



«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
Assessing 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 Assessing Compliance with the Requirements of Standards for
International Primary Accreditation of Basic Medical and
Pharmaceutical Educational Programs
(based on WFME/AMSE/ESG)**

091201.01.7 General Medicine

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

AMS	Administrative-Management Staff
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
TS	Teaching Staff
USA	United States of America
USMLE	United States Medical Licensing Examination
WFME	World Federation of Medical Education

(II) INTRODUCTION

In line with Order No. 100-23-OD issued on 27-Mar-2023, by the Independent Agency for Accreditation and Rating (IAAR), an external expert commission conducted an assessment to determine the compliance of the educational program (EP) 091201.01.7 General Medicine at Erebuni Medical Academy Foundation (EMAF) with international primary accreditation standards for programs of basic medical and pharmaceutical education (based on WFME/AMSE/ESG), as outlined in Order No. 150-22-OD issued on 21-Dec-2022 (third edition). This assessment took place from June 7 to 9, 2023.

The report of the external expert commission (EEC) contains an assessment of the IAAR criteria presented by the EP, recommendations of the EEC for further improvement of the EP, and the 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** – Volodya Ghahramanyan, 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 Constitution of the Republic of Armenia, the Civil Code of RA, 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.

The vision of EMAF is to establish itself as an educational institution of excellence, offering high-quality medical education; and to elevate national education to international benchmarks, providing students with education finely tuned to contemporary demands.

Information about the university is available on the website: www.erebuniacademy.am.

Comfortable modern conditions have been created for students to effectively master the EP: classrooms with a material-technical base, laboratories with the necessary equipment, and a simulation center. Practical classes are conducted in various medical institutions in Yerevan, including the Erebuni multidisciplinary medical center, which is furnished with state-of-the-art equipment.

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.

During the short period of its existence, the Academy has received recognition, including the “Trust Rating” by the National Trust Council in 2022, under the category of “Reliable Medical Academy», and the “Golden Laurel” award in the category of “Medical Academy of the Year” in 2023.

The Academy implements a continuous and integrated EP in “General Medicine”, which in the

2022-2023 academic year will produce the first graduates in the specialty of “General Medicine”. The EP “General Medicine” is implemented by three departments: socio-economic, biomedical and clinical disciplines. There is teaching staff (TS) of 50 working at three departments.

There are 214 students enrolled in six academy courses. For further details on the contingent of students in the “General Medicine” program, including information on courses, groups, numbers, and languages of instruction, please refer to Table 1.

Table 1**Contingent of learners in the EP “General Medicine” in the context of forms and languages**

Course	Group	Amount	Language of instruction
1	101	18	English
2	201	19	Armenian
3	301	11	English
4	401-403	38	English
5	501-504	58	English
6	601-604	70	English
Total	14 groups	214	English, Armenian

(IV) DESCRIPTION OF THE PREVIOUS ACCREDITATION PROCEDURE

The international institutional accreditation of the EP 091201.01.7 “General Medicine” at EMAF is being conducted 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.

To ensure the effective coordination of the EEC’s activities, 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 69 university representatives participated in these meetings (Table 2).

Table 2**Information about staff and learners who participated in the meetings with EEC**

Participant Category	Quantity
Rector	1
Vice-Rectors	2
Heads of Structural Units	7
Deans of Faculties	3
Heads of Departments	2
Instructors	24
Learners	30
Total	69

During the excursion, the EEC members visited the library, conference hall, biochemical laboratory, classrooms 101, 102, and 103 on the 1st floor; on the ground floor – a gym, a dining room; administrative block on the 2nd floor – reception, rector’s office, offices of vice-rectors for academic and scientific affairs, HR department office, financial department office, quality control working group

office, dean's offices for the faculty of "General Medicine", classrooms 201, 202, 203, 204, and 205; on the 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, simulation room, and 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 the accreditation period, the EEC attended classes on ophthalmology and pharmacology.

During their work, the EEC members visited the following internship bases: "Erebuni" Medical Center (MC), including the outpatient clinic and the hospital, the Grigor Narekatsi MC, a center for palliative medicine. Erebuni MC is designed to provide all types of assistance to the surrounding 62,000 population of the city. The Grigor Narekatsi MC provides all types of surgical care (surgery, oncology, proctology, oncoproctology).

In line with the accreditation procedure, a survey was conducted, involving 36 faculty members and 100 learners, spanning both junior and senior courses.

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, the EEC, based on assessment results, presented the recommendations for enhancing the accredited EPs during the meeting with the university's management on 09-Jun-2023.

(VI) COMPLIANCE WITH INSTITUTIONAL ACCREDITATION STANDARDS

6.1. Standard: "Mission and Values"

Evidence Section

The Academy's development strategy is oriented towards ensuring the quality and effectiveness of all its endeavors – educational, scientific, clinical, and managerial – to enable its successful integration into the European Higher Education Area.

The Academy's quality policy is aimed at ensuring the Academy's high competitiveness in the international market of educational services, establishing a modern educational system focused on the introduction of innovative teaching methods and technologies.

The Mission of the Academy is dedicated to preserving, strengthening, and enhancing the health of the population through the dissemination and application of state-of-the-art, innovative knowledge, and principles of clinical internship, as well as to the training of competent healthcare professionals who possess advanced expertise in the field of medicine, aligning with both national and global healthcare standards, for the betterment of society and the nation.

The mission contains goals and an educational strategy that make it possible to prepare a competent doctor at the level of basic medical education, responsible and creatively professional within the rapidly evolving modern world. It also aims to nurture individuals with strong morale and an active stance in life.

The mission of the EP is to train competent, competitive medical personnel, ready for professional mobility and self-improvement, while considering the demands of the labor market.

The goal is to train specialists capable of successfully address professional challenges in medical, organizational, managerial, and scientific research domains on the basis of universal, general professional and specialized competencies formed in the educational process of the university in accordance with the requirements of the Armenian legislation, as well as professionally significant personality qualities such as purposefulness, organization, responsibility, autonomy, citizenship, tolerance, persistence in achieving goals, commitment to ethical and deontological values and norms.

