing transparency in its activities. Representatives from partner organizations are invited to participate in meetings of the scientific council, facilitating discussions with TS and students. The Academy's website allows for the expression of individual opinions and progress by each internal and external stakeholder. Additionally, representatives of employers are invited to attend meetings of the Academic Council.

In order to encourage faculty members to engage in EP assessment activities, financial incentives, awards, and acknowledgments will be used.

The educational and methodological structures at the Academy bear the responsibility for monitoring the “Nursing” EP. Both the dean's office and the quality assurance department actively engage in the timely completion and assessment of assigned tasks. The outcomes of these efforts are discussed at the Academic Council and shared with the respective department faculties.

The EP monitoring will be conducted by the independent quality assurance department. To assess the practical skills acquired by students, elements of the USMLE examination are scheduled for introduction starting from the 2023-2024 academic year.

To gather feedback, the Academy employs various tools, notably regular social surveys of both teachers and students. A diverse range of initiatives is undertaken to identify, comprehend, and anticipate the needs and expectations of all stakeholders.

Following a survey conducted among foreign students and first-year applicants, there are plans to introduce preparatory courses in the Armenian language, psychology, chemistry, and biology. This initiative aims to facilitate the successful completion of entrance exams, attract high-quality applicants, and enhance career guidance for foreign applicants.

The monitoring and evaluation of the “Nursing” EP engage all internal and external stakeholders through diverse assessment tools. The assessment of the program’s quality is scheduled for May-June 2024. The curriculum will be thoroughly examined, both as a whole and in its individual components.

The Academy maintains a website where it disseminates information about its educational, research, pedagogical, and methodological activities. This website serves as a valuable resource, offering comprehensive information about the EP to a broad audience.

Analytical Section

Experts have observed that all procedures in accordance with the standard are documented and adhered to. Students, the TS, and staff at the Academy retain the privilege of submitting their comments, complaints, and suggestions regarding any matters related to the organization and the quality of the academic and scientific processes. They can do so through oral or written communications directed to the appropriate individuals. The Academy conducts regular internal and external surveys of stakeholders, which afford the opportunity to address both current and potential needs.

Upon evaluating the performance of the EP against this standard, the commission recognizes that the Academy has a robust system in place for assessing the EP. This system relies on a diverse range of methods for gathering, processing, and analyzing information, both within the context of the EP and across the University as a whole. The data presented demonstrates engagement from faculty, students, and staff in the university’s processes.

Surveys of students and employers are regularly conducted, a fact confirmed by participants in focus groups. The results of these surveys, including assessments of EPs, are deliberated upon during meetings attended by leaders from practical healthcare organizations.

Both internal and external stakeholders participate in the monitoring processes of the EP. The TS, who are represented in the Academy’s councils and departments, take charge of the control and periodic review of the EP and learning outcomes throughout the academic year.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

No recommendations.

EEC Conclusions based on Criteria

- *Strong* – 0
- *Satisfactory* – 9
- *Suggesting Improvement* – 0
- *Unsatisfactory* – 0

6.8. Standard: “Management and Administration”

Evidence Section

The highest governing and supervisory body of EMAF is the Board of Trustees, which serves a 4-year term. The Board of Trustees is composed of candidates nominated by various individuals, and its members are appointed through the decision of the general assembly of participants of the “Hrarart” LLC. Specifically, the Board consists of 2 candidates nominated by the founder of “Hrarart” LLC, 3 candidates nominated by the Pedagogical Council from the TS, 2 candidates nominated by the Academy’s SC (individuals with notable achievements and active public involvement), and 2 candidates nominated by the Academy’s scientific council from employers. In total, the Board of Trustees comprises 9 members. The Board of Trustees conducts its activities by convening meetings, which are organized by the Chairman of the Board of Trustees and held at least once a year.

The Board of Trustees is composed of a Chairman and a Secretary. Matters falling under the jurisdiction of the Board of Trustees cannot be delegated to another entity.

The Academic Council of the Academy is a collegial body responsible for deliberating upon and making decisions regarding matters pertaining to the organization, planning, and coordination of the educational and research activities within the Academy.

Decisions made by the Academic Council are binding for all departments, faculty councils, employees, and students within the Academy. The Academic Council operates on a 4-year term, with the rector serving as its chairman, and the academic secretary of the Academy serving as the secretary. The total membership of the Academic Council must not exceed 20 individuals, with a requirement that at least 50 percent of its members are elected representatives.

The Academic Council consists of members who hold their positions by virtue of their roles, including the rector who serves as the chairman, vice-rectors, head of the finance department, academic secretary, head of the academic department, deans of faculties, heads of departments, library director, as well as elected members.

Candidates for elected members of the Academic Council are nominated and subsequently elected by the Academy's departments and research-educational centers, in accordance with the established division provisions. Additionally, 25 percent of the Academic Council is comprised of students who hold elected positions. The Academic Council exercises its authority through both regular and extraordinary meetings, with the rector of the Academy presiding over these meetings.

The rectorate of the Academy is an advisory body to the rector, established by the rector's order. It convenes between meetings of the Board of Trustees and the Academic Council to deliberate on matters pertaining to the Academy's strategic directions. The composition of the rectorate is determined by the rector of the Academy.

The Rector of the Foundation manages the overall leadership of the Academy's operations. All aspects pertaining to the management of the Foundation's day-to-day activities fall under the competence of the rector. Vice-rectors and all departments responsible for educational and administrative functions report directly to the rector. Vice-rectors are responsible for organizing, overseeing, and regulating the activities of the Academy's structural units in alignment with the designated direction.

The collective conducts its activities in accordance with the Academy's Charter, current decisions, and other governing documents and regulations.