The mission and goals of the EP are related to changes in the university's external and internal environment, the requirements of service consumers and other stakeholders.

The university guarantees that the Mission considers incorporating the advancements in medical research within the biomedical, clinical, behavioral, and social sciences into the educational process.

Employers, students, TS, and specialists from various medical organizations and medical universities are involved in shaping the mission and final results of the EP.

Upon completion of the EP “General Medicine”, the graduate should possess universal, general professional and specialized competencies.

A graduate of this EP is prepared for the following types of professional activity: medical, organizational-managerial, and scientific-research.

Analytical Section

At the same time, the self-assessment report lacks a description of the expected learning outcomes (ELO) that learners must achieve upon completion of basic-level training in terms of knowledge, skills and professional qualities. There are no defined ELO that subsequently could serve as the foundation for future careers in various sectors of the healthcare industry. The ELO and commitments to lifelong learning, the health needs of society, healthcare system requirements and other facets of social responsibility are not outlined.

As a consequence of the previous narrative, the ELO for the EP “General Medicine” have not been published.

The outcomes that are required upon completion of the EP “General Medicine” have not been defined. The connection between the ELO and subsequent postgraduate education has not been elucidated. It is crucial to understand the ELO in the light of global health, addressing the needs of society as a whole and the healthcare system, which was not reflected in the self-assessment report. The experts did not receive this information during interviews and when reviewing the university’s documentation.

In addition, there was no evidence identifying that the mission and expected results are based on stakeholder proposals as a result of EEC visit. The self-report includes statements suggesting that all stakeholders participated in the development of the mission and expected results. However, not a single supporting document was provided during the visit or attached to the self-assessment report. Evidence could be provided in the form of minutes of joint meetings, reviews, statements of organizations, photo, video reports and other materials validating the veracity of the written statements.

The conclusions presented in the report after each standard, in particular after the first standard, do not align with reality. No strengths have been identified for this standard “Mission Results”. The university must recognize that its strengths are a reflection of its activities, which can be extrapolated as a model to other universities not only within the country, but also in the international medical community.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

1. Define the ELO that learners must achieve upon completing the EP “General Medicine” in terms of knowledge, skills and professional qualities. Due date: July 2023.
2. Publish the ELO for the EP “General Medicine”. Due date: August 2023.
3. Publish the learning outcomes of the EP necessary for continuing education – postgraduate studies. Due date: August 2023.
4. Describe in the EP the ELO that align with assessment methods and teaching approaches in all courses of the EP “General Medicine”. Due date: September 2023.
5. Document the opinions/suggestions of stakeholders regarding the development of the mission and ELO of the EP “General Medicine”. Due date: September 2023.

EEC Conclusions based on Criteria

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

6.2. Standard: “Educational Program”

Evidence Section

The EP represents a set of documents regulating the content of the educational process, implementation conditions and assessment of the graduate training quality. The EMAF is currently executing a continuous and integrated medical EP within the specialization of “General Medicine”.

The EP “General Medicine” was introduced in the academic year 2021-2022. However, due to the transfer of sixth-year students from Ukrainian universities to EMAF, the first student graduation is scheduled for the academic year 2022-2023.

The EP is executed in accordance with the principles of equity: equal treatment for both staff and students regardless of gender, ethnicity, religion, sexual orientation, socio-economic status and taking into account physical abilities.

One of the most important strategic issues of the Academy is an effective relationship between the educational and research domains. The Academy applies the principles of scientific methodology, including methods of analytical and critical thinking, health research and evidence-based medicine.

The amount allocated for the study of basic clinical disciplines is reflected in the curriculum. Teaching of clinical disciplines is carried out in leading clinics.

The curriculum is structured as follows:

- the block of humanitarian and social science courses comprises 140 hours of lectures, 734 hours of practical classes and 526 hours of independent work;
- the block of medical and biological courses: 750 hours of lectures, 1170 hours of practical training and 1420 hours of independent work;
- the block of clinical courses consists of:
 - o therapeutic sessions – 512 hours of lectures, 860 hours of practical training and 840 hours of independent work;
 - o surgical sessions – 416 hours of lectures, 690 hours of practical training and 570 hours of independent work;
 - o pediatric, obstetric and gynecological sessions – 140 hours of lectures, 270 hours of practical training and 190 hours of independent work;
- the block of preventive medicine courses – 96 hours of lectures, 140 hours of practical training and 104 hours of independent work;
- the block of elective courses – 120 hours of lectures, 120 hours of practical classes and 130 hours of independent work.

Students engage in practical training across diverse medical-preventive institutions. Each student is provided with an “Internship Diary,” which is an adapted, localized, and Curriculum Council-approved copy of practice guidelines utilized in graduate medical institutions in the United States.

Analytical Section

At the same time, the EP does not contain a statement about the ELO; there is no clear concept of how students are expected to master the EP, whether through a modular or spiral structure, which EEC experts validated during interviews with the administrative-management staff (AMS) and the structures responsible for the EP. There is no single structural unit responsible for the development, monitoring and analysis of the EP.

Neither the AMS nor the TS have information about teaching and learning methods that encourage students to take responsibility for the learning process.

There is no evidence demonstrating the instillation of scientific methodology principles, encompassing analytical and critical thinking methods, research methodologies in healthcare, and evidence-based medicine, throughout the progression of the EP “General Medicine” from the 1st to the 6th year.

There is no documented evidence from the institution regarding the safety of the learning environment and patients, including observation of the actions performed by the learner in clinical or production settings.

In the EP “General Medicine” there is no description of the content, volume and sequence of disciplines/modules.

Neither the AMS nor the TS representatives – developers of the EP – are aware of the concepts

of an integrated EP; the EP “General Medicine” does not provide for horizontal integration of related disciplines. The picture is similar for the vertical integration of related disciplines.

The university needs to make decisions regarding elective disciplines (EDs). During the provision of documentation for EEC members, the list of EDs of the EP “General Medicine” consisted of four EDs: fundamentals of political science and sociology, ethics and medical deontology, geriatrics and gerontology, and sports medicine. But the self-assessment report presents a slightly different list of EDs: ethics and deontology, palliative medicine, sports medicine, geriatrics and gerontology. During the interview, students found it difficult to answer questions about choosing EDs. In addition, during the interview, none of the representatives with whom it was conducted answered the question of determining the balance between the mandatory and elective parts of the EP “General Medicine”.