The Academy's leadership comprises the Head of the Office, the Rector's Advisor, and the Legal Counsel. The Rector's Advisor offers educational, scientific, and administrative support, fostering international relationships, and providing business consulting on the Academy's operations. The advisor also conducts evaluations of the Academy's business, material resources, and risk assessment.

Erebuni Medical Academy has established a financial policy that outlines a precise financial management strategy. This strategy is aligned with the requirements specified in the policy for the execution and advancement of EPs within the educational institution, adhering to the regulatory financial principles mandated by the RA legislation.

The objective of the monitoring and evaluation system implemented by the Academy is to assess the accomplishments and shortcomings in the organization's operations as it strives to achieve its goals and mission. This system is designed to facilitate the adoption of suitable measures to enhance the efficiency of the organization's activities. Furthermore, the system serves to establish accountability on the part of the organization to its members, beneficiaries, and the broader community.

The program for monitoring the effectiveness of the strategic plan includes a description of actions and results, along with the methods used for collecting this information.

The annual budget is closely linked to the Academy's development strategy, and the budget planning process is approved by the Academy's Board of Trustees.

The bodies responsible for executing this policy encompass the Department of Financial Management and Accounting, the Vice-Rector for General Affairs, and departments related to financial management issues. The Chief Accountant is responsible for preparing the budget (both revenue and expenditure budgets) and is accountable to the Academy Council.

Erebuni Medical Academy has a well-defined program for managing and allocating financial resources. This system outlines the allocation of resources used by the Academy, delineates budgetary procedures, and establishes timelines. The budgeting and allocation system of the Academy assigns

responsibilities for financial management and allocation among the relevant structural units and responsible individuals.

The financial strategy constitutes a critical category of functional strategy, ensuring the comprehensive development of all financial activities by establishing long-term and short-term financial objectives for more effective achievement.

Strategic planning for the distribution of financial resources initiates with the identification of the Academy's vision and development goals. Subsequently, resources are allocated accordingly to facilitate the attainment of these objectives.

The department responsible for financial planning initiates the process by preparing a preliminary budget, which is then presented for discussion. Annually, the Academy's budget is prepared, planned, and subsequently presented for review and approval by the Academy Council. The Chief Accountant is responsible for compiling the budget package, which is allocated to the key functions pertaining to the Academy's financial support, as delineated by the Academy's activities. The budget is created in accordance with the appropriate budget preparation template.

The allocation of financial resources is guided by predetermined decisions and priorities set forth by the Academy. The distribution plan entails a clear allocation of financial resources, strategic implementation or action directions, and specified deadlines for budget execution.

During the distribution of material resources, templates approved by the Academy's rector are reports, expenditure statements, forms for cash balance inventory, and others.

The financial and economic management department organizes the financial operations of the Academy, aiming for the effective utilization of financial resources. It carries out functions related to preparing upcoming and ongoing financial plans for the institution. Additionally, it ensures adherence to financial discipline and the timely and complete fulfillment of contractual obligations, expenditures, and revenue.

A stable financial mechanism serves as the paramount element in the successful execution and enhancement of the Academy's EPs, as well as its educational and scientific endeavors. This stability enables the Academy to fulfill its mission through consistent and predictable financial and economic operations. These activities are guided by the financial and strategic plan of the Academy, resource allocation mechanisms, and other financial instruments.

The analysis and evaluation of the Academy's financial and economic situation encompass both an overall and detailed analysis of the Academy's income and expenses, assess the financial status, and identify the available financial resources within the Academy, all with the goal of enhancing the efficiency of financial resource utilization.

One of the most critical components of an effective financial management mechanism is the well-coordinated and legal operation of the financial-economic and accounting departments, firmly grounded in the RA legislation, including but not limited to, the RA Tax Code, the Labor Code, and other relevant regulatory and legal acts governing the sector.

The primary sources of financing for the Academy encompass financial resources derived from tuition fees, constituting 96% of the total; financial resources generated from other EPs and services, contributing 4%; financial support for specialized scientific research programs; and other Academy development initiatives such as investment packages, as needed.

Over the past 3 years, there has been an increase in the financial inflow statistics, largely due to the rise in student numbers, particularly the inclusion of foreign students in the EP. This growth in projected revenues has facilitated the allocation of funds within the budget for various purposes, including additional incentives for teachers, an expansion of student education discount categories, funding for scientific and EPs, and the modernization of the material and technical infrastructure.

The prospective strategic plan also encompasses the allocation of funds for the capital repair of the Academy's buildings. Tuition fees from students are collected solely through non-cash transactions, with funds credited to the Academy's bank accounts and accounted for individually.

The distribution of financial resources is carried out through the following means: salaries and bonuses for teachers and administrative staff – 57.2%; current expenses for the acquisition of educational and material-technical resources – 12.5%; other services related to educational processes and operations – 6.3%; educational services, including the organization of academic and production practice, among others – 9.8%; expenses for scientific, educational, and innovation programs and initiatives – 4.1%; taxes and mandatory payments – 6.4%; other current expenses, including repairs

funded from the foundation's investment funds, utility expenses, etc. – 3.7%.

According to the “Procedure for the Allocation of Financial Resources” of the Academy, expenditures are made according to pre-approved budget estimates – budget expenditure categories. Expenditures are carried out upon the presentation of corresponding supporting documents and after direct approval by the Rector. Examples of such documents include lesson rates, invoices, contracts, reports, and other documentation.

Ensuring the high quality of educational services, cost-effectiveness, and efficient use of financial resources depends on achieving a set of planned targets, which is the result of staff's work. Therefore, the Academy allocates funds to reward teachers for their high achievements in research and methodological activities based on an assessment of the department's functional tasks and the results of the quality control rating of their activities. This motivates the staff to create favorable conditions for achieving the Academy's goals. The Academy allocates scholarships to support students, analyzing the amount of financial resources spent on rewarding teachers.