The university lacks a dedicated structural unit responsible for planning, development, implementation, monitoring, and analysis of the EP to ensure the attainment of ELO.

It is worth noting that the university has three collegial bodies, which include learners, the AMS, and the TS representation. However, there were no representatives from other stakeholders engaged in the learning process in the university committee responsible for the EP.

The university also does not possess a structure responsible for introducing innovations in the educational process. This area of work could be assigned to the structure in charge of EP development.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

1. Responsible personnel for the EP to undergo training in the development of EP based on a modular, spiral structure of training, while cascading training the university TS. Due date: December 2023.
2. TS to undergo training in methods of teaching and training learners. Due date: by the end of the 2023-2024 academic year.
3. EP developers to integrate the principles of scientific methodology into the EP, starting from the year 1 up to graduation. Due date: September 2023.
4. Heads of departments and lecturers to introduce safety instructions into each EP discipline, at lectures for students of all courses, with documentation in safety logs. Due date: September 2023.
5. EP developers to describe the content, scope and sequence of disciplines/modules with mandatory compliance with the ratio of educational institution (EI) and the sequence of disciplines. Due date: July 2023.
6. EP developers to review the EP with the possibility of horizontal integration of related disciplines. Due date: August 2023.
7. EP developers to review the EP with the possibility of vertical integration of related disciplines. Due date: August 2023.
8. Heads of departments and module/discipline heads to develop electives required for a better mastery of the EP, maintaining a balance between the mandatory and elective parts. Make a list of EDs for the entire EP. Due date: October 2023.
9. Determine and consolidate the structure of the university responsible for the development of monitoring and analysis of EP. Due date: September 2023.
10. Include representatives of doctors' associations and other stakeholders in the EI committees responsible for the EP. Due date: August 2023.
11. EP developers to introduce innovative teaching methods into the educational process, innovations in science and clinical practice. Due date: March 2024.

EEC Conclusions based on Criteria

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

6.3. Standard: “Learner Assessment Policy”

Evidence Section

The assessment policy is consistent with the mission of the Academy and is communicated to all stakeholders including students, instructors, parents, and others involved.

The current assessment of knowledge, skills and abilities is conducted through both theoretical and practical classes in the form of testing, performing the practical part with the help of solving situational problems developed by relevant departmental staff, and checklists. Interim certification (IC) involves assessments via exams and tests upon the end of the cycle of a given subject. Upon completion of the EP, students undergo the Final State Certification evaluation and the graduates are granted the qualification of a doctor. 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 Academy’s rector. Students failing tests or exams have the opportunity to retake the intermediate certification twice within the period established by the rector. Candidates for chairpersons of state final certification and qualification commissions are approved by the RA MESCS. The State Examination Board consists of a chairman, who is a representative of the healthcare sector, an employer, the rector, vice-rector, dean, heads of departments, and instructors.

The examining instructor or examination commission are obliged to organize and conduct an assessment of students’ knowledge objectively, since the fundamental assessment principles at the Academy are: fairness, impartiality and transparency. Exams are recorded via video, forming the basis for the appeals process.

The methods used to assess knowledge, skills, abilities and communication allow learners to be adequately assessed. Learners are assessed using formative and summative methods.

The use of the formative method involves assessment during the learning process, checking whether the student has learned what they were taught. Thanks to feedback from the student, the instructor identifies the strengths and weaknesses of the educational process, plans and improves teaching methods. As a result of the above activities, a final summative assessment of learners is formed. The Academy has an approved procedure for assessing students using a 0-to-10 rating scale.

The number of exams and tests is regulated by the curriculum of the specialty “General Medicine”. Each subject, depending on its importance, ends with IC in the form of testing or exam. Students typically undertake 2 to 4 exams per session period, with intervals of approximately 3 days between exams. The EP of the specialty “General Medicine” includes 40 exams, while practical training and elective courses are summarized by credit.

Data on the assessment of learners’ knowledge is documented in learner progress and attendance logs. The results of the IC are reflected in the grade books.

The Academy regularly conducts surveys among students on the EP to assess their satisfaction with the organization of the educational process, the knowledge assessment system, the provision of educational literature, and the organization of internships. The results of such surveys are regularly shared with the AMS and TS.

Students at the Academy have access to the email addresses of the rector and vice-rector, where they can ask any question, including anonymously. Regular student surveys allow the Academy’s management and the Scientific Council to receive objective information about students’ opinions regarding key aspects of organizing the educational process.

Analytical Section

However, the university does not use a wide range of assessment methods and formats, depending on the impact on learning, the acceptability and effectiveness of the assessment methods and format. The university does not determine the reliability and validity of assessment methods and format.

There is no examination of the assessment process and methods by external experts.

While interviewing the learners, the experts revealed that at the end of each class, students are not informed about the grade received. Students are not informed about the criteria and assessment procedures used. The university does not provide an open assessment procedure and its results.

There is also no provision for documenting and assessing the reliability and validity of assessment methods.

Since LO are not defined and described, assessment principles, methods, and practices that are consistent with the intended LO, as well as with teaching and learning practices are not used.

The university does not achieve intended LO that support student learning by providing an appropriate balance of formative and summative assessment to guide learning and make decisions about academic performance.

As a result of interviews with TS and EP developers, insufficient knowledge of the university TS of assessment methods, along with methods for assessing validity and reliability, as well as assessment formats has been revealed.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

1. Provide comprehensive training to TS on assessment methods, validity and reliability, acceptability and effectiveness of assessment methods and formats. Due date: during 2023-2024 academic year.
2. The university structure responsible for the EP to provide external examination of the assessment process and methods. Due date: November 2023
3. The management of the EP to ensure that students are widely informed about the criteria and assessment procedures used, as well as the openness of the assessment procedure and its results to students. Due date: September 2023.
4. The structure responsible for the EP “General Medicine” to assess the reliability and validity of assessment methods. Due date: January 2024.
5. All TS to use assessment principles, methods and practices that are comparable to the planned LO, teaching and learning methods. Due date: forever, throughout the entire period of training and development of the EP “General Medicine”.