Financial management processes are accompanied by accountability, economic efficiency analysis, and internal or external audits. During monitoring, activities are reviewed and compared with the Academy's work plan and mission. Monitoring is conducted monthly or quarterly, depending on the program, and a responsible staff member is appointed for control. The goal of monitoring is to record the project's implementation, document significant deviations from the planned process, identify their causes, and provide recommendations for improvement. Monitoring is conducted based on program reports, staff reports, and meetings with beneficiaries. A protocol is prepared.

Monitoring processes process the gathered information and periodically provide financial management reports to the head.

To enhance the competitiveness of Academy students and graduates in the job market, strengthen continuous communication, and promote cooperation between alumni and faculty members, the Academy has a Career Center. The goal of the Career Center is to enhance the competitiveness of students and graduates, guide them in the modern job market, and establish and strengthen the connection between alumni and the Academy.

The mission of the Academy's library is to facilitate the educational process by providing access to information and modern services, access to sources of scientific information, and the necessary conditions to support research activities, teaching, and education. To fulfill this mission, the Academy's library commits to increasing the library users' needs by collaborating with Academy faculties and research units, building collections, providing appropriate software, ensuring the availability of book collections, as well as internal and external information sources, creating comfortable conditions, and a virtual environment for effective development of scientific and educational activities.

The Academy's First-aid center provides medical assistance to students, employees, and visitors of the Academy in case of accidents, sudden illnesses, or emergencies, at the pre-hospital stage, before professional medical assistance is provided.

The SC is a student organization formed on the principles of voluntarism, serving as a self-governing, elective representative body of students.

The objectives of the SC include protecting the interests and rights of students, facilitating student participation in the management of the Academy, raising issues related to students for consideration by relevant university governing bodies, engaging in the development and implementation of programs aimed at improving the effectiveness of the educational process, informing students about their rights and responsibilities, uniting Academy students into various student associations such as committees, clubs, groups, unions, etc., and promoting the improvement of the social status of students while organizing free entertainment and leisure activities for them.

The SC facilitates student participation in the management of the Academy, with students constituting 25% of the Academy's governing bodies. The SC also operates its own student magazine titled “Medical News,” which covers the work and activities of the SC and reports on events taking place within the Academy.

SCs of faculties, committees, and the newspaper editorial board are all permanent units within the SC.

The functions of all administrative bodies and departments of the Academy are defined and approved by regulations. Interaction between administrative units and the SC occurs through council

and committee meetings, as well as within the Academy's electronic educational environment, which includes corporate email and electronic personal accounts. The transparency of the management system is ensured through modern communication tools and information technologies.

The Academy has entered into cooperation agreements with the country's top medical institutions for the purpose of organizing the educational process in clinical disciplines. These institutions include "Erebuni" MC, Palliative Care MC, "Nork" Republican Infectious Clinical Hospital CJSC, "Medline Clinic" MC, "National Pulmonology Center" of the MoH of the RA, "Surb Astvatsamayr" MC, "National center for Burns and Dermatology" CJSC, "National Mental Health Center" CJSC, "Gisané" LLC, "Shengavit" JSC, "Scientific Center for Maternal and Child Health Protection", "Violeta" MC, "Izmirlyan" MC CJSC, the Center for Forensic Medical Research and others.

The Academy plans to organize professional development courses for physicians and staff, focusing on enhancing their professional, scientific, communicative, and managerial skills. These skills are essential for improving the quality of medical services and ensuring that students receive the latest medical knowledge. To achieve this, the Academy collaborates with medical organizations, social services, and leading national medical research centers. The development of these training programs takes into account current demographic trends and the prevalence of socially significant diseases.

The Academy also underscores the significance of implementing a teacher certification process. This process will enable the evaluation of students' knowledge in contemporary diagnostic and treatment methods. Furthermore, it will promote the professional advancement and development of the TS, while facilitating the MoH's efforts to introduce a certification and individual licensing system for practicing physicians.

Analytical Section

Experts acknowledge the Academy's leadership willingness to engage in constructive interactions with the healthcare system, societal sectors, and government bodies related to health, including international collaborations such as GEDI in the USA.

The Academy is committed to ensuring transparency and public visibility of its educational processes. It aims to establish and maintain mutually beneficial relationships with society and the government. The Academy has entered into cooperation agreements with the country's leading medical institutions to organize EPs in clinical disciplines. These EPs are implemented within the departments responsible for delivering both core and specialized subjects.

The Academy possesses sufficient resources to carry out its educational activities. It has its own building and campus specifically designed for educational purposes. This setup allows for long-term strategic planning without the need to rent facilities, ensuring greater financial stability and decision-making freedom. The Academy's building encompasses a medical laboratory where COVID-19 sample collections and various clinical research projects for the public are conducted. The material and technical infrastructure are adequately maintained and constantly updated, and there is room for expanding the simulation center.

Results of academic activities, the effectiveness of modern educational management methods, and prospects for further improving management and enhancing education quality are examined and discussed during meetings and conferences.

However, the Academy's management structure lacks committees for quality assurance and EP. Responsibilities, composition, and representation of key stakeholders in these committees have not been defined.

Strengths/Best Practices

The Academy's leadership demonstrates a willingness to engage in constructive interactions with the healthcare system and various sectors of society and government related to healthcare, including international collaborations such as the GEDI in the USA.

EEC Recommendations

1. Before the start of the new academic year, the Academy's leadership and governing bodies should establish committees for quality assurance and EP within the management structure. These committees should define their responsibilities and composition, ensuring the representation of key stakeholders.

EEC Conclusions based on Criteria

- *Strong – 1*
- *Satisfactory – 10*
- *Suggesting Improvement – 1*
- *Unsatisfactory – 0*

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

Standard: “Mission and Values”

No strengths have been identified for this standard.

Standard: “Educational Program”

No strengths have been identified for this standard.

Standard: “Learner Assessment Policy”

No strengths have been identified for this standard.

Standard: “Learners”

No strengths have been identified for this standard.

Standard: “Academic Staff/Instructors”

No strengths have been identified for this standard.

Standard: “Educational Resources”

The presence of clinical bases such as the Erebuni MC and Grigor Narekatsi MC, which are advanced clinics equipped with state-of-the-art equipment and operating according to international standards, provides students with appropriate clinical/practical experience. There is also a contract with the Alfa-Beta Palliative Care Center.

Standard: “EP Assessment”

No strengths have been identified for this standard.

Standard: “Management and Administration”

The Academy’s leadership demonstrates a willingness to engage in constructive interactions with the healthcare system and various sectors of society and government related to healthcare, including international collaborations such as the GEDI in the USA.

(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

Standard: “Mission and Values”

1. Before the new 2023-2024 academic year, the management of the University and the EP should determine the ELOs that students must achieve upon completion of their studies.
2. The management of the University and the EP should publish the expected results of the EP’s training on the Academy’s website starting from the new academic year.
3. In the 2023-2024 academic year, the EP managers will determine and coordinate the connection between the LOs required upon completion and those required in postgraduate training.
4. In the 2023-2024 academic year, the EP managers should pay attention to the ELOs related to global health.
5. In the 2023-2024 academic year, the EP managers should communicate the mission and ELOs to all stakeholders and the healthcare sector.

Standard: “Educational Program”

1. In the 2023-2024 academic year, the EP managers should develop a curriculum based on a modular or spiral structure, with a focus on achieving learning outcomes.
2. In the 2023-2024 academic year, the EP managers should use student-centered teaching and learning methods that stimulate, prepare, and support students in taking responsibility for their learning process.
3. In the 2023-2024 academic year, the EP managers should integrate methods of analytical and critical thinking, research methods in healthcare, and evidence-based medicine into the EPs.
4. In the 2023-2024 academic year, the University’s leadership and the EP managers should organize training with due consideration for the safety of the learning environment and patients, including the observation of students’ actions in clinical/production settings.
5. In the 2023-2024 academic year, the EP managers should outline the content, scope, and sequence of disciplines/modules, ensuring an appropriate balance between basic biomedical, behavioral, social, and clinical/professional disciplines.
6. In the 2023-2024 academic year, the EP managers should facilitate horizontal integration of related sciences and disciplines.
7. In the 2023-2024 academic year, the EP managers should ensure vertical integration of clinical/specialized sciences with basic biomedical, behavioral, and social sciences.
8. In the 2023-2024 academic year, the University’s leadership and the EP managers should provide opportunities for elective content and determine the balance between mandatory and elective components of the EPs.
9. In the 2023-2024 academic year, the University’s leadership and the EP managers should establish a committee under academic leadership responsible for planning and implementing the EPs to ensure the achievement of expected learning outcomes.
10. In the 2023-2024 academic year, the University’s leadership and the EP managers should include faculty, students, and representatives from other stakeholders, including clinical and production bases and healthcare professionals responsible for the educational process, in the EI committee.
11. In the 2023-2024 academic year, the University’s leadership and the EP managers should provide the opportunity to plan and implement innovations in the EPs through the committee responsible for the programs.

Standard: “Learner Assessment Policy”

1. In the 2023-2024 academic year, the EP managers should use a wide range of criteria-based assessment methods, including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format.
2. In the 2024-2025 academic year, the EP managers should provide for the possibility of providing an examination of the process and assessment methods from external experts.
3. In the 2024-2025 academic year, the EP managers should provide for the possibility of ensuring an open assessment procedure and its results, informing students about the criteria used and assessment procedures
4. In the 2024-2025 academic year, the EP managers should provide for the possibility of documenting and assessing the reliability and validity of assessment methods.
5. In the 2024-2025 academic year, the EP managers should ensure the use of TS principles, methods and assessment practices that are comparable with the planned EP and methods of teaching and learning, guarantee the achievement of planned learning outcomes, promote student learning, ensure an appropriate balance of formative and summative assessment for directions of study and decision-making about academic performance.

Standard: “Learners”

No recommendations.

Standard: “Academic Staff/Instructors”

1. In the 2023-2024 academic year, the University’s leadership and the EP managers should take into account the criteria for scientific, educational and clinical achievements of TS and

employees, including the relationship between teaching, research activities and “service” functions.

2. In the 2023-2024 academic year, the University’s leadership and the EP managers should determine for instructors the balance of opportunities between teaching, research and “service” functions, ensure recognition of worthy academic activities with due emphasis on teaching, research and professional qualifications.
3. Starting from the new academic year, the University’s leadership and the EP managers should ensure that instructors undergo advanced training in nursing, research in nursing, for further professional development in nursing on an ongoing basis.
4. In the 2023-2024 academic year, the University’s leadership will develop and implement a policy for the activities and development of personnel, which is aimed at the career growth of personnel.