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 Decree of the Government of the Republic of Armenia No. 597 issued on April 26, 2012. The entrance exam is organized and conducted by the “Assessment and Testing Center».

The unified exam is carried out using the testing method with 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 competition for the admission of applicants is held by the Republican Admission Committee, the chairman of which is the Minister of the RA MESCS.

The Academy implements a policy of admitting foreign students to the first year on the basis of the procedure approved by Decree of the Government of the RA No. 700-N issued on April 28, 2011.

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

In order to review the documents of returning and transferring students, to calculate subject differences and credits, a working group has been created at the Academy. Table 3 shows the number of students transferred and reinstated over two years.

Table 3**Number of transferred and reinstated students over the two years of the reporting period**

Academic year	Number of students, transferred to the Academy	Number of students, reinstated at the Academy
2021-2022	104	17
2022-2023	16	22

The applicant admission process is subject to appeal. An appeal may be due to a violation of the exam procedure or disagreement with the assessment result.

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 comprehensive information about existing contracts with TS, the educational fund, the number of classrooms and laboratories, the library, and practical bases.

The necessary educational resources (premises, equipment, TS, etc.) allow the Academy to accept 150 applicants per year.

Presently, the Academy has 194 foreign students, primarily from India, as well as students from the Philippines, Bangladesh, Iran, and Korea.

Employees of the Center for International Relations and Career of the Academy are in regular contact with the RA MoH, embassies of different countries and are informed about the high demand for doctors in both the local and foreign labor market.

Students need additional support, guidance, and counseling throughout the academic year. The Dean's Office provides a schedule of consultations and academic liquidations.

Student surveys covering all aspects of the educational process, social and other events at the university are conducted every semester.

All employees of the dean's office are available daily, at any time, to receive a student, listen to them and provide with all types of assistance. In cases where a student is dissatisfied with the provided consultation, they have the right to contact the rector every Friday from 12:00 to 14:00. During the meetings, questions and issues of interest to students are clarified as much as possible.

Analytical Section

Self-government of students at the Academy is carried out through student public organizations. One of such organizations is the Student Council, which operates on the basis of the Charter approved by the rector and has its own work plan, which is confirmed by Appendix 15.1. The most active students of different courses at the Academy are members of the student council, and the president of the student council is nominated and elected from among its members.

The Council addresses student concerns, coordinates their initiatives, protects the rights of students, provides social support, and participates in monitoring the quality of educational services by collecting and analyzing student feedback. The Student Council ensures the involvement of students in managing the Academy and resolving issues related to educational activities.

Students hold positions in various boards and commissions within the Academy and participate in the decision-making process. The involvement of students in various structures and commissions of the Academy is confirmed by appendices 29.44: composition of the Trustee, Scientific, and Student Councils.

The Academy creates conditions and encourages the growth of student activism and activity in student cultural organizations.

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 implementation of the EP in the specialty “General Medicine” is possible if the necessary educational environment is available. One of the crucial components of this environment is the required number and qualifications of TS.

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 and contracts concluded with the TS.

The personnel policy for the recruitment and selection of TS ensures full equity and availability of vacant positions at the Academy, guarantees equal opportunities and an objective assessment of professional qualities, since decisions on hiring are not influenced by political views, race, nationality, gender, age, or religion.

Announcements about competitions are posted in the public domain on the Academy’s website.

Composition of TS by blocks:

- humanitarian and social science disciplines: 8 instructors
- medical and biological disciplines: 13 instructors, including 2 C.M.Sc. and 1 associate professor
- clinical disciplines: 26 instructors, including 4 D.M.Sc. and 4 C.M.Sc.
- preventive medicine: 3 instructors
- elective courses: 4 instructors, including 1 C.M.Sc.

The share of instructors teaching humanities and social sciences is 14.8%. The share of instructors teaching medical and biological disciplines is 24%, clinical disciplines – 48.1%. Preventive medicine lectures constitute 5.5%, and instructors teaching elective subjects account for 7.4%.

Classes with students are conducted in both Armenian and English, with 50 instructors currently teaching in English. The Academy maintains a balance of academic and professional qualifications of its TS, which ensures the quality of the educational process. The “teacher-student” ratio is determined by the regulatory documents of the RA MESCS. The number of students in groups does not exceed 10-15 people.

In order to introduce international experience at the Academy, invited specialists from abroad (Anaid Ananyan, public health, USA; Salpi Akaragyan, USA; Sharon Weinstein, Institute for Global Development of Education, USA) gave lectures on a remote platform.

To encourage beginning instructors and ensure their professional growth, the Academy operates a “School for Beginning Instructors.”

Analytical Section

At the same time, the academy’s TS lack sufficient information regarding the types of its activities, including educational, scientific, clinical, methodological and instructional. Consequently, they are unaware of the allotted hours for each type of activity. As a result of the inspection of the departments by experts, no answer was received and an individualized work plan for a TS member was not provided as an example.

Already at the departmental level, the head needs to reallocate hours among department employees, considering each employee’s capabilities. The criteria for scientific, educational and clinical achievements are not taken into account, including the relationship between teaching, research and “service” functions. The Academy’s departments do not maintain a balance of capabilities between teaching, research and “service” functions.

When surveying the TS, the experts revealed that instructors lack information about the EP.

There is no plan for advanced training of TS in pedagogy and the main specialty aimed at developing and assessing the growth of pedagogical and professional competencies.

The Academy has not developed a document allowing instructors to become familiar with the career development of academy staff.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

1. The HR department to develop a document that enables the classification of all types of activities while maintaining a balance between teaching, research activities, and “service” functions. Due date: September 2023.
2. The HR department to introduce a personnel activity and development policy aimed at ensuring a balance between the types of instructor activities. Due date: September of the 2023-2024 academic year.
3. The structure responsible for the EP to conduct a training seminar for TS to elucidate the EP. Due date: August 2023.
4. The HR department to develop Regulations on personnel career growth. Due date: November 2023.