Standard: “Educational Resources”

1. In the 2023-2024 academic year, the University’s leadership should develop and implement a policy aimed at the effective and ethical use and evaluation of relevant information and communication technologies in the educational process.
2. In the 2024-2025 academic year, the University’s leadership and the EP managers should ensure the widespread introduction of the results of world and domestic medical science into the content of the EP and its components.
3. Starting from the new academic year, the University’s leadership and the EP managers should formulate and implement a policy that will strengthen the relationship between scientific research and education; provide information about the research base and priority areas in the field of scientific research of educational institutions.
4. In the 2024-2025 academic year, the EP managers and TS should ensure in the content of the EP a close relationship between scientific research and education, wide participation of students in conducting scientific research in the field of health care.
5. In the 2024-2025 academic year, the EP managers and TS should develop and implement an examination policy in the development, implementation and evaluation of the EP, development of teaching and assessment methods.
6. In the 2024-2025 academic year, the EP managers and TS should introduce the practice of national and international cooperation with other educational institutions, including the mobility of staff and students, as well as recognition of academic learning results.
7. In the 2024-2025 academic year, the University’s leadership and the EP managers should promote the participation of instructors and students in academic mobility programs in the country and abroad and allocate appropriate resources for these purposes.

Standard: “EP Assessment”

No recommendations.

Standard: “Management and Administration”

1. Before the start of the new academic year, the Academy’s leadership and governing bodies should establish committees for quality assurance and EP within the management structure. These committees should define their responsibilities and composition, ensuring the representation of key stakeholders.

(IX) OVERVIEW OF RECOMMENDATIONS ON EDUCATIONAL INSTITUTION DEVELOPMENT

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Appendix 1. Evaluation table “SPECIALIZED PROFILE PARAMETERS”

№ P/P	№ P/P	№ Crit.	EVALUATION CRITERIA	EI Position			
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory
Standard 1. MISSION AND VALUES							
1.1 Mission definition							
The educational institution must:							
1	1	1.1.1.	define the mission of the EP and communicate it to stakeholders and the health sector		+		
2	2	1.1.2.	the mission statement should reflect the objectives and educational strategy, which allow prepare a competent specialist at the level of higher education in the field of healthcare with an appropriate foundation for a future career in any field of healthcare, including all types of practice, administrative medicine and research in healthcare. The specialist should be capable of effectively performing the roles and functions expected of a healthcare professional in accordance with the established sectoral requirements; prepared for postgraduate study and committed to lifelong learning.		+		
3	3	1.1.3.	ensure that the mission of the EP encompasses advancements in research within the biomedical, clinical, pharmaceutical, behavioral, and social sciences, as well as the critical aspects of global health and reflect major international health concerns		+		
1.2 Institutional autonomy and academic freedom							
The educational institution must:							
4	4	1.2.1.	have institutional autonomy to develop and implement a quality assurance policy for which the administration and instructors are responsible, especially with regard to the development of the EP and the allocation of resources necessary for the implementation of the EP.		+		
5	5	1.2.2.	ensure academic freedom for staff and learners to implement the EP and use the results of new research to improve the study of specific disciplines/issues without expanding the EP.		+		
1.3 Learning outcomes							
The educational institution must:							
6	6	1.3.1.	define the ELO that learners should achieve upon completion of training, encompassing achievements at the basic level in terms of knowledge, skills, and professional attitudes; an appropriate foundation for a future career within any domain of the healthcare industry; future roles in the health sector; subsequent postgraduate training; commitment to lifelong learning; community health needs, healthcare system needs and other aspects of social responsibility			+	
7	7	1.3.2.	ensure the proper behavior of learners concerning their interactions with classmates, instructors, medical staff, patients, and their relatives		+		
8	8	1.3.3.	publish the ELO of the EP			+	
9	9	1.3.4.	identify and align the relationship between the LO required upon completion of the program with those necessary for postgraduate study			+	
10	10	1.3.5.	provide the opportunity for learners to engage in research within the relevant field of healthcare		+		
11	11	1.3.6.	pay attention to intended LO related to global health			+	
1.4 Participation in the formulation of mission and LO							
The educational institution must:							
12	12	1.4.1.	ensure the participation of <i>key stakeholders</i> in shaping of mission and ELO		+		
13	13	1.4.2.	guarantee that the stated mission and ELO are based on the opinions/suggestions of various stakeholders			+	
<i>Total</i>				0	8	5	0
Standard 2. EDUCATIONAL PROGRAM							
2.1 EP model and teaching methods							
The educational institution must:							
14	1	2.1.1.	define the specifications of the EP, including a statement of expected LO, a curriculum based on a modular or spiral structure, and the conferred qualification			+	
15	2	2.1.2.	utilize <i>teaching and learning methods</i> that encourage, prepare, and support learners to take responsibility for the learning process			+	

№ PP	№ P/P	№ Crit.	EVALUATION CRITERIA	EI Position			
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory
16	3	2.1.3.	ensure that the EP is implemented in accordance with principles of equity		+		
17	4	2.1.4.	develop learners' abilities for lifelong learning		+		
2.2. Scientific method							
The educational institution must:							
18	5	2.2.1.	throughout the entire EP, instill in learners the principles of scientific methodology, encompassing methods of analytical and critical thinking, research methods in healthcare, and evidence-based medicine			+	
19	6	2.2.2.	provide the opportunity to integrate contemporary research findings into the EP		+		
2.3 Basic Biomedical Sciences							
The educational institution must:							
20	7	2.3.1.	define and incorporate into the EP the achievements of basic biomedical sciences, develop in students an understanding of scientific knowledge, concepts and methods that are the basis for the acquisition and practical application of clinical scientific knowledge		+		
21	8	2.3.2.	provide mechanisms for reviewing and updating the EP, taking into account the advancements of biomedical sciences that reflect scientific, technological, medical, and pharmaceutical developments, as well as the current and anticipated needs of society and the healthcare system		+		
2.4. Behavioral and Social Sciences, Medical/Pharmaceutical Ethics and Law							
The educational institution must:							
22	9	2.4.1.	define and incorporate into the EP the achievements of behavioral sciences, social sciences, medical/pharmaceutical ethics, and jurisprudence		+		
23	10	2.4.2.	provide mechanisms for reviewing and updating the EP taking into account the advancements in behavioral and social sciences, medical/pharmaceutical ethics and jurisprudence, including contemporary scientific, technological, medical and pharmaceutical developments, as well as current and anticipated needs of society and the healthcare system, considering the changing demographic and cultural context		+		
2.5. Clinical/Pharmaceutical Sciences and Skills							
The educational institution must:							
24	11	2.5.1.	define and incorporate into the EP the achievements of clinical/pharmaceutical sciences to ensure that students, upon completion of their education, have acquired sufficient knowledge, clinical and professional skills to assume appropriate responsibility in their subsequent professional practice		+		
25	12	2.5.2.	ensure that learners spend a sufficient portion of the program in planned contact with patients, service consumers in relevant clinical/production settings and gain experience in health enhancement and disease prevention.		+		
26	13	2.5.3.	define the amount of time allocated to studying the core clinical/profile disciplines		+		
27	14	2.5.4.	organize training with an appropriate focus on the safety of the learning environment and patients, including supervision of learners' actions in clinical/production settings			+	
28	15	2.5.5.	provide the opportunity to modify the EP, taking into account the advancements in scientific, technological, medical and pharmaceutical developments, as well as the current and anticipated needs of society and the healthcare system		+		
29	16	2.5.6.	ensure that each learner has early contact with real patients, service consumers, including gradual involvement in service provision and assuming responsibility, including: - in terms of examination and/or treatment of the patient under supervision in relevant clinical conditions - in sanitary and epidemiological surveillance procedures in terms of inspection and/or inspection of an object under supervision, conducted in relevant production bases (sanitary and epidemiological expertise centers, territorial departments of sanitary and epidemiological control, including in transport, disinfection organizations and healthcare facilities) - in terms of counseling patients on rational drug use, conducted in appropriate production conditions		+		
30	17	2.5.7.	structure the various components of education on clinical, hygienic skills for monitoring environmental and industrial factors, and other production skills in accordance with the		+		

№ PP	№ P/P	№ Crit.	EVALUATION CRITERIA	EI Position				
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory	
			specific stage of the EP					
2.6. EP structure, content and duration								
The educational institution must:								
31	18	2.6.1.	describe the content, scope and sequence of disciplines/modules, including an appropriate balance between fundamental biomedical, behavioral, social and clinical/specialized disciplines			+		
32	19	2.6.2.	envision horizontal integration of related sciences and disciplines			+		
33	20	2.6.3.	envision vertical integration of clinical/specialized sciences with fundamental biomedical, behavioral, and social sciences			+		
34	21	2.6.4.	provide the opportunity for elective content (electives) and define the balance between the mandatory and elective parts of the EP			+		
35	22	2.6.5.	define the relationship with complementary medicine, including non-traditional, traditional or alternative practices, occupational medicine, incorporating aspects of the environmental impact and man-made production loads, the social environment's influence on public health		+			
2.7. EP management								
The educational institution must:								
36	23	2.7.1.	define procedures for developing, approving, and revising the EP		+			
37	24	2.7.2.	identify a committee under the guidance of academic leadership responsible for planning and implementing the EP to ensure achievement of expected LO			+		
38	25	2.7.3.	ensure representation of instructors, students, representatives from other interested parties, including representatives from clinical, production bases, healthcare professionals involved in the educational process in the EI committee responsible for the EP			+		
39	26	2.7.4.	provide the opportunity to plan and implement innovations in the EP through the committee responsible for the EP			+		
2.8. Relationship to medical/pharmaceutical practice and healthcare system								
The educational institution must:								
40	27	2.8.1.	ensure continuity between the EP and subsequent stages of professional training or practical activities, that the student will begin upon completing the education		+			
41	28	2.8.2.	take into account the specific conditions in which graduates will have to work and modify the EP accordingly		+			
				<i>Total</i>	0	17	11	0
Standard 3. LEARNER ASSESSMENT POLICY								
3.1. Assessment methods								
The educational institution must:								
42	1	3.1.1.	define and approve the principles, methods and practices used for assessing students, including the number of exams, criteria for establishing passing scores, grades and the number of allowed retakes		+			
43	2	3.1.2.	ensure that the assessment procedures cover knowledge, skills, attitudes and professional behavior		+			
44	3	3.1.3.	use a wide range of assessment methods and formats based on their "utility assessment», including a combination of validity, reliability, impact on learning, acceptability and effectiveness of assessment methods and format			+		
45	4	3.1.4.	provide the possibility of expert examination of the assessment process and methods by external experts			+		
46	5	3.1.5.	demonstrate a willingness to ensure that assessment methods and results avoid conflicts of interest and utilize a system for appealing student assessment results		+			
47	6	3.1.6.	provide the possibility of ensuring an open assessment procedure and its results, informing students about the criteria and assessment procedures used			+		
48	7	3.1.7.	provide the possibility of documenting and assessing the reliability and validity of assessment methods, as well as involvement of external examiners			+		
3.2. Relationship between assessment and learning								
The educational institution must:								