EEC Conclusions based on Criteria

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

6.6. Standard: “Educational Resources”**Evidence Section**

The Academy carries out educational activities within its dedicated premises, which is an important factor in the effective organization and implementation of the educational process.

The Academy has created the necessary educational environment:

- Classrooms and laboratories are equipped with the necessary equipment, educational aids and teaching materials in accordance with modern requirements.
- On the Academy’s territory 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, both in native and foreign languages. Academy students can also use the library of the National Institute Health of the RA.
- Laboratories are equipped 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 first aid station. It is equipped with a medical couch, a cabinet, and is stocked with medications and supplies necessary for first aid.

In the Section 7 of the Academy’s strategic development plan for 2021-2026, the emphasis is placed on the implementation and further development of information technologies. The Academy is in the process of developing local computer networks, a website, corporate email systems and regulating the organization of access to mail and its information resources.

Information technology use refers to the development of digital capabilities of both instructors and learners through the utilization of digital tools and various digital platforms.

In order to acquire digital skills, students study the subject “Medical Informatics” during the first semester of their inaugural year, which enables students to gain knowledge about obtaining, storing information, basic processing methods, using tools, and computer skills for managing information while addressing professional standard tasks.

The Academy provides access to the following electronic resources:

- The Administration has 15 computers with access to the Internet and local network, cop and scanning machines.
- Classes are conducted using laptops and projectors.
- The library has access to global Internet resources /Henderson Library/, as well as local electronic (National Library of the RA) and internal library resources within the Academy.

Analytical Section

One of the strengths of the Academy is clinical medical centers, in particular the Erebuni MC, which has its own polyclinic (serving to the nearby community of approximately 62,000 residents with a range of essential medical services) and a hospital with therapeutic, surgical, and gynecological departments. It has its own intensive care unit. Erebuni MC is the only clinic that has a helipad, which saves time when transporting patients. The hospital is equipped according to the latest standards using state-of-the-art technologies for examinations, diagnoses, and treatments. There is a department for the restoration of a patient's hair follicles after complex chemotherapy and radiation exposure for patients undergoing treatment for cancer.

Along with these strengths, there are also a number of disadvantages.

In particular, the implementation of information and communication technologies is at the development stage. Therefore, it is necessary to develop and implement policies aimed at the effective utilization and assessment of these technologies.

The Academy does not use research activities and scientific achievements in the field of medicine and pharmacy to improve the EP "General Medicine".

The implementation of research policy is only now beginning to gain momentum towards improvement. However, in general, the academy has not developed a methodology for scientific research, especially research in the field of education.

The university lacks policies that promote strengthening the relationship between scientific research and education; there is no information about the research base and priority areas in the field of scientific research. There is no provision for the relationship between research and education in teaching.

Apart from the absence of a structural unit that carries out the development and monitoring of the EP, the Academy does not conduct an examination of educational processes, production processes with the involvement of specialists, educational psychologists, sociologists at the university, interuniversity and international levels. The university does not have an examination policy in the development, implementation and evaluation of the EP, development of teaching and assessment methodologies.

The Academy does not carry out a practice of national and international cooperation with other educational institutions, including the mobility of staff and students within the country and abroad with an allocated budget for such initiatives.

Strengths/Best Practices

Modern private clinic with the latest equipment of the Erebuni MC, which includes outpatient and inpatient care (therapeutic, surgical, pediatric, obstetric and gynecological departments), a landing pad for delivering patients by helicopter.

EEC Recommendations

1. IT specialists to develop and implement a policy for the use of information and communication technologies in the educational process. Due date: 2023-2024 academic year.
2. EP developers to introduce the scientific achievements in medicine into the EP. Due date: 2023-2024 academic year.
3. EP developers to implement a policy defining the connection between scientific research and educational research. Due date: 2023-2024 academic year
4. Heads of departments/modules responsible for the discipline to develop criteria for encouraging students for their participation in scientific research and research in the field of education. Due date: December 2023.
5. The structure responsible for the EP to develop and implement a policy for the examination of educational processes, internships, problems of medical and pharmaceutical education with the collaboration of specialists, educational psychologists, sociologists at local, interuniversity and international levels; develop and implement an examination policy in the design, development of teaching methodologies and assessment methods. Due date: 2023-2024 academic year.

6. The structure responsible for the EP to develop and implement a policy of national and international cooperation with other educational institutions. Due date: 2023-2024 academic year.
7. Develop and implement a plan for academic mobility for teaching staff and students within the country, to neighboring and distant countries. Due date: 2023-2024 academic year.

EEC Conclusions based on Criteria

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

6.7. Standard: “EP Assessment”

Evidence Section

In order to evaluate and monitor the EP and LO, the Academy has established a quality assurance (QA) system.

The structure, volume and content of subjects studied within the EP, the volume of optional subjects, independent work, as well as the requirements for the applicant and the results of the graduate’s mastery of the EP are controlled. Recommendations for the EP will be discussed at department meetings in May-June of the current academic year and approved by the Scientific Council.

The internal QA policies and procedures are defined in a number of Academy documents and are aimed at achieving the goals and objectives defined by the Academy’s mission and Strategic Plan, which is confirmed in Appendices 1, 26, and 27.

Currently, a working group on internal QA has been formed, which includes a QA officer, instructors and students. The working group carries out its activities on planning, implementation, evaluation, improvement in line with the cycle and works to implement the results at all stages of the educational process.

To collect data and conclude, the internal QA working group carries out:

- sociological surveys among internal and external interested parties,
- listening to lessons,
- obtaining information through feedback from the Academy’s websites.

Based on the collected data, the results are analyzed and discussed in the Educational, Methodological, Scientific and Trustee Councils.

External stakeholders are also involved in the QA processes. During practical classes, educational and pre-diploma internships conducted at practical bases, internship leaders and employers communicate with students, assess the acquired abilities and inform them about it and provide feedback during departmental meetings.

Based on the collected data, recommendations, and opinions, the QA working group regularly convenes meetings and discusses issues aimed at ensuring the quality of the educational process. Based on the EP assessment results, timely and reasonable updates of EPs are carried out.