№ PP	№ P/P	№ Crit.	EVALUATION CRITERIA	EI Position			
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory
49	8	3.2.1.	use assessment principles, methods and practices that are comparable to planned LO and teaching and learning methods, ensure achievement of intended LO, facilitating student learning, provide an appropriate balance between formative and summative assessment to guide learning and make decisions about academic performance			+	
50	9	3.2.2.	provide for the possibility of adjusting the number and nature of exams to stimulate both knowledge acquisition and integrated learning		+		
51	10	3.2.3.	provide timely, specific, constructive, and fair feedback to students based on assessment results		+		
<i>Total</i>				0	5	5	0
Standard 4. LEARNERS							
4.1. Admission and Selection Policy							
The educational institution must:							
52	1	4.1.1.	have policy and implement a practice of admission based on the principles of objectivity, including a clear statement about the student selection process		+		
53	2	4.1.2.	have a policy and implement a practice for admitting of individuals with disabilities		+		
54	3	4.1.3.	have a policy and implement a practice for transferring students from other educational institutions, including international ones		+		
55	4	4.1.4.	establish a connection between selection and the organization's mission, EP and the desired quality of graduates; periodically review the admission policy		+		
56	5	4.1.5.	demonstrate willingness to use a system for appealing decisions on admission of students.		+		
4.2. Recruitment of learners							
The educational institution must:							
57	6	4.2.1.	define the number of students to be admitted in accordance with the capabilities of the educational institution at all stages of the EP		+		
58	7	4.2.2.	demonstrate willingness to regulate the number and enrollment of students, taking into account the opinions of stakeholders responsible for planning and developing human resources in the health sector in order to meet the medical needs of the population and society as a whole		+		
59	8	4.2.3.	provide the possibility to periodically review the number and nature of admitted students through consultations with other interested parties and regulate them to meet the health needs of the population and society as a whole		+		
4.3. Consulting and support for learners							
The educational institution must:							
60	9	4.3.1.	demonstrate the possibilities of using an academic counseling system for students		+		
61	10	4.3.2.	demonstrate willingness to offer students a support program that addresses social, financial and personal needs, allocating appropriate resources and ensuring confidentiality of counseling and support		+		
62	11	4.3.3.	demonstrate willingness to use a feedback system with students to assess conditions and organization of the educational process		+		
63	12	4.3.4.	demonstrate willingness to provide students with documents confirming the obtained qualification (diploma) and a diploma supplement (transcript). provide the opportunity to take into account the needs of different groups of students and ensure the opportunity to form an individual educational trajectory		+		
64	13	4.3.5.	demonstrate willingness to provide academic counseling based on monitoring a student's progress, including issues related to professional orientation and career planning		+		
65	14	4.3.6.	demonstrate the possibilities of using an academic counseling system for students		+		
4.4. Learners' representation							
The educational institution must:							
66	15	4.4.1.	have a policy and implement a practice for student representation and their appropriate participation in defining the mission, development, management, and evaluation of the EP and other matters related to students		+		
67	16	4.4.2.	provide the possibility to encourage and providing assistance and support to student activities and student organizations		+		

№ PP	№ P/P	№ Crit.	EVALUATION CRITERIA	EI Position			
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory
<i>Total</i>				0	16	0	0
Standard 5. ACADEMIC STAFF/INSTRUCTORS							
5.1. The policy of recruitment and selection of personnel							
The EI must develop and implement a personnel selection and recruitment policy that:							
68	1	5.1.1.	defines their category, responsibility and the balance of the academic staff/instructors of basic biomedical sciences, behavioral and social sciences and medical/pharmaceutical sciences for the adequate implementation of the EP. This includes the appropriate ratio between medical, non-medical, pharmaceutical, full-time and part-time instructors, as well as the balance between academic and non-academic staff		+		
69	2	5.1.2.	takes into account the criteria of scientific, educational and clinical achievements, including the ratio between teaching, research activities and “service” functions			+	
70	3	5.1.3.	defines and ensures the monitoring of responsibilities of the academic staff/instructors in basic biomedical sciences, behavioral and social sciences and clinical, hygiene, pharmaceutical sciences		+		
71	4	5.1.4.	provides for the consideration of criteria and specific features such as alignment with the mission and economic capabilities of the educational institution, as well as the significant characteristics of the region, in the personnel selection and hiring policy		+		
5.2. Policy for Staff Activities and Development							
The EI should develop and implement a policy for staff activities and development that is oriented toward:							
72	5	5.2.1.	ensuring a balance of opportunities between teaching, research and service functions, ensuring recognition of worthy academic activity with a proper emphasis on teaching, research and professional qualifications			+	
73	6	5.2.2.	providing adequate knowledge to individual staff members regarding the entire EP, as well as training and professional development of instructors, their growth and evaluation.			+	
74	7	5.2.3.	the ability to take into account the “instructor-learner” ratio depending on the various components of the EP		+		
75	8	5.2.4.	career growth for staff			+	
<i>Total</i>				0	4	4	0
Standard 6. EDUCATIONAL RESOURCES							
6.1. Material-technical base							
The educational institution must:							
76	1	6.1.1.	demonstrate willingness to ensure an adequate material-technical base that enables the adequate implementation of the EP, as well as create a safe learning environment for staff, students, patients and their relatives		+		
77	2	6.1.2.	demonstrate willingness to improve the learning environment by regularly updating and expanding the material-technical base to align with changes in educational practice		+		
6.2. Resources for practical training							
The educational institution must:							
78	3	6.2.1.	demonstrate willingness to provide the necessary resources for students to gain appropriate clinical/practical experiences, including: • quality and categories of patients/ service consumers • number and categories of clinical/production bases • supervision of students’ practice		+		
79	4	6.2.2.	demonstrate willingness to assess, adapt, and improve the conditions of clinical/practical training to meet community needs of the population		+		
6.3. Information technologies							
The educational institution must:							
80	5	6.3.1.	develop and implement a policy aimed at the efficient and ethical use and assessment of relevant information and communication technologies			+	
81	6	6.3.2.	provide the ability of accessing websites or other electronic mass media		+		
82	7	6.3.3.	provide the opportunity for instructors and students to access relevant patient data and healthcare information systems using existing and relevant new information and communication technologies for self-learning, access to information, patient databases		+		

№ PP	№ P/P	№ Crit.	EVALUATION CRITERIA	EI Position				
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory	
			and working with healthcare information systems					
6.4. Research and scientific achievements								
The educational institution must:								
83	8	6.4.1.	demonstrate willingness to utilize research activities and scientific advancements in the field of medicine and pharmacy as a basis for the EP			+		
84	9	6.4.2.	formulate and implement a policy that promotes the relationship between scientific research and education; provide information about the research base and priority areas in the field of scientific research for the educational institutions			+		
85	10	6.4.3.	ensure that the relationship between scientific research and education is taken into account in teaching, encourages and prepares students to participate in research in the field of healthcare			+		
6.5. Assessment in Education								
The educational institution must:								
86	11	6.5.1.	have a policy and implement into practice access to educational expertise concerning processes, practices and issues in medical and pharmaceutical education involving specialists, educational psychologists, sociologists at the institutional, interinstitutional and international levels; develop and implement a policy for expertise in the development, implementation and evaluation of the EP, as well as in the development of teaching and assessment methods			+		
87	12	6.5.2.	demonstrate willingness to provide evidence of the use of internal or external educational expertise in staff development, considering the current experience in medical/pharmaceutical education and promoting the staff's interests in educational research.		+			
6.6. Exchange in Education								
The educational institution must:								
88	13	6.6.1.	have a policy and implement a practice of national and international cooperation with other educational institutions, including the mobility of staff and students, as well as the transfer of educational credits			+		
89	14	6.6.2.	demonstrate willingness to facilitate the participation of instructors and students in academic mobility programs in the country and abroad and allocate appropriate resources for these purposes			+		
				<i>Total</i>	1	6	7	0
Standard 7. EP ASSESSMENT								
7.1. Program monitoring and assessment mechanisms								
The educational institution must:								
90	1	7.1.1.	have regulated procedures for monitoring, periodic evaluation of the EP and LO, progress and academic performance of students		+			
91	2	7.1.2.	develop and demonstrate willingness to apply the EP evaluation mechanism that examines the program, its key components, students' performance, identifies and addresses issues, and ensures that the relevant evaluation results influence the EP		+			
92	3	7.1.3.	demonstrate willingness for periodic evaluation of the program, comprehensively examining the educational process, components of the EP, expected LO and social responsibility		+			
7.2. Feedback from instructor and learner								
The educational institution must:								
93	4	7.2.1.	provide for the systematic conduction, analysis and response to feedback from both instructors and students		+			
94	5	7.2.2.	demonstrate willingness to use the feedback results for improving the EP		+			
7.3. Academic achievements of students								
The educational institution must:								
95	6	7.3.1.	demonstrate willingness to analyze students' academic performance in accordance with the Academy's mission and expected LO, the curriculum and resource availability		+			
96	7	7.3.2.	demonstrate willingness to analyze students' performance taking into account the background of their previous education and the level of preparation upon entry into the university; utilize the analysis results to collaborate with the unit responsible for student		+			

№ PP	№ P/P	№ Crit.	EVALUATION CRITERIA	EI Position				
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory	
			selection, development of the EP and students' counseling					
7.4. Stakeholder engagement								
The educational institution must:								
97	8	7.4.1.	demonstrate willingness to involve key stakeholders in monitoring and evaluating the EP		+			
98	9	7.4.2.	demonstrate willingness to provide stakeholders with access to the assessment results of the program, collect and analyze their feedback regarding the EP		+			
				<i>Total</i>	0	9	0	0
Standard 8. MANAGEMENT AND ADMINISTRATION								
8.1. Management								
The educational institution must:								
99	1	8.1.1.	define structural units and their functions, including the relationships within the university		+			
100	2	8.1.2.	define committees in the management structure, their composition of responsibilities, reflecting the representation of key and other stakeholders, ensuring transparency in the functioning of governing bodies and the decisions they make			+		
8.2. Academic Leadership								
The educational institution must:								
101	3	8.2.1.	describe the responsibilities of the academic leadership in defining and managing the EP		+			
102	4	8.2.2.	demonstrate willingness to periodically evaluate academic leadership in terms of achieving its mission and expected LO		+			
8.3. Learning budget and resource allocation								
The educational institution must:								
103	5	8.3.1.	have a clear distribution of responsibility and competency to provide resources for the EP, including the target budget for education.		+			
104	6	8.3.2.	demonstrate willingness to allocate the necessary resources for the implementation of the EP and distribute educational resources in accordance with their needs		+			
105	7	8.3.3.	provide the opportunity for independent allocation of resources, including remuneration of instructors who properly achieve the planned LO. When allocating resources, take into account scientific achievements in the field of healthcare and public health issues and their needs		+			
8.4. Administrative staff and management								
The educational institution must:								
106	8	8.4.1.	demonstrate willingness to have administrative and professional staff for the implementation of the EP and related activities, ensuring proper management and allocation of resources		+			
107	9	8.4.2.	demonstrate willingness to ensure the participation of all departments of the educational institution in the processes and procedures of the internal quality assurance system		+			
8.5. Interaction with the healthcare sector								
The educational institution must:								
108	10	8.5.1.	demonstrate willingness to engage in constructive interaction with the healthcare system and sectors of society and government related to health, including international cooperation	+				
109	11	8.5.2.	demonstrate willingness to formalize collaboration by involving employees and students, with partners in the healthcare sector		+			
8.6. Public awareness								
The educational institution must:								
110	12	8.6.1.	provide regular publication on the official website of the educational institution and in the media of complete and reliable information about the EP and its achievements		+			
				<i>Total</i>	0	11	1	0
				OVERALL TOTAL	1	76	33	0