The internal QA system provides up-to-date information on the quality of the academy’s activities to both internal and external stakeholders, ensuring transparency of activities:

- representatives of partner organizations are invited to meetings of the Scientific Council,
- organizes meetings and conversations with teaching staff and students,
- the academy’s website – www.erebuniacademy.am – gives an opportunity to express the individual opinion and progress of each of the internal and external stakeholders.

The following components of the EP are subject to monitoring:

- 1) program structure
- 2) ratio of basic and elective courses
- 3) types of internship
- 4) educational-methodological support
- 5) accessibility of the electronic information and educational environment
- 6) staffing
- 7) logistics.

In order to test and evaluate the level of students' mastery of practical skills, it is planned to introduce elements of the USMLE exam from the 2023-2024 academic year.

Analytical Section

Since the EP "General Medicine" has only been operating for the first year, its evaluation is planned to be carried out at the end of the 2022-2023 academic year.

For feedback, the Academy uses various tools, in particular, regular social surveys of instructors and students in the following areas:

- 1) student satisfaction with the quality of discipline, hygienic conditions, and catering at the Academy
- 2) student satisfaction with the quality of teaching
- 3) students' opinions about instructors.

Social surveys among instructors.

- 1) instructor satisfaction with discipline and working atmosphere at the Academy
- 2) instructor satisfaction with the administration's work
- 3) instructor opinion about salary
- 4) instructor opinion about the conditions for organizing scientific activity.

The results of these surveys are summarized and analyzed by the Academy's QA working group, discussed at meetings of the Rector's office and Scientific Council, shared with the attention of TS and learners, and also posted on the Academy's official website.

A wide range of activities are carried out to identify, understand and anticipate the needs and expectations of stakeholders.

Based on the results of a survey conducted among foreign students and first-year applicants, it is planned to open preparatory courses and teach the Armenian language, psychology, chemistry and biology for foreign applicants in order to successfully pass entrance exams, attract quality applicants and increase the effectiveness of career guidance.

Based on the results of sociological surveys conducted among students, a student canteen will be launched from the 2023-2024 academic year.

In surveys conducted among Academy instructors, the most problematic issue was the creation of conditions for scientific research. To solve this problem, an agreement was signed with a multidisciplinary laboratory in Yerevan possessing diagnostic, biochemical, immunological, and genetic blocks, and negotiations are underway with the European Center for Nuclear Medicine, where unique methods of treating malignant tumors of the thyroid gland are used.

Analysis of current academic results, intermediate and final certification results, attendance logs and academic results occurs during department meetings, faculty methodological councils, and Scientific Council.

Analysis of the results of the current, intermediate and final certification of the 2022-2023 academic year will allow developing the necessary amendments and additions regarding the content of the EP. All recommendations for adjustments are subject to approval (or re-approval) by the Scientific Council of the Academy.

The Academy has a clear financial strategic plan, which defines the mechanisms of financial management, planning, control, material and technical resources distribution policies, mechanisms of budget control, and reporting.

The Academy has a staff psychologist who provides psychological support during the educational process.

All internal and external stakeholders are involved in the process of monitoring and evaluating the EP using various tools. Monitoring and evaluation of the EP quality includes feedback from employers, employees of other educational institutions, student and graduate satisfaction with the educational process and program organization. All survey results are provided to the faculty leadership.

Improving the quality of provided educational services is ensured through strategic planning, analysis of the strategic plan implementation and the development of improvement measures.

The Academy makes the EP assessment available to other interested parties. The Academy's website contains information about the EP and all types of activities of the university. Internal and

external stakeholders are involved in the processes of ensuring monitoring of the EP. Feedback on student internships is monitored based on the results of a survey of internship leaders, as well as employers.

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 management and control body of the Foundation is the Board of Trustees, whose term of office is 4 years. Council members are appointed by decision of the general meeting of participants of Hrarart LLC. Two candidates from the founder members of Hrarart LLC, nominated by the founder, 3 candidates from the TS, nominated by the Pedagogical Council, 2 candidates from representatives of the Student Council (with high achievements and an active public position) nominated by the Student Council of the Academy, 2 candidates from employers nominated by the Scientific Council of the Academy. The number of members of the EMAF’s board of trustees is 9 people.

The competence of the Board of Trustees includes approving its working procedure, reviewing and evaluating the annual report of the rector, approving the annual and strategic plans of the Academy’s activities implemented by EMAF, determining the types of other economic activities, approving the structure of the Academy, approving the staffing schedule of the Academy, approving the budget of the Academy and its amendments, annual financial reports and annual reports on the activities of the Academy, and the annual balance, creating business entities or participating in them, as well as branches, making decisions on the establishment of representations and institutions and approving their statutes, monitoring the activities of the Academy, including financial and economic activities, approving the election of a person conducting an audit of the financial reporting, and approving the procedure for managing the property of the Academy.

Next in importance is the Scientific Council of the Academy – a collegial body that discusses and makes decisions on organizational, planning, and coordination matters related to educational and research activities at the Academy. The term of office of the Scientific Council is 4 years. The chairman of the Scientific Council is the rector.

The functions of the Scientific Council include approving regulations, making proposals to the Board of Trustees on the creation, reorganization and liquidation of structural units. Within the allocated total amounts, the Scientific Council discusses and makes decisions on admission to the Academy in EPs and specialties, charters of structural units, approval of other internal legal acts regulating the main activities of the Academy. Its also discusses and approves the educational process, EPs by professions, the directions of scientific activity of the Academy, holds hearings of scientific reports, discusses the results of the most important scientific research and scientific-methodological work carried out at the Academy. The Scientific Council decides on conferring honorary degrees, awarding prizes, personal and other scholarships, awarding the Academy with orders and medals, nominating state and international awards and titles, naming classrooms, departments, deans of faculties, heads of departments, instructors, professors, associate professors and other optional approval of the selection procedure and election results, assignment of academic titles, approval of the results of competitions for replacing faculty deans, heads of departments, filling vacant positions of the TS. The total number of the Scientific Council members cannot exceed 20, with at least 50 percent being elected members.

The general activities of the Academy are overseen by the Rector of the EMAF. All issues of managing the current activities of the Foundation fall within the competence of the Rector of the EMAF. Vice-rectors and all departments providing educational and administrative activities, report directly to the Rector. Vice-rectors organize, control and regulate the activities of the Academy's structural units in line with the institution's direction.

The team carries out its activities on the basis of this charter of the Academy, current decisions and other acts.

The Academy's management team includes the Chief of Staff, the Rector's Adviser, and the Legal Adviser. The main tasks and functions of the Chief of Staff are the coordination and control of the activities of the personnel management, career development, continuing education departments and the first aid station. The Rector's Adviser provides educational, scientific, administrative services, expands international relations, and offers business consultations regarding the Academy's activities. The consultant assesses the Academy's business state, material resources and assesses risks.

EMAF has a financial policy, through which it defines a clear financial management strategy in accordance with the requirements of the institution's education and development policy and the normative financial concepts provided by the legislation of the RA.

The allocation of financial resources begins with strategic planning, when the Academy defines its vision and development goals. Then it is necessary to allocate appropriate resources to achieve these goals.

The structure responsible for financial planning prepares a preliminary budget and submits it for discussion. The Academy's budget is drawn up annually, planned and presented for consideration and approval by the Academy Council. The budget package is prepared by the chief accountant and allocated among the main functions of financial support performed by the Academy. The budget is prepared in accordance with the corresponding budget preparation template.

The analysis and assessment of the financial and economic situation of the Academy includes a general and partial analysis of the Academy's revenues and expenditures, assessment of the financial situation and identification of the Academy's financial resources in order to further improve the efficiency of financial resources utilization.

One of the most important elements of an effective financial management mechanism is the coordinated and lawful work of the financial, economic and accounting units, based on the legislation of the RA.

Financial expenses

The main sources of funding for the Academy are:

- financial resources from tuition fees (96%)
- financial resources from other EPs and services (4%)
- financial support for the conduction of special scientific research (by programs)
- other Academy development programs/investment package, etc. (as needed).

Over the past 3 years, there has been an increase in financial inflows due to an increase in the number of students, especially as a result of the involvement of foreign students in the EP. The increase in projected revenues has allowed the budget to allocate funds for additional bonuses for instructors, expanding categories of tuition fee discounts for students, funds for scientific-educational programs, and modernization of the material-technical infrastructure.

The distribution of financial resources is carried out in the following ways:

- salaries and bonuses for instructors and administrative staff – 57.2%
- current expenses for acquiring educational and material-technical resources – 12.5%
- other services to support the educational process and operations – 6.3%
- educational services: organization of educational and production internship, etc. – 9.8%
- expenditures for scientific, educational and innovation programs and initiatives – 4.1%
- taxes, mandatory payments – 6.4%
- other current expenses, including repairs, which in particular are funded through the investment funds of the EMAF, utility expenses, etc. – 3.7%.

Analytical Section

The functions of all administrative bodies and units of the Academy are defined and approved by regulations. Mutual interaction between administrative and structural units, as well as the Student

Council, is carried out within the framework of council and commission meetings, as well as in the electronic educational information environment of the Academy through corporate email and electronic personal accounts. The transparency of the management system is ensured through modern communication means and information technology.

The mission of the program of professional education implemented at the Academy is to provide high-quality, affordable medical education, prepare highly qualified medical professionals whose level of education corresponds to that of the leading domestic and foreign medical universities, equip graduates with high academic professional, social and personal skills that will be in demand and competitive in the job market. The mission of the Academy is to preserve, strengthen and improve public health through the dissemination and application of advanced, innovative knowledge and principles of clinical practice, preparing competent healthcare professionals with advanced experience in the field of medicine in accordance with the requirements of national and global healthcare for the benefit of society and the state.

In accordance with its mission, the Academy is directly involved in addressing problems related to protecting the health of citizens in the RA. The Academy has developed and implements a Public Health Program, which is intended for socially vulnerable groups, individuals with disabilities and the elderly, in collaboration with the relevant departments of the RA MoH, the RA MESCS and the Municipality of Yerevan.

The Academy has signed cooperation agreements with the best medical institutions in the country in order to organize the educational process in clinical disciplines: “Erebuni” MC, Palliative Care MC, Infectious Clinical Republican Hospital “Nork” CJSC, “Medline Clinic” MC, “National Pulmonology Center” of the MoH of the RA, “Surb Astvatsamayr” MC, “National center for Burns and Dermatology” CJSC, “National Center for Mental Health” CJSC, “Gisane” LLC, “Shengavit” JSC, “Scientific Center for Maternal and Child Health”, “Violeta” MC, “Izmirlyan” MC CJSC, Center for Forensic Medical Research and others.

The Academy aims to ensure transparency and publicity of the educational process and reports on its activities. The Academy strives to establish and maintain mutually beneficial relationships with society and the state.

However, at the same time, the Academy’s management structure does not define committees, their responsibilities, and composition that reflect the representation of all interested parties.

In addition, the conclusions and SWOT analysis for standard 6.8 “Management and Administration” are not described quite accurately due to discrepancies between the conclusions and indicators of the SWOT analysis. The strengths mentioned in the SWOT analysis are not actually strengths.

Strengths/Best Practices

No strengths have been identified for this standard.

EEC Recommendations

The university leadership to define committees, responsibilities, and composition reflecting the representation of all interested parties within the management structure of the Academy. Due date: November 2023.

EEC Conclusions based on Criteria

- *Strong* – 0
- *Satisfactory* – 23
- *Suggesting Improvement* – 0
- *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”

Modern private clinic with the latest equipment of the Erebuni MC, which includes outpatient and inpatient care (therapeutic, surgical, pediatric, obstetric and gynecological departments), a landing pad for delivering patients by helicopter.

Standard: “EP Assessment”

No strengths have been identified for this standard.

Standard: “Management and Administration”

No strengths have been identified for this standard.

(VIII) OVERVIEW OF QUALITY IMPROVEMENT RECOMMENDATIONS

Standard: “Mission and Values”

1. Define the ELO that learners must achieve upon completing the EP “General Medicine” in terms of knowledge, skills and professional qualities. Due date: July 2023.
2. Publish the ELO for the EP “General Medicine”. Due date: August 2023.
3. Publish the learning outcomes of the EP necessary for continuing education – postgraduate studies. Due date: August 2023.
4. Describe in the EP the ELO that align with assessment methods and teaching approaches in all courses of the EP “General Medicine”. Due date: September 2023.
5. Document the opinions/suggestions of stakeholders regarding the development of the mission and ELO of the EP “General Medicine”. Due date: September 2023.

Standard: “Educational Program”

1. Responsible personnel for the EP to undergo training in the development of EP based on a modular, spiral structure of training, while cascading training the university TS. Due date: December 2023.
2. TS to undergo training in methods of teaching and training learners. Due date: by the end of the 2023-2024 academic year.
3. EP developers to integrate the principles of scientific methodology into the EP, starting from the year 1 up to graduation. Due date: September 2023.
4. Heads of departments and lecturers to introduce safety instructions into each EP discipline, at lectures for students of all courses, with documentation in safety logs. Due date: September 2023.
5. EP developers to describe the content, scope and sequence of disciplines/modules with mandatory compliance with the ratio of educational institution (EI) and the sequence of disciplines. Due date: July 2023.
6. EP developers to review the EP with the possibility of horizontal integration of related disciplines. Due date: August 2023.
7. EP developers to review the EP with the possibility of vertical integration of related disciplines. Due date: August 2023.

8. Heads of departments and module/discipline heads to develop electives required for a better mastery of the EP, maintaining a balance between the mandatory and elective parts. Make a list of EDs for the entire EP. Due date: October 2023.
9. Determine and consolidate the structure of the university responsible for the development of monitoring and analysis of EP. Due date: September 2023.
10. Include representatives of doctors' associations and other stakeholders in the EI committees responsible for the EP. Due date: August 2023.
11. EP developers to introduce innovative teaching methods into the educational process, innovations in science and clinical practice. Due date: March 2024.

Standard: "Learner Assessment Policy"

1. Provide comprehensive training to TS on assessment methods, validity and reliability, acceptability and effectiveness of assessment methods and formats. Due date: during 2023-2024 academic year.
2. The university structure responsible for the EP to provide external examination of the assessment process and methods. Due date: November 2023
3. The management of the EP to ensure that students are widely informed about the criteria and assessment procedures used, as well as the openness of the assessment procedure and its results to students. Due date: September 2023.
4. The structure responsible for the EP "General Medicine" to assess the reliability and validity of assessment methods. Due date: January 2024.
5. All TS to use assessment principles, methods and practices that are comparable to the planned LO, teaching and learning methods. Due date: forever, throughout the entire period of training and development of the EP "General Medicine".

Standard: "Learners"

No recommendations.

Standard: "Academic Staff/Instructors"

1. The HR department to develop a document that enables the classification of all types of activities while maintaining a balance between teaching, research activities, and "service" functions. Due date: September 2023.
2. The HR department to introduce a personnel activity and development policy aimed at ensuring a balance between the types of instructor activities. Due date: September of the 2023-2024 academic year.
3. The structure responsible for the EP to conduct a training seminar for TS to elucidate the EP. Due date: August 2023.
4. The HR department to develop Regulations on personnel career growth. Due date: November 2023.

Standard: "Educational Resources"

1. IT specialists to develop and implement a policy for the use of information and communication technologies in the educational process. Due date: 2023-2024 academic year.
2. EP developers to introduce the scientific achievements in medicine into the EP. Due date: 2023-2024 academic year.
3. EP developers to implement a policy defining the connection between scientific research and educational research. Due date: 2023-2024 academic year
4. Heads of departments/modules responsible for the discipline to develop criteria for encouraging students for their participation in scientific research and research in the field of education. Due date: December 2023.
5. The structure responsible for the EP to develop and implement a policy for the examination of educational processes, practices, problems of medical and pharmaceutical education with the collaboration of specialists, educational psychologists, sociologists at local, interuniversity and international levels; develop and implement an examination policy in the design, development of teaching methodologies and assessment methods. Due date: 2023-

- 2024 academic year.
6. The structure responsible for the EP to develop and implement a policy of national and international cooperation with other educational institutions. Due date: 2023-2024 academic year.
 7. Develop and implement a plan for academic mobility for teaching staff and students within the country, to neighboring and distant countries. Due date: 2023-2024 academic year.

Standard: "EP Assessment"
No recommendations.

Standard: "Management and Administration"
The university leadership to define committees, responsibilities, and composition reflecting the representation of all interested parties within the management structure of the Academy. Due date: November 2023.

(IX) OVERVIEW OF RECOMMENDATIONS ON EDUCATIONAL INSTITUTION DEVELOPMENT

No recommendations.



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			+		
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		+			

№ PP	№ PP	№ Crit.	EVALUATION CRITERIA	EI Position			
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory
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: <ul style="list-style-type: none"> - 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 specific stage of the EP		+		
2.6. EP structure, content and duration							
The educational institution must:							

№ PP	№ PP	№ Crit.	EVALUATION CRITERIA	EI Position				
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory	
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:								
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		+			

№ PP	№ PP	№ Crit.	EVALUATION CRITERIA	EI Position			
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory
			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).		+		
64	13	4.3.5.	provide the opportunity to take into account the needs of different groups of students and ensure the opportunity to form an individual educational trajectory		+		
65	14	4.3.6.	demonstrate willingness to provide academic counseling based on monitoring a student's progress, including issues related to professional orientation and career planning		+		
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		+		
<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		+		

№ PP	№ PP	№ Crit.	EVALUATION CRITERIA	EI Position				
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory	
			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 and 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 and 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 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			+		

№ PP	№ PP	№ Crit.	EVALUATION CRITERIA	EI Position				
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory	
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 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								

№ PP	№ PP	№ Crit.	EVALUATION CRITERIA	EI Position				
				Strong	Satisfactory	Suggesting Improvement	Unsatisfactory	
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 ELO		+			
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